



Content Connectors aligned to the Indiana Academic Standards English Language Arts Grade 6

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|--|---|
| 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. | 6.RL.1.a.1: Read a variety of literature. |
| 6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | 6.RL.2.1.a.1: Use specific details in a text to explain what a text says explicitly. |
| | 6.RL.2.1.a.2: Use specific details from the text to support inferences. |
| 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.2.2.a.1: Determine how a theme or central idea of a work of literature is conveyed through particular details. |
| | 6.RL.2.2.a.2: 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.2.3.a.1: Explain how a plot unfolds in a series of episodes. |
| | 6.RL.2.3.a.2: Explain how the characters respond or change as the narrative advances and moves toward a resolution. |
| 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.3.1.a.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. | 6.RL.3.2.a.1: Explain how the narrator or speaker impacts the mood, tone, and meaning of a text. |
| | 6.RL.3.2.a.2: Explain how an author develops the point of view of the narrator or speaker in a text. |
| 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., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 6.RL.4.2.a.1: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| 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 | 6.RN.1.a.1: Read a variety of nonfiction texts. |



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 6**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|---|--|
| and independently at the low end of the range and with scaffolding as needed at the high end of the range. | |
| 6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | 6.RN.2.1.a.1: Use specific details in a text to explain what a text say explicitly. |
| | 6.RN.2.1.a.2: Use specific details from the text to support inferences. |
| 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.2.2.a.1: Determine how a central idea of a text is conveyed through particular details. |
| | 6.RN.2.2.a.2: Provide a summary of the text distinct from personal opinions or judgments. |
| 6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | 6.RN.2.3.a.1: Analyze in detail how a key individual is introduced, illustrated and elaborated in a text. |
| | 6.RN.2.3.a.2: Analyze in detail how a key event is introduced, illustrated and elaborated in a text. |
| | 6.RN.2.3.a.3: Analyze in detail how a key idea is introduced, illustrated and elaborated in a text. |
| 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. | 6.RN.3.2.a.1: 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. |
| 6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. | 6.RN.3.3.a.1: Determine an author's perspective or purpose in a text and explain how it is conveyed. |
| 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.4.1.a.1: Trace the argument and specific claims in a texts. |
| | 6.RN.4.1.a.2: Evaluate the claim or argument; determine if it is supported by evidence. |
| 6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue. | 6.RN.4.2.a.1: Integrate information from various sources to demonstrate understanding of a topic or issue. |
| 6.RN.4.3: Compare and contrast one author's presentation of events with that of another. | 6.RN.4.3.a.1: Compare and contrast one author's presentation of events with that of another. |
| 6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when | 6.RV.1.a.1: Use general academic and content- specific words and phrases accurately. |



Content Connectors aligned to the Indiana Academic Standards English Language Arts Grade 6

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|---|---|
| considering a word or phrase important to comprehension or expression. | |
| 6.RV.2.1: Use context to determine or clarify the meaning of words and phrases. | 6.RV.2.1.a.1: Use context to determine the meaning of words or phrases. |
| 6.RV.2.2: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | 6.RV.2.2.a.1: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| 6.RV.2.3: Distinguish among the connotations of words with similar denotations. | 6.RV.2.3.a.1: Distinguish among the connotations of words with similar denotations. |
| 6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | 6.RV.2.4.a.1: Use common, grade-appropriate Greek or Latin roots and affixes and roots as clues to the meaning of a word. |
| 6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin. | 6.RV.2.5.a.1: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. |
| | 6.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. |
| | 6.RV.2.5.a.3: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. |
| 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. | 6.RV.3.1.a.1: Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. |
| | 6.RV.3.1.a.2: Analyze the impact of a specific word choice on meaning and tone. |
| 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.3.2.a.1: Determine the meaning of words and phrases as they are used in a nonfiction text including figurative (i.e., metaphors, similes, and idioms) connotative, and technical meanings. |
| 6.RV.3.3: Interpret figures of speech (e.g., personification) in context. | 6.RV.3.3.a.1: Interpret figures of speech (e.g., personification) in context. |
| 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. | 6.W.1.a.1: Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences. |
| 6.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. ● Use an organizational structure to group related ideas that support the argument. ● Support claim(s) with clear reasons and relevant evidence, using credible | 6.W.3.1.a.1: Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. |
| | 6.W.3.1.a.2: Use an organizational structure to group related ideas that support the argument. |



