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

> Subject: Language Arts Grade: 6

Structure and Style for Students

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

Louisiana Academic Standards Language Arts Grade 6 - Adonted: 2019

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

EXPECTATION

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	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/
E EXPECTATION		experiments, or technical processes.
	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.
EXPECTATION	a. b.	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),
INDICATOR		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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
INDICATOR INDICATOR	b.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR INDICATOR INDICATOR	b.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR INDICATOR INDICATOR STRAND	b.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E	b.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E	b. d. 4.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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
INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	b. d. 4.	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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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	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
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.		
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		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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 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
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		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

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

EXPECTATION

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STRAND

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

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

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

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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.
		Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
PERFORMANC E EXPECTATION	5.	contributes to the development of the ideas.
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E EXPECTATION	5.	contributes to the development of the ideas.
E EXPECTATION STRAND	7.	contributes to the development of the ideas. Reading Standards for Informational Text
E EXPECTATION STRAND TITLE PERFORMANC E		contributes to the development of the ideas. Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION		Reading Standards for Informational Text Integration of Knowledge and Ideas 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.
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION STRAND		Reading Standards for Informational Text Integration of Knowledge and Ideas 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. Writing Standards
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	7.	Reading Standards for Informational Text Integration of Knowledge and Ideas 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION TITLE PERFORMANC E EXPECTATION	7.	Reading Standards for Informational Text Integration of Knowledge and Ideas 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
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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		
INDICATOR	b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	b.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
		Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
INDICATOR		Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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.
PERFORMANC E 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
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
PERFORMANC E 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.
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UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

Language Arts
Grade 6 - Adopted: 2019

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		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.
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.
E	5.	revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been
E EXPECTATION PERFORMANC E		revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between
E EXPECTATION PERFORMANC E EXPECTATION		revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
E EXPECTATION PERFORMANC E EXPECTATION STRAND		revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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.

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

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

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

 $\label{eq:concrete} \text{Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.}$

comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

INDICATOR

INDICATOR

a.

b.

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.
PERFORMANC E	9. b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis,
PERFORMANC E EXPECTATION	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in
PERFORMANC E EXPECTATION INDICATOR	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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").
PERFORMANC E EXPECTATION INDICATOR STRAND	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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.
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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. Speaking and Listening Standards
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

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.
PERFORMANC E 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
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.
E	2. b.	
E EXPECT ATION		spelling when writing.
E EXPECTATION INDICATOR		Spelling when writing. Spell correctly.
E EXPECTATION INDICATOR STRAND		Spelling when writing. Spell correctly. Language Standards
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	b.	Spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	b.	Spell correctly. Language Standards Vocabulary Acquisition and Use 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR	b. 4. a.	Spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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 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
PERFORMANC E 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
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	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 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E EXPECTATION	6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND		Reading Standards for Literature
STRAND		Reading Standards for Literature Range of Reading and Level of Text Complexity
	10.	
TITLE PERFORMANC E	10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text
PERFORMANC E EXPECTATION	10.	Range of Reading and Level of Text Complexity 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.
PERFORMANC E EXPECTATION	10. 2.	Range of Reading and Level of Text Complexity 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. Writing Standards
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E		Range of Reading and Level of Text Complexity 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
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PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION INDICATOR STRAND	2.	Range of Reading and Level of Text Complexity 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards

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 o 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.

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.
PERFORMANC E 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
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
PERFORMANC E 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	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.

EXPECTATION

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	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
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	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 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.
PERFORMANC E 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.

