GRADE 6

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for 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.

Indiana Academic Standards	Content Connector
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.RL.1.a.1**: Read a variety of grade level appropriate literature.
	6.RL.1.a.2: Comprehend a variety of grade level appropriate literature.
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.a.1**: Use specific details in a text to explain what a text says explicitly.
	6.RL.2.1.a.2: Use specific details from the text to support inferences.

Indiana Academic Standards	Content Connector
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.a.1**: Determine how a theme or central idea of a work of literature is conveyed through particular details.
	6.RL.2.2.a.2: Provide a detailed, objective summary 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.RL.2.3.a.1**: Explain how a plot unfolds in a series of episodes.
	6.RL.2.3.a.2: Explain how the characters respond or change as the narrative advances and moves toward a resolution.
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.a.1**: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.
	6.RL.3.1.a.2: Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.
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.a.1**: Explain how an author develops the point of view of the narrator or speaker in a text.
	6.RL.3.2.a.2: Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.
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.4.2: 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.a.1**: 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.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for 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.

Indiana Academic Standards	Content Connector
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.RN.1.a.1**: Read a variety of nonfiction texts.
	6.RN.1.a.2: Comprehend a variety of nonfiction texts.
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.a.1**: Use specific details in a text to explain what a text says explicitly.
	6.RN.2.1.a.2: Use specific details from the text to support inferences.
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.a.1**: Determine how a central idea of a text is conveyed through particular details.
	6.RN.2.2.a.2: Provide a summary of the text distinct from personal opinions or judgments.
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.a.1**: Analyze in detail how a key individual is introduced, illustrated, and elaborated in a text.
	6.RN.2.3.a.2: Analyze in detail how a key event is introduced, illustrated, and elaborated in a text.
	6.RN.2.3.a.3: Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.

Indiana Academic Standards	Content Connector
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.a.1**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
	6.RN.3.2.a.2: Analyze how a particular sentence, paragraph, chapter, or section 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.	**6.RN.3.3.a.1**: Determine an author's perspective or purpose.
	6.RN.3.3.a.2: Explain how an author's perspective is conveyed.
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.a.1**: Trace the argument and specific claims in a text.
	6.RN.4.1.a.2: Evaluate the claim or argument; determine if it is supported by evidence.
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.a.1**: Integrate information from various sources to demonstrate understanding of a topic or issue.
6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	**6.RN.4.3.a.1**: Compare and contrast one author's presentation of events with that of another.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

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.

Indiana Academic Standards	Content Connector
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.	**6.RV.1.a.1**: Acquire general academic and content- specific words and phrases accurately.
	6.RV.1.a.2: Use general academic and content- specific words and phrases accurately.
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	**6.RV.2.1.a.1**: Use context to determine the meaning of words or phrases.
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.a.1**: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6.RV.2.3: Distinguish among the connotations of words with similar denotations.	**6.RV.2.3.a.1**: Distinguish among the connotations of words with similar denotations.
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.a.1**: Use common, grade-appropriate Greek or Latin roots and affixes as clues to the meaning of a word.
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.a.1**: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	6.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	6.RV.2.5.a.3: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
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.RV.3.1.a.1**: Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
	6.RV.3.1.a.2: Analyze the impact of a specific word choice on meaning and tone.

Indiana Academic Standards	Content Connector
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.a.1**: Determine the meaning of words and phrases as they are used in a nonfiction text including figurative (i.e., metaphors, similes, and idioms), connotative, and technical meanings.
6.RV.3.3: Interpret figures of speech (e.g., personification) in context.	**6.RV.3.3.a.1**: Interpret figures of speech (e.g., personification) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for 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.

Indiana Academic Standards	Content Connector
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.W.1.a.1**: Write routinely over a variety of time frames for varying tasks, purposes, and audiences.
	6.W.1.a.2: Apply reading standards to write in response to literature and nonfiction texts.
6.W.3.1: Write arguments in a variety 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	**6.W.3.1.a.1**: Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.
	6.W.3.1.a.2: Use an organizational structure to group related ideas that support the argument.
	6.W.3.1.a.3: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.

