Indiana English/Language Arts Content Connectors

Grade 6

Reading Comprehension RC

1 **Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)** 6.RC.1

- a Use at least one specific detail in a text to support what it says explicitly or to draw inferences. (E) 6.RC.1A

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. (E)** 6.RC.2

- a Provide a detailed, objective summary of the text that includes the theme or central idea. (E) 6.RC.2A

3 **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. (E)** 6.RC.3

- a Describe how a particular sentence, chapter, scene, or stanza contributes to the theme, characterization, setting, or plot. Explain how a change in one particular sentence, chapter, scene, or stanza might impact the overall work of literature. (E) 6.RC.3A

4 **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.RC.4

- a Compare and contrast works of literature from different genres (e.g., stories and poems, historical novels and fantasy stories) and identify similarities and differences in their approaches to similar themes. 6.RC.4A

5 **Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.** 6.RC.5

- a Explain how the central idea of a text is supported by at least two specific details, and summarize the text. 6.RC.5A

6 **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.RC.6

- a Describe in detail how a key individual, event, or idea is introduced and developed. 6.RC.6A

7 **Determine an author's perspective or purpose in a text, and explain how it is onveyed in the text. (E)** 6.RC.7

Identify an author's perspective or purpose in a text. (E) 6.RC.7A

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8 **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.RC.8

a Identify an argument and at least one claim in a text, and evaluate an author's reasoning and/or evidence to determine whether a claim is supported. 6.RC.8A

9 **Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.** 6.RC.9

a Use information from two or more different media or formats (e.g., visually, quantitatively, verbally) to explain a topic or issue. 6.RC.9A

10 **Use context to determine or clarify the meaning of words and phrases.** 6.RC.10

a Use context clues to determine the meaning of unknown words. (E) 6.RC.10A

11 **Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual words.** 6.RC.11

a Identify and demonstrate knowledge of word relationships, including cause/effect, part/whole, and item/category. 6.RC.11A

12 **Distinguish among the connotations of words with similar denotations.** 6.RC.12

a Determine the connotative meaning of words with similar denotations. 6.RC.12A

13 **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E)** 6.RC.13

a Use common, instructional-level Greek or Latin affixes or roots as clues to the meaning of a word (e.g. audience, auditory, audible). 6.RC.13A

Writing W

1 **Write arguments in a variety of forms that: a. Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect. b. Use an organizational structure to group related ideas that support the argument. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a consistent style and tone appropriate to the purpose and audience. e. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. f. Provide a concluding statement or section that follows from the argument presented. (E)** 6.W.1

a Write an argument that: a. Introduces a claim using a strategy such as textual analysis, compare/contrast, or cause/effect. b. Uses an organizational structure to group related ideas that support the argument. c. Supports the claim with at least two clear reasons and relevant evidence from more than one credible source. d. Uses language that is appropriate to the purpose and the audience. e. Uses at least three transitions to connect the claim and reasoning. f. Provides a concluding statement that relates to the argument. (E) 6.W.1A

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2 **Write informative compositions in a variety of forms that: a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. e. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. f. Establish and maintain a writing style appropriate to the purpose and audience. g. Provide a concluding statement or section that follows from the information or explanation presented. (E)** 6.W.2

a Write an informative piece that: a. Introduces a topic and organizes ideas and information using a strategy such as definition or classification. b. Develops the topic with at least three relevant facts, definitions, or concrete details. c. Uses at least three transitions to connect ideas. d. Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. e. Uses language that is appropriate to the purpose and audience and content-specific vocabulary to help express ideas precisely. f. Provides a concluding statement related to the information or explanation presented. (E) 6.W.2A

3 **Write narrative compositions in a variety of forms that: a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. 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. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide an ending that follows from the narrated experiences or events. (E)** 6.W.3

a Write a narrative that: a. Develops an exposition that describes the setting, establishes the situation, and/or introduces the narrator and/or characters. b. Organizes a sequence of events (e.g., conflict, climax, resolution) that unfolds logically, using transition words, phrases, and/or clauses to signal shifts from one time frame or setting to another. c. Uses at least two lines of dialogue and at least one more narrative technique (i.e., pacing, description) to develop experiences, events, or characters. d. Uses descriptive details and/or sensory language to describe experiences and events. e. Provides an ending that follows from the narrated experiences or events. (E) 6.W.3A

