Indiana Academic Standards
English Language Arts: Grade 6 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
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.	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.	No change
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 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	Language Change
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 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.	No change
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 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.	No change
6.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	6.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2	Added in the language of the standard being referenced

	Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.	
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 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.	No change
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 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.	No change
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.4.1 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.	No change
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 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.	No change

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.	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.	No change
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 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	Language Change
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 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	No change
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 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	No change
6.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	6.RN.3.1 Students are expected to continue building upon and applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and	Added in the language of the standard being referenced

	digital sources to locate information, gain meaning from a text, or solve a problem.	
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 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.	No Change
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 Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	No Change
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 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.	No change
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 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	No change
6.RN.4.3 Compare and contrast one author's presentation of events with that of another.	6.RN.4.3 Compare and contrast one author's presentation of events with that of another.	No change
Reading: Vocabulary		
Learning Outcome 6.RV.1 Acquire and use	Learning Outcome 6.RV.1 Acquire and use	No change

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.	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.	
6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	No change
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 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	No change
6.RV.2.3 Distinguish among the connotations of words with similar denotations.	6.RV.2.3 Distinguish among the connotations of words with similar denotations.	No change
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 Use common, grade-appropriate Green or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	No change
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 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.	No change
6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings;	6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings;	No change

analyze the impact of a specific word choice on meaning and tone.	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 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	No change
6.RV.3.3 Interpret figures of speech (e.g., personification) in context.	6.RV.3.3 Interpret figures of speech (e.g., personification) in context.	No change
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. | 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. | No change |
| 6.W.2 Students are expected to build upon and continue applying concepts learned previously. | 6.W.2 Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 4
Write legibly in print or cursive, forming letters and words that can be read by others. | Added the language of the standard being referenced |
| 6.W.3.1 Write arguments in a variety of forms that –
● Introduce claim(s), using strategies such as textual | 6.W.3.1 Write arguments in a variety of forms that –
● Introduce claim(s), using strategies such as textual | No change |

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.	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.	
W.3.2 Write informative compositions in a variety of forms that – ● 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	6.W.3.2 Write informative compositions in a variety of forms that – ● 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	No change

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.	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.	
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, and 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	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	No change

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.	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.4 Apply the writing process to – ● 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 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative – ● 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.	Added the direction to apply the writing process to all styles of formal writing
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	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.	No change

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.	● 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.6.1 Demonstrate command of English grammar and usage, focusing on: a 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). b Verbs – Students are expected to build upon and continue applying conventions learned previously. c Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. d Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. e Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence	Demonstrate command of English grammar and usage, focusing on: A. Pronouns- Using a variety of pronouns, including subject, object, possessive, and reflexive; pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). B. Verbs- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses ● Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned	Added the language of the standard being referenced

fragments and run-ons.	previously. 　　Grade of Mastery: 4 　　● Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. D. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously. 　　Grade of Mastery: 5 　　● Writing sentences that include prepositional phrases and explaining their functions in the sentence. E. Usage- Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	
6.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a Capitalization – Students are expected to build upon and continue applying conventions learned previously. b 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.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: A. Capitalization–Students are expected to build upon and continue applying conventions learned previously. 　　Grade of Mastery: 5 　　●Applying correct usage of capitalization in writing. B. Punctuation 　　● Using punctuation (e.g., commas, parentheses, dashes) to set off	Added the language of the standard being referenced

c Spelling – Students are expected to build upon and continue applying conventions learned previously.	nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation. C. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Applying correct spelling patterns and generalizations in writing.	
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.	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.	No Change
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 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.	No change
6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and	6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and	No change

other resources.	other resources.	
6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	No change
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.2.4 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	No change
6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	No change
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 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.	No change
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 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	No change
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	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	No change

contact, adequate volume, and clear pronunciation.	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.SL.4.2 Create engaging presentations that include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.	No change
6.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.	6.SL.4.3 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.	Added language from the standard referenced
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.	Learning Outcome 6.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	No change
6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.	6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.	No change
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 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.).	No change

DEPARTMENT OF EDUCATION

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