

Indiana, Grade 6

Indiana Strand/Standard	Focus of Indiana Standard	For More Information
Reading Literature		
RL.1	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
RL.2.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RL.2.2	Determine how the theme or central idea of a text is conveyed through particular details; provide an objective summary	R2 pp. 12–19
RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change	R3 pp. 20–25
RL.3.1	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	R5 pp. 34–39
RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a text	R6 pp. 40–47
RL.4.1	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	R7 pp. 48–55
RL.4.2	Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics	R9 pp. 64–71
Reading Nonfiction		
RN.1	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
RN.2.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary	R2 pp. 12–19
RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	R3 pp. 20–25
RN.3.2	Analyze how a particular sentence, chapter, scene, or section fits into the overall structure of a text and contributes to the development of the ideas	R5 pp. 34–39
RN.3.3	Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text	R6 pp. 40–47
RN.4.1	Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	R8 pp. 56–63
RN.4.2	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue	R7 pp. 48–55
RN.4.3	Compare and contrast one author’s presentation of events with that of another	R9 pp. 64–71
Reading Vocabulary		
RV.1	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233
RV.2.1	Use context to determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 216–221
RV.2.2	Use the relationship between particular words to better understand each of the words	L5 pp. 222–227
RV.2.3	Distinguish among the connotations of words with similar denotations	L5 pp. 222–227
RV.2.4	Use common Greek or Latin affixes and roots as clues to the meaning of a word	L4 pp. 216–221
RV.2.5	Consult reference materials to find the pronunciation of a word or determine or clarify its meaning	L4 pp. 216–221
RV.3.1	Determine the meaning of words and phrases as they are used in literature, including figurative and connotative meanings	R4 pp. 26–33
RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings	R4 pp. 26–33
RV.3.3	Interpret figures of speech in context	L5 pp. 222–227
Writing		
W.1	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
W.3.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89

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Writing		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences	W3 pp. 100–109
W.4	Apply the writing process to develop, draft, revise, rewrite, try a new approach, and edit to produce writing that is clear and coherent; use technology to produce, publish, and update writing	W5 pp. 116–121 W6 pp. 122–127
W.5	Conduct research assignments to build knowledge about the process and the topics	W7 pp. 128–133 W8 pp. 134–139
W.6.1	Demonstrate command of the conventions of standard English grammar and usage	L1 pp. 198–203
W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	L2 pp. 204–209
Speaking and Listening		
SL.1	Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for a variety of purposes	SL6 pp. 188–193
SL.2.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 158–163
SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence	SL1 pp. 158–163
SL.2.3	Follow rules for considerate discussions	SL1 pp. 158–163
SL.2.4	Pose and respond to questions by making comments that contribute to the discussion	SL1 pp. 158–163
SL.2.5	Demonstrate understanding of multiple perspectives through reflection and paraphrasing	SL1 pp. 158–163
SL.3.1	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study	SL2 pp. 164–169
SL.3.2	Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not	SL3 pp. 170–175
SL.4.1	Present claims and findings, sequencing ideas logically and using descriptions, facts, or details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 pp. 176–181
SL.4.2	Include multimedia components and visual displays in presentations to clarify information	SL5 pp. 182–187
History/Social Studies		
LH.1.1	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 72–77
LH.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 148–153
LH.2.1	Cite textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an objective summary	R2 pp. 12–19
LH.2.3	Identify key steps in a text's description of a process related to history/social studies	R3 pp. 20–25
LH.3.1	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 26–33
LH.3.2	Describe how a text presents information	R5 pp. 34–39
LH.3.3	Identify aspects of a text that reveal an author's point of view or purpose	R6 pp. 40–47
LH.4.1	Integrate visual information with other information in print and digital texts	R7 pp. 48–55
LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text	R8 pp. 56–63
LH.4.3	Analyze the relationship between a primary and secondary source on the same topic	R9 pp. 64–71
LH.5.1	Write arguments based on discipline-specific content	W1 pp. 82–89
LH.5.2	Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes	W2 pp. 90–99
LH.6.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W4 pp. 110–115 W5 pp. 116–121

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History/Social Studies		
LH.6.2	Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills	W6 pp. 122–127
LH.7.1	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
LH.7.2	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 140–147
Science/Technical Subjects		
LST.1.1	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 72–77
LST.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 148–153
LST.2.1	Cite textual evidence to support analysis of science and technical texts	R1 pp. 6–11
LST.2.2	Determine the central ideas or conclusions of a text; provide an objective summary	R2 pp. 12–19
LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	R3 pp. 20–25
LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases	R4 pp. 26–33
LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 40–47
LST.4.1	Integrate quantitative or technical information expressed in words with a version of the information expressed visually	R7 pp. 48–55
LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text	R8 pp. 56–63
LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	R9 pp. 64–71
LST.5.1	Write arguments focused on discipline-specific content	W1 pp. 82–89
LST.5.2	Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes	W2 pp. 90–99
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