EXPECTATION STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Begage 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.			
TITLE Craft and Structure PERFORMANC 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. PERFORMANC 5. Analyze how a particular sentence, chapter, scene, or starza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. PERFORMANC 6. Explain how an author develops the point of view of the narrator or speaker in a text. EXPECTATION Reading Standards for Literature TITLE Range of Reading and Level of Text Complexity PERFORMANC 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 scatiolding as needed at the high end of the range. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC 2. Writing Standards TITLE Text Types and Purposes PERFORMANC 2. Writing Standards TITLE Text Types and Purposes PERFORMANC 3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information intrough the selection, organization, and analysis of relevant content. TITLE Text Types and Purposes PERFORMANC 3. Writing Standards TITLE Text Types and Purposes PERFORMANC 4. Writing Standards TITLE Text Types and Purposes PERFORMANC 5. Writing Standards TITLE Text Types and Purposes PERFORMANC 6. By the fellow with relevant facts, definitions, concrete details, quotations, or other information and examples. NDICATOR 1. Develop the topic with relevant facts develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. PERFORMANC 6. By the fellow of the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. INDICATOR 1. Use practise words and phrases, relevant descriptive details, and sensory language to convey experienc	E	3.	
PERFORMANC 4. Determine the meaning of words and phrases as they are used in a text, including signature and connotative meanings; analyze the impact of a specific word choice on meaning and tone. PERFORMANC 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. PERFORMANC 6. Explain how an author develops the point of view of the narrator or speaker in a text. PERFORMANC 6. Explain how an author develops the point of view of the narrator or speaker in a text. PERFORMANC 7. Strand 8. Performance of Reading and Level of Text Complexity PERFORMANC 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 meeded at the high end of the range. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC 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. Writing Standards TITLE Text Types and Purposes PERFORMANC 3. 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. 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 textingues, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	STRAND		Reading Standards for Literature
meanings, analyze the impact of a specific word choice on meaning and tone. PERFORMANC 5.	TITLE		Craft and Structure
the development of the theme, setting, or plot. EXPECTATION PERFORMANC EXPECTATION Reading Standards for Literature TITLE Range of Reading and Level of Text Complexity 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. EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. INDICATOR Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC INDICATOR B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Use internatives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event acquences. 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.	E	4.	
STRAND Reading Standards for Literature TITLE Range of Reading and Level of Text Complexity PERFORMANC 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 PERFORMANC EXPECTATION Writing 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 PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC As 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.	E	5.	
PERFORMANC EXPECTATION 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 scalfolding as needed at the high end of the range. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION As 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.	E	6.	Explain how an author develops the point of view of the narrator or speaker in a text.
PERFORMANC E EXPECTATION 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. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION STRAND Writing Standards Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION STRAND Writing Standards Use narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Expectation 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		Reading Standards for Literature
EXPECTATION STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION 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.	TITLE		Range of Reading and Level of Text Complexity
PERFORMANC EXPECTATION b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION B. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR INDICATOR D. 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 D. 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.	E	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.
PERFORMANC 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 PERFORMANC 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		
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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.	PERFORMANC E EXPECT ATION		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant
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INDICATOR e. Provide a conclusion that follows from the narrated experiences or events.	PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION INDICATOR	b. 3. a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and

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.

PERFORMANC E EXPECTATION		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
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
PERFORMANC E 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	1	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION		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 6 Page 53-60
		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	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
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	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 of 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.
PERFORMANC E 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.
PERFORMANC	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.
E EXPECTATION		
E		Reading Standards for Literature

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
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	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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 other
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 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 top text, or issue under discussion.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
		Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to
PERFORMANC E EXPECTATION	4.	accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
E	6.	
E EXPECTATION PERFORMANC E		accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when

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
PERFORMANC E 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 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		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		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.
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
		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
		Froduction 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 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
STRAND		Speaking and Listening Standards Comprehension and Collaboration
	1.	
TITLE PERFORMANC	1. a.	Comprehension and Collaboration 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
TITLE PERFORMANC E EXPECTATION		Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
PERFORMANC E EXPECT ATION	a.	Comprehension and Collaboration 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. 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.
PERFORMANC E EXPECTATION INDICATOR INDICATOR	a. b.	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR	a. b.	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND	a. b.	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Language Standards
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. b.	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

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
PERFORMANC E 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 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
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).

Reading Standards for Literacy in History/Social Studies

STRAND

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		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.

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 of 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 t 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.
	3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through

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 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 topi text, or issue under discussion.
		EAG OF ISSUE UNDER UISCUSSION.
STRAND		Language Standards
STRAND		
	1.	Language Standards
TITLE PERFORMANC	1. d.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
TITLE PERFORMANC E EXPECTATION		Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E EXPECTATION	d.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
PERFORMANC EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	d. e.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	d. e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANC E 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 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
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		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
E	2. a.	
E EXPECT ATION		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),
E EXPECTATION 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

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

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
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TITLE		Range of Writing
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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	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
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
PERFORMANC E 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.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior

PERFORMANC 2.

