Indiana Department of Education

Indiana Academic Standards 2014
6th Grade English/Language Arts - Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: *Literature*			
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.	**6.1.1:** Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	**RL.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.	*This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the low end of the range of complexity by the end of grade 6.*
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.		**RL.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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.	**6.3.6:** Identify and analyze features of themes conveyed through characters, actions, and images. **6.5.8:** Write summaries that contain the main ideas of the reading selection and the most significant details.	**RL.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.	*IAS 2014 shifts the focus from identifying the theme or central idea to determining how it is developed over the course 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.	**6.3.2:** Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. **6.3.9:** Identify the main problem or conflict of the plot and explain how it is resolved.	**RL.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.	*IAS 2014 addresses both how the characters affect the plot and how the plot affects the characters. The IAS 2014 also increases the expectation by requiring a more in-depth explanation rather than a description.*
6.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*			

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.		**RL.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.	*IAS 2014 addresses the development of characterization.*
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.	**6.3.5:** Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.	**RL.6:** Explain how an author develops the point of view of the narrator or speaker in a text.	*IAS 2014 adds the expectation that students explain the impact of the narrator or speaker on the mood, tone, and meaning of the text.*
6.RL.4.1: Compare and contrast the experience of reading a story, play, 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.		**RL.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.	
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.	**6.3.1:** Identify different types (genres) of fiction and describe the major characteristics of each form.	**RL.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.	

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		READING: *Nonfiction*	
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.	**6.1.1:** Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	**RI.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.	*This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the low end of the range of complexity by the end of grade 6.*
6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	**6.2.6:** Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.

6.2.7: Make reasonable statements and conclusions about a text, supporting them with evidence from the text. | **RI.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| **6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text. | **6.2.4:** Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

6.5.8: Write summaries that contain the main ideas of the reading selection and the most significant details. | **RI.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. | *The IAS 2014 introduces the term objective.* |
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*).	**6.2.8:** Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	**RI.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.3.1: *Students are expected to build upon and continue applying concepts learned previously.*			
6.RN.3.2: Analyze how a particular	**6.2.2:** Analyze text that uses a	**RI.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.	compare-and-contrast organizational pattern.	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.		**RI.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
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.	**6.2.6:** Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. **6.2.9:** Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).	**RI.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.	*IAS 2014 clarifies the language of the expectation that students distinguish between claims that are supported and those that are not supported.*
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.		**RI.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.	*IAS 2014 increases the expectation that students integrate information presented in various media formats not only to develop but also 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.		**RI.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).	*IAS 2014 does not include the "e.g."; this broadens the scope of possibilities for application of the standard.*

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		READING: *Vocabulary*	
6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		**L.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.	*This IAS 2014 Learning Outcome is an umbrella standard that refers to* content-specific *rather than* domain-specific *words and phrases.*
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	**6.1.4:** Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	**L.4a:** 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.	
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.	**6.1.5:** Understand and explain slight differences in meaning in related words.	**L.5b:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	*The IAS 2014 expectation is consistent with INCC 2010 and builds upon IAS 2006.*
6.RV.2.3: Distinguish among the connotations of words with similar denotations.		**L.5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).	*IAS 2014 does not include the "e.g."; this broadens the scope of possibilities for application of the standard.*
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*).	**6.1.3:** Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	**L.4b:** 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.2.5: 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		**L.4c:** 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	*IAS 2014 integrates into the expectation the aspect of word origin.*

origin.		of speech.	
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.	**6.3.4:** Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme. **6.3.7:** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	**RL.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.	
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.	**6.1.2:** Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings. **6.1.4:** Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	**RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
6.RV.3.3: Interpret figures of speech (e.g., *personification*) in context.	**6.1.2:** Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.	**L.5a:** Interpret figures of speech (e.g., personification) in context.	

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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.	**6.5.3:** Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **6.5.7:** Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.	**W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.9a:** 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."). **W.9b:** 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."). **W.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.	*This IAS 2014 Learning Outcome is an umbrella standard for the range of writing students should be able to do, including drawing evidence from literature and nonfiction texts.*
6.W.2: *Students are expected to build upon and continue applying concepts learned previously.*			
6.W.3.1: Write arguments in a variety	**6.4.2:** Choose the form of writing that	**W.1:** Write arguments to support	*IAS 2014 requires students to maintain*

of forms that – • 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 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.	best suits the intended purpose. **6.4.4:** Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order. **6.5.4:** Write responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text. **6.5.5:** Write persuasive compositions that: • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments. **6.7.13:** Deliver persuasive presentations that: • provide a clear statement of the	claims with clear reasons and relevant evidence. **W.1a:** Introduce claim(s) and organize the reasons and evidence clearly. **W.1b:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **W.1c:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **W.1d:** Establish and maintain a formal style. **W.1e:** Provide a concluding statement or section that follows from the argument presented. **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	*style and tone as appropriate for purpose and audience rather than maintain a "formal" style.*

	position.		
	• include relevant evidence.		
	• offer a logical sequence of information.		
6.W.3.2: Write informative compositions on a variety of topics that –	**6.4.4:** Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	**W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	*IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a "formal" style.*
• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.	**6.4.3:** Write informational pieces of several paragraphs that:	**W.2a:** 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 from various sources and texts.	• engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language.		
• Use appropriate transitions to clarify the relationships among ideas and concepts.	• conclude with a detailed summary linked to the purpose of the composition.	**W.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
• Include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.	**6.5.2:** Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:	**W.2c:** Use appropriate transitions to clarify the relationships among ideas and concepts.	
• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• state the thesis (position on the topic) or purpose. • explain the situation.	**W.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.	
• Establish and maintain a style appropriate to purpose and	• organize the composition clearly.	**W.2e:** Establish and maintain a formal style.	

