



Grade 6 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
RL.6.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LC.RL.6.1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.6.1b Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story. LC.RL.6.1c Use the specific details from the text to support inferences and explanations about plot development.
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	LC.RL.6.2a Select key details about a character and relate those details to a theme within the text. LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. LC.RL.6.2c Summarize a text from beginning to end in a few sentences without including personal opinions.
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.
RL.6.4 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.	LC.RL.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	LC.RL.6.6a Determine the narrative point of view. LC.RL.6.6b Identify and describe how the narrative point of view influences the reader's interpretation.



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	LC.RL.6.6c Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	LC.RL.6.7 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.
RL.6.8 (Not applicable to literature) ¹	
RL.6.9 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.	LC.RL.6.9 Compare texts from different genres that have a similar theme or address the same topic.
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	LC.RL.6.10a Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction. LC.RL.6.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.6.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LC.RI.6.1 Use textual evidence to support inferences.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	LC.RI.6.2 Provide a summary of the text distinct from personal opinions or judgments.

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	LC.RI.6.3a Identify key individuals, events, or ideas in a text. LC.RI.6.3b Determine how key individuals, events, or ideas are introduced in a text. LC.RI.6.3c Determine how key individuals, events, or ideas are illustrated in a text. LC.RI.6.3d Determine how key individuals, events, or ideas are elaborated or expanded on in a text.
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	LC.RI.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
RI.6.5 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.	LC.RI.6.5 Use signal words as a means of locating information (e.g., knowing that <i>because</i> or <i>as a result of</i> may help link a cause to a result.
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	LC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed.
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	LC.RI.6.7a Identify what is learned from different media or formats compared to what is learned via written words or spoken words. LC.RI.6.7b Summarize information gained from a variety of sources including media or texts. LC.RI.6.7c Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).
RI.6.8 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.	LC.RI.6.8a Identify an argument or claim that the author makes. LC.RI.6.8b Evaluate the claim or argument; determine if it is supported by evidence.



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	LC.RI.6.8c Distinguish claims or arguments from those that are supported by evidence from those that are not.
RI.6.9 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).	LC.RI.6.9 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).
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	LC.RI.6.10a Read or be read to a variety of informational texts or adapted texts. LC.RI.6.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	LC.W.6.1a Produce a persuasive permanent product which has an introduction that introduces a claim. LC.W.6.1b Create an organizational structure in which ideas are logically grouped to support the claim. LC.W.6.1c Support the claim with clear reasons and relevant evidence from credible sources. LC.W.6.1d Use words, phrases, and clauses to link the claim and reasons. LC.W.6.1e Provide a concluding statement or section that follows the argument presented. LC.W.6.1f Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting 	LC.W.6.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic. LC.W.6.2b Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).



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<p>(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>LC.W.6.2c Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LC.W.6.2d Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.</p> <p>LC.W.6.2e Use transitional words, phrases, and clauses that connect ideas.</p> <p>LC.W.6.2f Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LC.W.6.2g Maintain a consistent style and voice.</p> <p>LC.W.6.2h Provide a concluding statement or section that follows from the information presented.</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>LC.W.6.3a Produce a narrative permanent product which engages and orients the reader by establishing a context and introducing a narrator and/or characters.</p> <p>LC.W.6.3b Organize events so they unfold naturally.</p> <p>LC.W.6.3c When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>LC.W.6.3d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>LC.W.6.3e Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>LC.W.6.3f Provide a conclusion that follows from the narrated experiences or events.</p> <p>LC.W.6.3g Use figurative language appropriately, including similes and metaphors.</p>



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W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LC.W.6.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	LC.W.6.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). LC.W.6.5b With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, fix incorrect verb tense).
W.6.6 Produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LC.W.6.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	LC.W.6.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	LC.W.6.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic. LC.W.6.8b Quote or paraphrase the data and conclusions of others while avoiding plagiarism. LC.W.6.8c Provide a bibliography for sources that contributed to the creation of a permanent product.
W.6.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	LC.W.6.9 Provide evidence from texts when producing permanent products.



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<ul style="list-style-type: none"> 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”). 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”). 	
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	No Louisiana Connectors developed for this standard
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>LC.SL.6.1a Make appropriate comments that contribute to a collaborative discussion.</p> <p>LC.SL.6.1b Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</p>



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SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	LC.SL.6.2a Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). LC.SL.6.2b Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	LC.SL.6.3a Summarize the points a speaker makes. LC.SL.6.3b Summarize the points an author makes. LC.SL.6.3c Distinguish claims or arguments from those that are supported by evidence from those that are not. LC.SL.6.3d Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	LC.SL.6.4 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	LC.SL.6.5a Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. LC.SL.6.5b Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.
SL.6.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	No Louisiana Connectors developed for this standard
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).	LC.L.6.1 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.



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<ul style="list-style-type: none"> c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. 	
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	<p>LC.L.6.2a Use commas, parentheses, and/or dashes to set off nonrestrictive/parenthetical elements.</p> <p>LC.L.6.2b Spell words correctly when communicating.</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	<p>LC.L.6.3 Vary sentence patterns for meaning, reader interest, and style when communicating.</p>
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation 	<p>LC.L.6.4a Use context to determine the meaning of unknown or multiple meaning words.</p> <p>LC.L.6.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LC.L.6.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>LC.L.6.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LC.L.6.4e Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>



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<p>of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>	<p>LC.L.6.4f Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>LC.L.6.5a Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</p> <p>LC.L.6.5b Interpret the use of personification within a text.</p> <p>LC.L.6.5c Use figurative language appropriately, including similes and metaphors.</p> <p>LC.L.6.5d Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</p> <p>LC.L.6.5e Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>LC.L.6.5f Identify the connotative meaning (i.e., the idea associated with the word) of a word or phrase</p>
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LC.L.6.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>