Main Criteria: Investigations in Writing

Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**

PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	SL.6.	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.6.	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity

| PERFORMANCE EXPECTATION | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

| STRAND | W.6. | Writing Standards |

| TITLE | | Production and Distribution of Writing |

| PERFORMANCE EXPECTATION | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| STRAND | SL.6. | Speaking and Listening Standards |

| TITLE | | Comprehension and Collaboration |

| PERFORMANCE EXPECTATION | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| INDICATOR | SL.6.1a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |

| INDICATOR | SL.6.1b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |

| INDICATOR | SL.6.1c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

| INDICATOR | SL.6.1d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| STRAND | SL.6. | Speaking and Listening Standards |

| TITLE | | Presentation of Knowledge and Ideas |

| PERFORMANCE EXPECTATION | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

| STRAND | L.6. | Language Standards |

| TITLE | | Vocabulary Acquisition and Use |

| PERFORMANCE EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| INDICATOR | L.6.4a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| INDICATOR | L.6.4d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| STRAND | L.6. | Language Standards |

| TITLE | | Vocabulary Acquisition and Use |

PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RL.6.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND	**RL.6.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	**RL.6.**	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**

PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards

TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	**RI.6.**	**Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	**W.6.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing

PERFORMANC E EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards

TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**

PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**

PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND	W.6.	**Writing Standards**

TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	SL.6.	**Speaking and Listening Standards**

TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**

PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 21: Unit 7 Inventive Writing, p. 181-190

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	**W.6.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	**L.6.**	**Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	L.6.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**

PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**

PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANC E EXPECTATION	WHST.6- 8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANC E EXPECTATION	WHST.6- 8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RL.6.**	**Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RL.6.	Reading Standards for Literature

TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RI.6.	Reading Standards for Informational Text

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing

PERFORMANC E EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RL.6.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	**RL.6.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**

PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.