EXPECTATION

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.
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
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXI ECIATION		
		Reading Standards for Informational Text
		Reading Standards for Informational Text Integration of Knowledge and Ideas
STRAND	7.	
TITLE PERFORMANC E EXPECTATION		Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
STRAND TITLE PERFORMANC E EXPECTATION		Integration of Knowledge and Ideas 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 TITLE PERFORMANC E EXPECTATION STRAND		Integration of Knowledge and Ideas 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. Writing Standards
STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	7.	Integration of Knowledge and Ideas 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

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
PERFORMANC E 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
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 11 Page 99-106
		Louisiana Academic Standards

Language Arts Grade 6 - Adopted: 2019

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.

PERFORMANC 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). **EXPECTATION**

STRAND Reading Standards for Literacy in History/Social Studies

STRAND

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.
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.

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	2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
E EXPECTATION	۷.	distinct from personal opinions or judgments.
E	3.	
E EXPECTATION PERFORMANC E		Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through

PERFORMANC E 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
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
STRAND		Writing Standards Production and Distribution of Writing
	4.	
TITLE PERFORMANC E	 4. 5. 	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
PERFORMANC E EXPECTATION PERFORMANC E		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others. Writing Standards
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	5.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others. Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when

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
PERFORMANC E 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 12 Page 107-114
		Louisiana Academic Standards Language Arts Grade 6 - Adopted: 2019
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing

TITLE

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	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 Literature
STRAND		Reading Standards for Literature Key Ideas and Details
	1.	
TITLE PERFORMANC E	1.	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the
PERFORMANC E EXPECTATION PERFORMANC E	 2. 3. 	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Reading Standards for Literature
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	3.	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	3.	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Reading Standards for Literature Range of Reading and Level of Text Complexity 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.

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.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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		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
PERFORMANC E 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 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
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
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.
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
		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.
PERFORMANC E 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
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 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 topi 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
PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		Louisiana Academic Standards
		Language Arts Grade 6 - Adopted: 2019

Grade 6 - Adopted: 2019

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
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.
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
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.
PERFORMANC E 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
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		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	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

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
PERFORMANC E 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.

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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

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.
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
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.
PERFORMANC E 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

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		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
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
PERFORMANC E 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 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
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
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 EXPECT ATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedure 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
	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 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 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., througe 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
STRAND		

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.
PERFORMANC E 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
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		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
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
PERFORMANC E 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 7: INVENTIVE WRITING Week 17 Page 159-164
		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

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		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.
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		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
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 7: INVENTIVE WRITING Week 18 Page 165-172

Louisiana Academic Standards Language Arts Grade 6 - Adopted: 2019

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

STRAND

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

INDICATOR Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader a. 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
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 a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
INDICATOR	f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	Writing Standards
STRAND	writing Standards

TITLE		Text Types and Purposes
PERFORMANC E 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		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	
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 7: INVENTIVE WRITING Week 19 Page 173-178	
STRAND	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.	

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.

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

TITLE		Research to Build and Present Knowledge
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		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.
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		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					
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 8: FORMAL ESSAY MODELS Week 20 Page 179-192					
		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	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
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.

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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	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
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
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.
PERFORMANC E 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
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.

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

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

INDICATOR

INDICATOR

b.

d.

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.	Vith some guidance and support from peers and adults, develop and strengthen writing as needed by planning, evising, 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					
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					
PERFORMANC E 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 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					
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
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.

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

TITLE		Toyt Types and Durnesse
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	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
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.
PERFORMANC E 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.
PERFORMANC E 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
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.
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		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
PERFORMANC E 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.

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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
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
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	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 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.

PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
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.

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	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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		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		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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	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.
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		Louisiana Academic Standards
		Language Arts
		Grade 6 - Adopted: 2019
STRAND		Peading Standards for Literacy in History/Social Studies

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

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	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 Literature
STRAND		Reading Standards for Literature Key Ideas and Details
	1.	
TITLE PERFORMANC E	1.	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the
PERFORMANC E EXPECTATION PERFORMANC E	1. 2. 3.	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND		Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Reading Standards for Literature

PERFORMANC E 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
PERFORMANC E 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
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.
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	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND		Writing Standards
TITLE		Text Types and Purposes

PERFORMANC E 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 of 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

CATOR 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		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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	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
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing
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TITLE PERFORMANC E	5.	Production and Distribution of Writing 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
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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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		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 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		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
PERFORMANC E 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.