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 6**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|---|--|
| <p>sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> ● 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.3.1.a.3: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.3.1.a.4: Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>6.W.3.1.a.5: Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>6.W.3.1.a.6: Provide a concluding statement or section that follows from the argument presented.</p> |
| <p>6.W.3.2: Write informative compositions on a variety of topics 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., headings), graphics (e.g., charts, tables), 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.3.2.a.1: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2.a.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>6.W.3.2.a.3: Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.3.2.a.4: Establish and maintain a style appropriate to purpose and audience.</p> <p>6.W.3.2.a.5: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.3.2.a.6: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> |



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 6**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|---|---|
| | 6.W.3.2.a.7: Provide a concluding statement or section that follows from the information or explanation presented. |
| 6.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> ● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). ● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● 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. | 6.W.3.3.a.1: Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). |
| | 6.W.3.3.a.2: Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| | 6.W.3.3.a.3: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| | 6.W.3.3.a.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| | 6.W.3.3.a.5: Provide an ending that follows from the narrated experiences or events. |
| 6.W.4: Apply the writing process to – <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. | 6.W.4.a.1: With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. |
| | 6.W.4.a.2: Plan and develop writing. |
| | 6.W.4.a.3: With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). |
| | 6.W.4.a.4: Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing). |



Content Connectors aligned to the Indiana Academic Standards English Language Arts Grade 6

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|--|--|
| 6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> ● Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). ● 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. | 6.W.5.a.1: 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). |
| | 6.W.5.a.2: Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). |
| | 6.W.5.a.3: Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. |
| | 6.W.5.a.4: Provide a bibliography for sources that contributed to the content within a writing piece. |
| | 6.W.5.a.5: Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. |
| 6.W.6.1: Demonstrate command of English grammar and usage, focusing on: | |
| 6.W.6.1a: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). | 6.W.6.1a.a.1: Use a variety of pronouns, including subject, object, possessive, and reflexive. |
| | 6.W.6.1a.a.2: Ensure pronoun-antecedent agreement. |
| | 6.W.6.1a.a.3: Recognize and correct vague pronouns. |
| 6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. | 6.W.6.1e.a.1: Write simple, compound, complex, and compound-complex sentences. |
| | 6.W.6.1e.a.2: Recognize sentence fragments and run-ons. |
| 6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: | |
| 6.W.6.2b: Punctuation – <ul style="list-style-type: none"> ● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation. | 6.W.6.2b.a.1: Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements. |
| | 6.W.6.2b.a.2: Use semicolons to connect main clauses and colons to introduce a list or quotation. |



Content Connectors aligned to the Indiana Academic Standards English Language Arts Grade 6

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|---|---|
| 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. | |
| 6.SL.2.1: Engage effectively in a range of collaborative discussions (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.2.1.a.1: Make appropriate comments that contribute to a collaborative discussion. |
| | 6.SL.2.1.a.2: Review the key ideas expressed within a collaborative discussion linking multiple perspectives together. |
| 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. | |
| 6.SL.3.1: 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. | 6.SL.3.1.a.1: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). |
| | 6.SL.3.1.a.2: Explain how information gained via media and formats contributes to the understanding of 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. | 6.SL.3.2.a.1: Summarize the points a speaker makes. |
| | 6.SL.3.2.a.2: Distinguish claims or arguments from those that are supported by evidence from those that are not. |
| | 6.SL.3.2.a.3: Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not. |
| 6.SL.4.1: 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. | 6.SL.4.1.a.1: Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details. |
| 6.SL.4.2: Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | 6.SL.4.2.a.1: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| | 6.SL.4.2.a.2: Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. |
| 6.ML.1: Critically analyze information found in electronic, print, and mass | |



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 6**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

| Indiana Academic Standards | Content Connectors |
|--|--|
| media used to inform, persuade, entertain, and transmit culture. | |
| 6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages. | 6.ML.2.1.a.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.). | 6.ML.2.2.a.1: 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.). |