

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

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.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

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

STANDARD / STRAND

Grade 6 English/Language Arts

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

EXPECTATION / INDICATOR 6.W.5.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**

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.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR 6.W.2.a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.

EXPECTATION / INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION / INDICATOR 6.W.2.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 / 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.
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EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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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.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.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.
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EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD / STRAND **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Indiana Academic Standards
Language Arts
Grade 6 - Adopted: 2023**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.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.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

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

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

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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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.
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INDICATOR / STANDARD 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD 6.CC.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**

STANDARD / STRAND Grade 6 English/Language Arts

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

INDICATOR / STANDARD 6.RC.3. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)

INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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STANDARD / STRAND **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.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.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

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

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

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

Grade 6 English/Language Arts

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

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 6 English/Language Arts

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

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.
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STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.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.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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STANDARD / STRAND

Grade 6 English/Language Arts

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

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

Grade 6 English/Language Arts

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

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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.
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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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EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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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.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.5.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
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INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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STANDARD / STRAND **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.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.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

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

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

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD / STRAND**Grade 6 English/Language Arts**

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

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.
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INDICATOR / STANDARD 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

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

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

Grade 6 English/Language Arts

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

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

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.
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INDICATOR / STANDARD 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

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

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

INDICATOR / STANDARD 6.RC.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.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.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.
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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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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.
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INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
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EXPECTATION / INDICATOR 6.W.5.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.
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INDICATOR / STANDARD 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

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

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

INDICATOR / STANDARD	6.RC.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 16 Page 153-158

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.
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STANDARD / STRAND

Grade 6 English/Language Arts

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

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

Grade 6 English/Language Arts

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

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 6 English/Language Arts

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

Language Arts
Grade 6 - Adopted: 2023

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.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.
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EXPECTATION / INDICATOR	6.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing.
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STANDARD / STRAND **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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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.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
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STANDARD / STRAND **Grade 6 English/Language Arts**

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

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.8.	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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.
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INDICATOR / STANDARD 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

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

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

INDICATOR / STANDARD	6.RC.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 / INDICATOR	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

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 9: FORMAL CRITIQUE Week 22 Page 203-219

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**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.
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INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
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EXPECTATION / INDICATOR 6.W.5.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.
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INDICATOR / STANDARD 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD 6.CC.8. Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

**Indiana Academic Standards
Language Arts
Grade 6 - Adopted: 2023**

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

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

INDICATOR / STANDARD 6.RC.3. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)

INDICATOR / STANDARD 6.RC.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.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR 6.W.2.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.
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INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR 6.W.3.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.
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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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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.
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INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
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EXPECTATION / INDICATOR 6.W.5.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

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.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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EXPECTATION / 6.W.4.b. Use technology to interact and collaborate with others to generate, produce, and publish writing.
INDICATOR