audience. • Provide a concluding statement or section that follows from the information or explanation presented.	• offer evidence to support arguments and conclusions. **6.5.4:** Write responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text. **6.7.11:** Deliver informative presentations that: • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. **6.7.12:** Deliver oral responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images.	**W.2f:** Provide a concluding statement or section that follows from the information or explanation presented. **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.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.	

	• develop and justify the interpretation through the use of examples from the text.		
6.W.3.3: Write narrative compositions in a variety of forms that – • 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.	**6.5.1:** Write narratives that: • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. **6.5.6:** Use varied word choices to make writing interesting. **6.7.10:** Deliver narrative presentations that: • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense.	**W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.3a:** 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. **W.3b:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **W.3c:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **W.3d:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **W.3e:** Provide a conclusion that follows from the narrated experiences or events.	*Please note that the IAS 2014 requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.*
6.W.4: Apply the writing process to – • Plan and develop; draft; revise using	**6.4.1:** Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	**W.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by	*Please note that the IAS 2014 lists editing as the final step of the writing process. Further, the IAS 2014 does not*

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.	**6.4.8:** Review, evaluate, and revise writing for meaning and clarity. **6.4.9:** Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. **6.4.10:** Revise writing to improve the organization and consistency of ideas within and between paragraphs. **6.4.7:** Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	planning, revising, editing, rewriting, or trying a new approach. **W.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	*keyboarding or writing a specific amount or for a specific period of time.*
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • 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.	**6.5.3:** Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized.	**W.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.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.	

• Avoid plagiarism and provide basic bibliographic information for sources. • Present information, choosing from a variety of formats.	• demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **6.4.5:** Use note-taking skills when completing research for writing. **6.4.6:** Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.		
6.W.6.1: Demonstrate command of English grammar and usage, focusing on:		**L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	*This IAS 2014 learning objective is a summary statement; focus skills are listed individually.*
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).	**6.6.2:** Identify and properly use indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some), present perfect (have been, has been), past perfect (had been), and future perfect verb tenses (shall have been); ensure that verbs agree with compound subjects.	**L.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive). **L.1b:** Use intensive pronouns (e.g., myself, ourselves). **L.1d:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
6.W.6.1b: Verbs – *Students are expected to build upon and continue applying conventions learned previously.*			

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6.W.6.1c: Adjectives and Adverbs – *Students are expected to build upon and continue applying conventions learned previously.*			
6.W.6.1d: Phrases and Clauses – *Students are expected to build upon and continue applying conventions learned previously.*			
6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	**6.6.1:** Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.		*IAS 2014 builds upon the IAS 2006 expectation, adding attention to fragments and run-ons.*
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:		**L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	*This IAS 2014 learning objective is a summary statement; focus skills are listed individually.*
6.W.6.2a: Capitalization – *Students are expected to build upon and continue applying conventions learned previously.*	**6.6.4:** Use correct capitalization.		
6.W.6.2b: Punctuation – ● 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.		**L.2a:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	*IAS 2014 builds upon the INCC 2010 expectation, adding attention to colons and semicolons.*
6.W.6.2c: Spelling – *Students are expected to build upon and continue applying conventions learned previously.*	**6.6.5:** Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).	**L.2b:** Spell correctly.	

SPEAKING & LISTENING

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.	**6.7.4:** Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. **6.7.7:** Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	**SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	*This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of "formal" English.*
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.		**SL.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.	
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		**SL.1a:** 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.	*IAS 2014 shifts the focus of the expectation to referencing specific materials used to prepare for discussions.*
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.		**SL.1b:** Follow rules for collegial 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.	**6.7.15:** Ask questions that seek information not already discussed.	**SL.1c:** 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.		**SL.1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
6.SL.3.1: Interpret information		**SL.2:** Interpret information presented	

presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.		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.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**6.7.9:** Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information. **6.7.16:** Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	**SL.3:** Delineate a speaker's argument and specific claims, distinguishing claims 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.	**6.7.7:** Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	**SL.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.	
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.	**6.7.6:** Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	**SL.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
6.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
MEDIA LITERACY			
6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.			*This IAS 2014 Learning Outcome is an umbrella standard that broadens the expectation by requiring students to analyze information from a variety of sources for a variety of purposes.*
6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.	**6.7.16:** Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.		*IAS 2014 emphasizes the evaluation of accuracy of information rather than the persuasive techniques used to influence readers or viewers.*
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.)*			*This standard is **NEW**!*