Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Indiana Academic Standards 2020
Grade Six English/Language Arts
Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Literature		
LEARNING OUTCOME FOR 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.	**RL.6.10:** 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.	IAS 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.
KEY IDEAS AND TEXTUAL SUPPORT		
6.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	**RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	IAS places the emphasis of the standard on analysis of the text, supported with textual evidence.
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.	**RL.6.2:** 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 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.	**RL.6.3:** 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 changes the verb from "describe" to "explain."
6.RL.2.4: Students are expected to build upon and continue applying concepts learned previously. *Grade of Mastery: 2* *Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or*	*No CCSS equivalent.*	

not and why.		

STRUCTURAL ELEMENTS AND ORGANIZATION

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.6.5:** 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 calls out 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.	**RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.	IAS adds the expectation that students explain the impact of the narrator or speaker on the mood, tone, and meaning of the text.

SYNTHESIS AND CONNECTION OF IDEAS

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.	**RL.6.7:** 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.	*No content differences identified.*
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.	**RL.6.9:** 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.	*No content differences identified.*

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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Nonfiction		
LEARNING OUTCOME FOR 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.	**RI.6.10:** 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.	IAS 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.
KEY IDEAS AND TEXTUAL SUPPORT		
6.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	**RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	IAS places the emphasis of the standard on analysis of the text, supported with textual evidence.
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	**RI.6.2:** 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.	IAS 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*).	**RI.6.3:** 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 content differences identified.*
STRUCTURAL ELEMENTS AND ORGANIZATION		
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 digital sources to locate*	*No CCSS equivalent.*	

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.	**RI.6.5:** 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.	*No content differences identified.*
6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	**RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	IAS utilizes the term "perspective."
SYNTHESIS AND CONNECTION OF IDEAS		
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.	**RI.6.8:** 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.	*No content differences identified.*
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.6.7:** 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 increases the expectation that students integrate information presented in various media formats to both develop and 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.6.9:** 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).	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Vocabulary		
LEARNING OUTCOMES FOR READING VOCABULARY		
6.RV.1: Acquire and use 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.	**L.6.6:** 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.	IAS refers to "content-specific" rather than "domain-specific" words and phrases.
VOCABULARY BUILDING		
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	**L.6.4.A:** 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.	*No content differences identified.*
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.	**L.6.5.B:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	*No content differences identified.*
6.RV.2.3: Distinguish among the connotations of words with similar denotations.	**L.6.5.C:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).	*No content differences identified.*
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*).	**L.6.4.B:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	*No content differences identified.*
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.	**L.6.4.C:** 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 of speech.	IAS adds the aspect of word origin.

VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
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.	**RL.6.4:** 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.	*No content differences identified.*
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.	**RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	*No content differences identified.*
6.RV.3.3: Interpret figures of speech (e.g., *personification*) in context.	**L.6.5.A:** Interpret figures of speech (e.g., personification) in context.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
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.	**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.6.9.A:** 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.6.9.B:** 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.6.10:** 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.	*No content differences identified.*

HANDWRITING

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.*	*No CCSS equivalent.*	

WRITING GENRES

6.W.3.1: 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 purpose and audience.
   e. Use appropriate transitions that enhance the progression of the text and clarify the
	W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
	
	W.6.1.A: Introduce claim(s) and organize the reasons and evidence clearly.
	
	W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	
	W.6.1.C: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	
	W.6.1.D: Establish and maintain a formal style.
	
	W.6.1.E: Provide a concluding statement or section that follows from the argument presented.
		IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a "formal" style.

relationships among claim(s) and reasons. f. Provide a concluding statement or section that follows from the argument presented.		
6.W.3.2: 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 aiding comprehension. e. Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.2.A:** 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. **W.6.2.B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.6.2.C:** Use appropriate transitions to clarify the relationships among ideas and concepts. **W.6.2.D:** Use precise language and domain-specific vocabulary to inform about or explain the topic.	IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a "formal" style.

f. Establish and maintain a style appropriate to purpose and audience. g. Provide a concluding statement or section that follows from the information or explanation presented.	**W.6.2.E:** Establish and maintain a formal style. **W.6.2.F:** 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 – 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.	**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.6.3.A:** 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.6.3.A:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **W.6.3.C:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **W.6.3.D:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **W.6.3.E:** Provide a conclusion that follows from the narrated experiences or events.	IAS requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.

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THE WRITING PROCESS		

6.W.4: Apply the **writing process** to all formal writing including but not limited to argumentative, informative, and narrative –
 	
    a. 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.
    b. Use technology to interact and collaborate with others to generate, produce, and publish writing.
	W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	
	W.6.6: 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.
		IAS does not indicate keyboarding or writing a specific amount or for a specific period of time.

THE RESEARCH PROCESS		

6.W.5: Conduct short 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.
	W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	
	W.6.8: 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.
		IAS includes the expectations that students formulate a research question and present information, choosing from a variety of formats.

e. Avoid plagiarism and provide basic bibliographic information for sources. f. Present information, choosing from a variety of formats.		
CONVENTIONS OF STANDARD ENGLISH		
6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**L.6.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	*No content differences identified.*
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).*	**L.6.1.A:** Ensure that pronouns are in the proper case (subjective, objective, possessive). **L.6.1.B:** Use intensive pronouns (e.g., myself, ourselves). **L.6.1.D:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	IAS focuses on using a variety of pronouns and ensuring pronoun-antecedent agreement.

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).*	*No CCSS equivalent.*	
c. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 ● *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.*	*No CCSS equivalent.*	
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.	*No CCSS equivalent.*	
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*
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.	*No CCSS equivalent.*	
b. Punctuation- ● Using punctuation (e.g., *commas, parentheses, dashes*) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation.	**L.6.2.A:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	IAS builds upon the CCSS expectation, adding colons and semicolons.
c. Spelling –Students are expected to build upon and continue applying conventions learned previously.	**L.6.2.B:** Spell correctly.	*No content differences identified.*

Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.		

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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND 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.	**SL.6.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	IAS requires students to adjust register to communicate effectively with a variety of audiences and for different purposes rather than demonstrate command of "formal" English.
DISCUSSION AND COLLABORATION		
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.	**SL.6.1:** 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.	*No content differences identified.*
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	**SL.6.1.A:** 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 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.6.1.B:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	*No content differences identified.*
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.	**SL.6.1.C:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	*No content differences identified.*
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple	**SL.6.1.D:** Review the key ideas expressed and demonstrate understanding of multiple	*No content differences identified.*

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perspectives through reflection and paraphrasing.	perspectives through reflection and paraphrasing.	
COMPREHENSION		
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.	**SL.6.2:** 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 content differences identified.*
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.	**SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	*No content differences identified.*
PRESENTATION OF KNOWLEDGE AND IDEAS		
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 contact, adequate volume, and clear pronunciation.	**SL.6.4:** 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.	*No content differences identified.*
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.	**SL.6.5**: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	IAS adds "create engaging presentations."
6.SL.4.3: Students are expected to build upon and 6.SL.4.3 continue applying concepts learned previously. Grade of Mastery: 2 *Give and follow multi-step directions*	*No CCSS equivalent.*	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	*No CCSS equivalent.*	
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	*No CCSS equivalent.*	
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 CCSS equivalent.*	

Unaligned CCSS
The following CCSS are not aligned to IAS in grade six.
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.6.1.C: Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.E: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.A: Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.B: Maintain consistency in style and tone.
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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