

Structure and Style for Students

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

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
PERFORMANC E EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND Writing Standards

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
-------------------------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--------------------------------	-----------	--

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

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

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

STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.
-------------------------	----	--

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

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

**Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION 9. Draw evidence from informational texts to support analysis, reflection, and research.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
--------------------------------	-----------	---

INDICATOR	b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
-----------	----	--

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
--------------------------------	-----------	--

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

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

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

STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
--------------	--	--

PERFORMANCE EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

STRAND **Language Standards**

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

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANC E EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
--------------------------------	----	--

PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
---	-----------	---

INDICATOR	b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
-----------	----	--

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
---	-----------	--

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

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

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

STRAND **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
--------------	--	--

PERFORMANCE EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--------------------------------	-----------	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------	-----------	---

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
--------------------------------	-----------	---

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

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

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------------------	----	--

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
PERFORMANCE EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Spell correctly.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND Language Standards

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

Language Arts

Grade 6 - Adopted: 2019

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
-------------------------	----	---

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

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

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

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

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND **Writing Standards**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.
-------------------------	----	--

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
-------------------------	----	--

STRAND Reading Standards for Literature

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
PERFORMANCE EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
-------------------------	----	---

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

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

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

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

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
-------------------------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--------------------------------	-----------	--

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

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

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

STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
--------------	--	--

PERFORMANCE EXPECTATION	4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.
-------------------------	----	--

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--------------------------------	-----------	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
--------------------------------	-----------	--

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE	Text Types and Purposes
--------------	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE	Production and Distribution of Writing
--------------	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
-------------------------	----	--

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

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

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------	----	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR b. Spell correctly.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

**Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
-------------------------	----	---

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANC E EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
--------------------------------	----	---

PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
---	-----------	--

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

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

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---	-----------	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---	-----------	---

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
--------------------------------	-----------	---

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

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

STRAND Language Standards

TITLE	Vocabulary Acquisition and Use
--------------	---------------------------------------

PERFORMANCE EXPECTATION 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANCE EXPECTATION 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

PERFORMANCE EXPECTATION 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANCE EXPECTATION 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANCE EXPECTATION 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PERFORMANC E EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		
TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND Reading Standards for Informational Text		
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND Reading Standards for Informational Text		
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND **Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	c.	Recognize and correct inappropriate shifts in pronoun number and person.
INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Spell correctly.

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **Language Standards**

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

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

**Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
--------------------------------	----	--

PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------------------------------	-----	---

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--------------------------------	----	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------	----	---

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

STRAND **Language Standards**

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

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

Louisiana Academic Standards**Language Arts**

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
PERFORMANCE EXPECTATION	3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------

PERFORMANCE EXPECTATION	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------------------	----	--

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE	Research to Build and Present Knowledge
--------------	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE	Range of Writing
--------------	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Literature

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
-------------------------	----	--

STRAND Reading Standards for Literature

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND Writing Standards

TITLE	Text Types and Purposes
--------------	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

STRAND Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

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

STRAND Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

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

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
--------------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
--------------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
--------------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

STRAND **Writing Standards**

TITLE	Text Types and Purposes
--------------	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE	Production and Distribution of Writing
--------------	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR	a.	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”).
-----------	----	---

STRAND Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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

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

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

STRAND **Language Standards**

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
-------------------------	----	---

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
--------------------------------	----	--

PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
--------------------------------	----	---

PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
---	-----------	---

INDICATOR	a.	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”).
-----------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
---	-----------	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
PERFORMANC E EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND Reading Standards for Informational Text

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
-------------------------	----	---

STRAND Writing Standards

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND Writing Standards

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
--------------------------------	-----------	---

INDICATOR	a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts 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").
-----------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------

PERFORMANCE 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
E vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE 1. Cite specific textual evidence to support analysis of primary and secondary sources.
E
EXPECTATION

PERFORMANCE 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the
E source distinct from prior knowledge or opinions.
EXPECTATION

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains
E related to history/social studies.
EXPECTATION

PERFORMANCE 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
E
EXPECTATION

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and
E digital texts.
EXPECTATION

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band
E independently and proficiently.
EXPECTATION

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
-------------------------	----	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
--------------------------------	-----------	---

INDICATOR a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”).

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
--------------------------------	-----------	--

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

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

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

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--------------------------------	-----------	---

INDICATOR d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------	-----------	---

INDICATOR b. Spell correctly.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
--------------------------------	-----------	---

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

STRAND **Language Standards**

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

**Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Writing Standards

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.
-----------	----	---

STRAND Writing Standards

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Spell correctly.

STRAND Language Standards

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

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND**Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND**Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND**Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND**Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR b. Spell correctly.