Indiana Academic Standards	Content Connector
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.	**6.W.3.1.a.4**: Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.
	6.W.3.1.a.5: Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.
	6.W.3.1.a.6: Provide a concluding statement or paragraph that follows from the argument presented.
	6.W.3.1.a.7: Write arguments in a variety of forms.
6.W.3.2: Write informative compositions on a variety of topics 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 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.3.2.a.1**: Introduce a topic in an informative composition.
	6.W.3.2.a.2: Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.
	6.W.3.2.a.3: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.
	6.W.3.2.a.4: Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.
	6.W.3.2.a.5: Establish and maintain a style appropriate to purpose and audience in an informative composition.
	6.W.3.2.a.6: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.
	6.W.3.2.a.7: Include text features and multimedia when useful to aid comprehension in an informative composition.
	6.W.3.2.a.8: Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.
	6.W.3.2.a.9: Write informative compositions on a variety of topics.

Indiana Academic Standards	Content Connector
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 timeframe 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.W.3.3.a.1**: Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.
	6.W.3.3.a.2: Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.
	6.W.3.3.a.3: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.
	6.W.3.3.a.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in a narrative composition.
	6.W.3.3.a.5: Provide an ending that follows from the narrated experiences or events in a narrative composition.
	6.W.3.3.a.6: Write narrative compositions in a variety of forms.
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.a.1**: Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	6.W.4.a.2: Strengthen writing by revising, editing, rewriting, or trying a new approach.
	6.W.4.a.3: Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on 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 the credibility of each source. ● Quote or paraphrase the information and conclusions of others.	**6.W.5.a.1**: Formulate a research question.
	6.W.5.a.2: Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
	6.W.5.a.3: Follow a standard format for citation.

Indiana Academic Standards	Content Connector
● Avoid plagiarism and provide basic bibliographic information for sources. ● Present information, choosing from a variety of formats.	**6.W.5.a.4**: Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	6.W.5.a.5: Assess the credibility of each source.
	6.W.5.a.6: Complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**6.W.6.1.a.1**: Effectively use English grammar.
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.W.6.1a.a.1**: Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.
	6.W.6.1a.a.2: Recognize and correct vague pronouns.
6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	**6.W.6.1e.a.1**: Write simple, compound, complex, and compound-complex sentences.
	6.W.6.1e.a.2: Recognize sentence fragments and run-ons.
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**6.W.6.2.a.1**: Effectively use capitalization, punctuation, and spelling.
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.	**6.W.6.2b.a.1**: Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.
	6.W.6.2b.a.2: Use semicolons to connect main clauses and colons to introduce a list or quotation.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for 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.

Indiana Academic Standards	Content Connector
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.SL.1.a.1**: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
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.a.1**: Participate in collaborative discussions (one-on-one and in groups) on grade-appropriate topics or texts by identifying key ideas of the discussion.
	6.SL.2.1.a.2: Participate in collaborative discussions (one-on-one and in groups) on grade-appropriate topics or texts by adding relevant ideas and expressing personal ideas.
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	**6.SL.2.2.a.1**: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	**6.SL.2.3.a.1**: Demonstrate knowledge and use of agreed-upon rules for discussions.
	6.SL.2.3.a.2: Identify and serve in roles for small group discussions or projects.
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.a.1**: Ask and answer questions to add detail to topic, text, or issue under discussion.
	6.SL.2.4.a.2: Make comments that contribute to the topic, text, or issue under discussion.

Indiana Academic Standards	Content Connector
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**6.SL.2.5.a.1**: Review the key ideas expressed within collaborative discussions.
	6.SL.2.5.a.2: Recognize multiple perspectives in collaborative discussions.
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.a.1**: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).
	6.SL.3.1.a.2: Explain how information gained via media and formats contributes to the understanding of 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.SL.3.2.a.1**: Summarize the points a speaker makes.
	6.SL.3.2.a.2: Distinguish claims or arguments from those that are supported by evidence from those that are not.
	6.SL.3.2.a.3: Distinguish claims presented orally or in writing 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.SL.4.1.a.1**: Report on a topic, story, or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
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.a.1**: Create a presentation with a clear focus, using various media to emphasize facts, details, or theme.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for 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.

Indiana Academic Standards	Content Connector
6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	**6.ML.1.a.1**: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	**6.ML.2.1.a.1**: Use evidence to evaluate the accuracy of information presented in multiple media messages.
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.a.1**: Identify the target audience of a particular media message based on its context.

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[i] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.

[ii] Ibid.

[iii] Ibid.

[iv] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.