



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 6



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 6

Reading

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.*

Reading: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

6.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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Key Ideas and Textual Support

6.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative

	advances and moves toward a resolution.
6.RL.2.4	Students are expected to build upon and continue applying concepts learned previously.
	<i>Grade of Mastery: 2</i>
	<i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i>
Structural Elements and Organization	
6.RL.3.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
Synthesis and Connection of Ideas	
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.
6.RL.4.2	Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.



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Reading: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
Learning Outcome	
6.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
Key Ideas and Textual Support	
6.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., <i>through examples or anecdotes</i>).
Structural Elements and Organization	
6.RN.3.1	Students are expected to continue building upon and applying concepts learned previously. Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
6.RN.3.2	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.



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6.RN.3.3	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.
Synthesis and Connection of Ideas	
6.RN.4.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
6.RN.4.2	Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i>) to demonstrate a coherent understanding of a topic or issue.
6.RN.4.3	Compare and contrast one author's presentation of events with that of another.



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Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Vocabulary Building	
6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
6.RV.2.2	Use the relationship between particular words (e.g., <i>cause/effect</i> , <i>part/whole</i> , <i>item/category</i>) to better understand each of the words.
6.RV.2.3	Distinguish among the connotations of words with similar denotations.
6.RV.2.4	Use common, grade-appropriate Green or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
6.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
Vocabulary in Literature and Nonfiction Texts	
6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.



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6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
6.RV.3.3	Interpret figures of speech (e.g., <i>personification</i>) in context.

Writing

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

Writing

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standards English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

6.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
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Handwriting

6.W.2	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>Grade of Mastery: 4</i></p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
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Writing Genres: Argumentative, Informative, and Narrative

6.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
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	<ul style="list-style-type: none"> • Use an organizational structure to group related ideas that support the argument. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. • Provide a concluding statement or section that follows from the argument presented.
<p>6.W.3.2</p>	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. • Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from the information or explanation presented.
<p>6.W.3.3</p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). • Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to

	<p>another.</p> <ul style="list-style-type: none"> • 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 events. • Provide an ending that follows from the narrated experiences or events.
The Writing Process	
6.W.4	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
6.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>). • Gather relevant information from multiple sources, and annotate sources. • Assess the credibility of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and provide basic bibliographic information for sources. • Present information, choosing from a variety of formats.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
6.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns- Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring</p>

	<p>pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., <i>ones with unclear or ambiguous antecedents</i>).</p> <p>B. Verbs- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses</i> • <i>Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</i> <p>C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</p> <ul style="list-style-type: none"> • <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</i> <p>D. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Writing sentences that include prepositional phrases and explaining their functions in the sentence.</i> <p>E. Usage- Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>
	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation</p> <ol style="list-style-type: none"> a. Using punctuation (e.g., <i>commas, parentheses, dashes</i>) to set off nonrestrictive/parenthetical elements. b. Using semicolons to connect main clauses and colons to introduce a list or quotation. <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p>



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Grade of Mastery: 5

Applying correct spelling patterns and generalizations in writing.



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Speaking and Listening

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

6.SL.1

Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

6.SL.2.1

Engage effectively in a range of collaborative discussions (e.g., *one-on-one, in groups, and teacher-led*) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

6.SL.2.2

Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

6.SL.2.3

Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.

6.SL.2.4

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

6.SL.2.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Comprehension	
6.SL.3.1	Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.
6.SL.3.2	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
6.SL.4.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.4.2	Create engaging presentations that include multimedia components (e.g. <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.
6.SL.4.3	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions</i></p>



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Media Literacy

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society*

Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

6.ML.1

Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

6.ML.2.1

Use evidence to evaluate the accuracy of information presented in multiple media messages.

6.ML.2.2

Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.*).