STRAND Language Standards

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

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

**Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--------------------------------	-----------	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----	---

INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

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

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	e.	Establish and maintain a formal style and objective tone.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.
-----------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
--------------------------------	----	--

PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
--------------------------------	----	---

PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
--------------------------------	----	---

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
---	-----------	---

INDICATOR	a.	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”).
-----------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------------------------------	-----	---

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---	-----------	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND Language Standards

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

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
--------------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
--------------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
--------------------------------	----	--

PERFORMANCE EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
-------------------------	----	---

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR e. Establish and maintain a formal style and objective tone.

INDICATOR f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION 9. Draw evidence from informational texts to support analysis, reflection, and research.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

PERFORMANCE EXPECTATION	9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
--------------------------------	-----------	---

INDICATOR	a.	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”).
-----------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Spell correctly.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND Language Standards

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

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
-------------------------	----	--

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
-------------------------	----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
-------------------------	-----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
-------------------------	----	--

PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND **Reading Standards for Literature**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

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

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

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.

STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
-------	--	---

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
-------------------------	----	--

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

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

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------	----	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------	----	---

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Knowledge of Language
--------------	--	------------------------------

PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
-------------------------	----	---

INDICATOR	b.	Maintain consistency in style and tone.
-----------	----	---

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	a.	Interpret figures of speech (e.g., personification) in context.

STRAND **Language Standards**

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

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANC E EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
--------------------------------	----	---

STRAND **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
--------------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
--------------------------------	----	--

PERFORMANC E EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
--------------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANC E EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
--------------------------------	----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
--------------------------------	-----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
---	-----------	--

INDICATOR	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-----------	----	---

INDICATOR	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	---

STRAND **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE	Research to Build and Present Knowledge
--------------	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	----	---

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE	Range of Writing
--------------	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	--

STRAND Reading Standards for Literature

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

PERFORMANCE EXPECTATION	3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
-------------------------	----	--

STRAND Reading Standards for Literature

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
--------------	--	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
-------------------------	----	--

INDICATOR	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-----------	----	--

STRAND **Writing Standards**

TITLE		Text Types and Purposes
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
--------------------------------	-----------	---

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

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

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

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

STRAND Writing Standards

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
-------------------------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
--------------	--	--

PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--------------------------------	-----------	--

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

INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	b.	Maintain consistency in style and tone.
-----------	----	---

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	a.	Interpret figures of speech (e.g., personification) in context.
-----------	----	---

STRAND Language Standards

TITLE	Vocabulary Acquisition and Use
--------------	---------------------------------------

PERFORMANC E EXPECTATION	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--------------------------------	----	--

UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

Louisiana Academic Standards
Language Arts
Grade 6 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
--------------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
--------------------------------	----	--

PERFORMANC E EXPECTATION	5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
--------------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANC E EXPECTATION	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
--------------------------------	----	---

STRAND Reading Standards for Literacy in History/Social Studies

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
--------------------------------	-----	--

STRAND Reading Standards for Literacy in Science and Technical Subjects

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND Reading Standards for Literacy in Science and Technical Subjects		
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PERFORMANC E EXPECTATION	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND Reading Standards for Literacy in Science and Technical Subjects		
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E EXPECTATION	6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND Reading Standards for Literature		
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	--

STRAND **Reading Standards for Literature**

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
-------------------------	----	---

STRAND **Reading Standards for Literature**

TITLE	Range of Reading and Level of Text Complexity
--------------	--

PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	-----	---

STRAND **Reading Standards for Informational Text**

TITLE	Key Ideas and Details
--------------	------------------------------

PERFORMANCE EXPECTATION	1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------	----	--

PERFORMANCE EXPECTATION	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------	----	---

PERFORMANCE EXPECTATION	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE	Craft and Structure
--------------	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-------------------------	----	--

STRAND **Reading Standards for Informational Text**

TITLE	Integration of Knowledge and Ideas
--------------	---

PERFORMANCE EXPECTATION	7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
-------------------------	----	---

STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
--------------	--	---

PERFORMANCE EXPECTATION	5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
-------------------------	----	---

PERFORMANCE EXPECTATION	6.	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
-------------------------	----	---

STRAND Writing Standards

TITLE		Range of Writing
--------------	--	-------------------------

PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------------------	-----	---

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------	----	---

INDICATOR	d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-----------	----	--

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

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------	----	---

INDICATOR	b.	Spell correctly.
-----------	----	------------------

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
-------------------------	----	---

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

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

STRAND Language Standards

TITLE	Vocabulary Acquisition and Use	
-------	--------------------------------	--

PERFORMANC
E
EXPECTATION

6.

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