4 **Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. a. Plan and develop, draft, and revise writing 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. b. Use technology to interact and collaborate with others to generate, produce, and publish writing.** 6.W.4

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a Apply the writing process to all formal writing: a. Plan by generating and recording ideas for writing through discussions, pictures, drawings, and/or provided reference materials about a topic or experience; b. Select a topic, purpose, and genre; c. Develop drafts in written form by organizing or sequencing ideas relevant to topic, purpose, or genre, using a graphic organizer; d. Use varied forms of provided feedback (e.g., questions related to sequence details, adding words or ideas and/or pictures) to strengthen writing by revising, rewriting, or trying a new approach; e. With some support from peers and/or adults, edit writing for conventions including: capitalization; end punctuation, commas, parentheses, dashes, semicolons, and colons; and/or applying correct spelling; and f. Use available and familiar technology to gather information, interact and collaborate with others, and/or produce and publish writing. 6.W.4A

5 **Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). b. Gather relevant information from multiple sources and annotate sources. c. Assess the credibility of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and provide basic bibliographic information for sources. f. Present information, choosing from a variety of formats. (E)** 6.W.5

a Conduct research to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., "In what ways did Madame Walker influence Indiana society?"). b. Identify relevant information from at least two sources and create at least three annotations. c. Quote or paraphrase the information or conclusions of others. d. Record a list of titles, authors, and copyright dates for a basic bibliography. d. Present information, choosing from a variety of formats. (E) 6.W.5A

6 **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. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)** 6.W.6

a Correctly apply English grammar and usage, focusing on: a. Pronouns - Using a variety of pronouns, including subject, object, possessive and/or reflexive, and mostly ensuring pronoun antecedent agreement. b. Usage - using activities such as cloze, to produce simple, compound, complex, and compound-complex sentences; identify fragments and run-ons. (E) 6.W.6A

7 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation – I. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. II. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)** 6.W.7

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a Apply capitalization, punctuation, and spelling conventions, focusing on: a. Correct use of capitalization throughout writing. b. Punctuation – I. Correctly using commas, parentheses, and/or dashes to set off nonrestrictive/parenthetical elements. II. Correctly using semicolons and colons. c. Spelling - Using assistive technology or tools for spell checking. (E) 6.W.7A

Communication and Collaboration CC

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. (E)** 6.CC.1

a Participate in at least three collaborative discussions (one-on-one, in groups, and/or teacher-led) on instructional level topics, texts, or issues, expressing at least one personal idea or adding to the ideas of others during each discussion. (E) 6.CC.1A

2 **Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)** 6.CC.2

a Ask and answer specific questions related to a topic, text, or issue, and elaborate by making comments that contribute to the discussion. (E) 6.CC.2A

3 **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)** 6.CC.3

a Produce a reflection that paraphrases an understanding of key ideas or multiple perspectives. (E) 6.CC.3A

4 **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.CC.4

a Demonstrate an understanding of information presented in at least two different forms of media and/or formats (e.g., visually, quantitatively, orally) by explaining how the information and/or format contributes to the overall understanding of a topic. 6.CC.4A

5 **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.** 6.CC.5

a Identify a speaker's argument and specific claims, and evaluate the relevance and sufficiency of the supporting evidence. 6.CC.5A

6 **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.CC.6

a Present on a claim and/or findings, using a logical sequence and at least three pertinent descriptions, facts, or details to support the main idea(s) or theme(s). 6.CC.6A

7 **Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.** 6.CC.7

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a Develop presentations that include more than one multimedia component (e.g., graphics, images, music, sound) and/or visual displays to clarify information. 6.CC.7A

8 **Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)** 6.CC.8

a Use evidence to explain the accuracy of information presented in at least one media message. (E) 6.CC.8A