



Grade 6 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Comprehension				
Number	Text	Number	Text	Description
6.RC.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>No content differences identified.</i>
		RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
6.RC.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)	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.	

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6.RC.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)	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 adds the development of characterization.
6.RC.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.	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.	<i>No content differences identified.</i>
6.RC.5	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.	
6.RC.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).	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).	
6.RC.7	Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text. (E)	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 specifies determining the author's perspective in a text.

6.RC.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.	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.	<i>No content differences identified.</i>
6.RC.9	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.	
6.RC.10	Use context to determine or clarify the meaning of words and phrases.	L.6.4A	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.	
6.RC.11	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual 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.	
6.RC.12	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, un wasteful, thrifty)	
6.RC.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)	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).	

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Writing				
Number	Text	Number	Text	Description
6.W.1	<p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> 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) 	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	<i>No content differences identified.</i>
		W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.	IAS adds using strategies such as textual analysis, compare/contrast, and cause/effect to introduce claims.
		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.	<i>No content differences identified.</i>
		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.	IAS specifies that students select a consistent style and tone appropriate to the purpose and audience.
		W.6.1.E	Provide a concluding statement or section that follows from the argument presented.	IAS adds using appropriate transitions.

	<p>and reasons.</p> <p>f. Provide a concluding statement or section that follows from the argument presented. (E)</p>			
6.W.2	<p>Write informative compositions in a variety of forms that:</p> <p>a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>e. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing</p>	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.	IAS requires students to write informative compositions.
		W..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.	IAS specifies organizing ideas using strategies such as definition and classification.
		W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	IAS adds topics should be developed using information from a variety of sources and texts.
		W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	IAS adds including formatting, graphics, and multimedia to aid comprehension.
		W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	IAS requires concise language, recognizing and eliminating wordiness and redundancy.

	<p>and eliminating wordiness and redundancy.</p> <p>f. Establish and maintain a writing style appropriate to the purpose and audience.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented. (E)</p>	W.6.2.E	Establish and maintain a formal style.	IAS specifies that students select a writing style appropriate for the purpose and audience.
		W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.	<i>No content differences identified.</i>
6.W.3	<p>Write narrative compositions in a variety of forms that:</p> <p>a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p>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.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<i>No content differences identified.</i>
		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.B	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.	

	<p>characters.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide an ending that follows from the narrated experiences or events. (E)</p>	<p>W.6.3.D</p>	<p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	
		<p>W.6.3.E</p>	<p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>6.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <p>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.</p> <p>b. Use technology to interact and collaborate with others to generate, produce, and publish writing.</p>	<p>W.6.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>No content differences identified.</i></p>
		<p>W.6.5</p>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p>	<p>IAS adds using appropriate reference materials when making revisions to writing.</p>
		<p>W.6.6</p>	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate</p>	<p>Timed keyboarding skills and a specific number of pages are unique to CCSS.</p>

			sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
6.W.5	<p>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> 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) 	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	IAS emphasizes formulating a research question.
		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 specifies annotating sources and presenting information, choosing from a variety of formats.

6.W.6	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>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).</p> <p>b. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)</p>	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	IAS adds writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
		L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	<i>No content differences identified.</i>
		L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).	IAS introduces the use of intensive pronouns in grade four.
		L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.	<i>No content differences identified.</i>
		L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
		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.	

6.W.7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: <ul style="list-style-type: none"> a. Punctuation – <ul style="list-style-type: none"> 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) 	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	IAS combines all CCSS standards with emphasis on students using semicolons to connect main clauses and colons to introduce a list or quotation. Accurate spelling is implied.
		L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
		L.6.2.B	Spell correctly.	

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	Text	Number	Text	Description
6.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)	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly	<i>No content differences identified.</i>
6.CC.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)	SL.6.1.A	Come to discussions prepared having read or studies 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 specifies that students pose and respond to specific questions with elaboration and detail by making contributing comments to topics under discussion. Preparedness is implied.
6.CC.3	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)	SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<i>No content differences identified.</i>
6.CC.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.	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.	

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6.CC.5	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.	
6.CC.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.	SL.6.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	IAS specifies that students use pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.CC.7	Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<i>No content differences identified.</i>
6.CC.8	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)			