$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ Secondary Criteria: Indiana Academic Standards

> Subject: Language Arts Grade: 6

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	6.W.4.	

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

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STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

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

INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		Indiana Academic Standards Language Arts
		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / NDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / NDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / NDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR /	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers adults. EXPECTATION / 6.W.4.b. Use technology to interact and collaborate with others to generate, produce, and publish writing. INDICATOR Grade 6 English/Language Arts STANDARD / STARAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / 6.W.5. Conduct research assignments and tasks to build knowledge about the research process and the topic under study. EXPECTATION / 6.W.5.b. Gather relevant information from multiple sources and annotate sources. INDICATOR / 6.W.5.f. Present information, choosing from a variety of formats. (E) EXPECTATION / 6.W.5.f. Present information, choosing from a variety of formats. (E) PROFICIENCY STATEMENT / STRAND Grade 6 English/Language Arts EXPECTATION / 6.W.5.f. Present information, choosing from a variety of formats. (E) PROFICIENCY STATEMENT / STRAND Grade 6 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonst their thoughts. INDICATOR / 6.C.C.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grappropriate topics, texts, and issues, building on others ideas and expressing personal ideas clearly. (E) INDICATOR / 6.C.C.2 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the			
STANDARD /		6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
PROFICIENCY STATEMENT / Writing - Learning Outcome: Students compose writing and presentations for various genres wh demonstrate a command of English grammar and usage through the writing and research process and the standard of English grammar and usage through the writing and research process. INDICATOR / S.W.5. Conduct research assignments and tasks to build knowledge about the research process and the topic under study. EXPECTATION / S.W.5.b. Gather relevant information from multiple sources and annotate sources.		6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
INDICATOR G.W.5. Conduct research assignments and tasks to build knowledge about the research process and the topic under study.			Grade 6 English/Language Arts
EXPECTATION / 6.W.5.b. Gather relevant information from multiple sources and annotate sources. EXPECTATION / 6.W.5.d. Quote or paraphrase the information and conclusions of others. INDICATOR EXPECTATION / 6.W.5.d. Present information, choosing from a variety of formats. (E) INDICATOR Grade 6 English/Language Arts Grade 6 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonst their thoughts. INDICATOR / 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grappropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the	STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / 6.W.5.f. Present information, choosing from a variety of formats. (E) INDICATOR Grade 6 English/Language Arts STANDARD / Gramunication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonst their thoughts. INDICATOR / 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grappropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the		6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
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Grade 6 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonst their thoughts. INDICATOR / STANDARD 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grappropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the		6.W.5.d.	Quote or paraphrase the information and conclusions of others.
PROFICIENCY STATEMENT / SUBSTRAND Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonst their thoughts. INDICATOR / 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on graph appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the		6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the	STATEMENT /		discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate
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INDICATOR / 6.CC.6. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.		6.CC.6.	
INDICATOR / 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E) STANDARD		6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44			UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

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

INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
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		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
ST ANDARD / ST RAND		Grade 6 English/Language Arts
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STANDARD / STRAND		Grade 6 English/Language Arts
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
EXPECTATION / NDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

Grade 6 - Adopted: 2023

STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)

INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults

adults.

EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Indiana Academic Standards Language Arts
		Grade 6 - Adopted: 2023
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PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)

Grade 6 English/Language Arts

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INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults

adults.

EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
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Indiana Academic Standards
Language Arts
Grade 6 - Adopted: 2023

STANDARD / Grade 6 English/Language Arts
STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / NDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / NDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
TANDARD /		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / NDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / NDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
NDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
NDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
NDICATOR /	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples fro various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	6.W.4.	
STATEMENT / SUBSTRAND	6.W.4 . 6.W.4.a.	demonstrate a command of English grammar and usage through the writing and research processes Apply the writing process to all formal writing including but not limited to argumentative, informative
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /		Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION /	6.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /	6.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	6.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	6.W.4.a.	demonstrate a command of English grammar and usage through the writing and research processes Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes Conduct research assignments and tasks to build knowledge about the research process and the
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / EXPECTATION /	6.W.4.a. 6.W.4.b.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

STANDARD /	
STRAND	

Grade 6 English/Language Arts

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

STANDARD / STRAND

Grade 6 English/Language Arts

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

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	6.W.6.a.	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Indiana Academic Standards
Language Arts
Grade 6 - Adopted: 2023

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

Grade 6 English/Language Arts

STANDARD /

INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing. Grade 6 English/Language Arts
INDICATOR STANDARD /	6.W.4.b.	
STANDARD / STRAND PROFICIENCY STATEMENT /	6.W.4.b.	Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Grade 6 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes. Conduct research assignments and tasks to build knowledge about the research process and the

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

Grade 6 - Adopted. 20

Grade 6 English/Language Arts

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

STANDARD / STRAND

STANDARD

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).	
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	6.W.6.a.	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

STANDARD	I
STRAND	

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)	
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140	
		Indiana Academic Standards	
		Language Arts Grade 6 - Adopted: 2023	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.	
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	

INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

STANDARD / STRAND Grade 6 English/Language Arts

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

INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	6.W.5.	
PROFICIENCY STATEMENT / SUBSTRAND	6.W.5. 6.W.5.b.	demonstrate a command of English grammar and usage through the writing and research processes. Conduct research assignments and tasks to build knowledge about the research process and the
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		demonstrate a command of English grammar and usage through the writing and research processes. Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Indiana Academic Standards
		Language Arts
		Grade 6 - Adopted: 2023
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STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION /	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from

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various sources and texts.

EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

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Grade 6 English/Language Arts

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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

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Grade 6 - Adopted: 2023

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PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
ST ANDARD / ST RAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		Indiana Academic Standards
		Language Arts
		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / NDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION /	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

INDICATOR EXPECTATION / 6.W.2.f. Establish and maintain a writing style appropriate to the purpose and audience. INDICATOR EXPECTATION / 6.W.2.g. Provide a concluding statement or section that follows from the information or explanation presented. (E) INDICATOR

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

STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

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Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

STANDARD / STRAND

Grade 6 English/Language Arts

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

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

STANDARD / Grade 6 English/Language Arts STRAND

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

INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION /	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.

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EXPECTATION / INDICATOR	6.W.5.c.	Assess the credibility of each source.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
		Grade 6 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
PROFICIENCY STATEMENT /	6.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate
PROFICIENCY STATEMENT / SUBSTRAND	6.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade

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Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023

STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.7.	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

STANDARD /	
STRAND	

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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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Indiana Academic Standards Language Arts

Grade 6 - Adopted: 2023

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PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.7.	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.a.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION /	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.

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EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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		Indiana Academic Standards Language Arts Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and

edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and

EXPECTATION / 6.W.4.a.

adults.

INDICATOR