

**Lexia Reading S.O.S. ©2002, Levels 1-5
correlated to
Indiana Academic Standards for English/Language Arts**

Grade 6

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
<i>Decoding and Word Recognition</i>	
6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Vocabulary and Concept Development</i>	
6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	The opportunity to address this objective is available. See the following: Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms
6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	The opportunity to address this objective is available. See the following: Level V: Meaning Structures
6.1.5 Understand and explain slight differences in meaning in related words.	The opportunity to address this objective is available. See the following: Level V: Meaning Structures Greek Combining Forms

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Standard 2 READING: Comprehension (Focus on Informational Materials)	
<i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i>	
<i>Structural Features of Informational and Technical Materials</i>	
6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	The opportunity to address this objective is available. See the following: Level III: Trails West Level IV: Winners Old & New Level V: Meaning Structures
6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.2.5 Follow multiple-step instructions for preparing applications.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Expository (Informational) Critique</i>	
6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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6.2.7	Make reasonable statements and conclusions about a text, supporting them with accurate examples.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.2.8	Note instances of persuasion, propaganda, and faulty reasoning in text.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

Standard 3 READING: Literary Response and Analysis

*Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

6.3.1	Identify different types (genres) of fiction and describe the major characteristics of each form.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Narrative Analysis of Grade-Level-Appropriate Text

6.3.2	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.3.3	Analyze the influence of the setting on the problem and its resolution.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.3.4	Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	
	<ul style="list-style-type: none"> Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> Imagery: the use of language to create vivid pictures in the reader's mind 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.3.8	Critique the believability of characters and the degree to which a plot is believable or realistic.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

Standard 4 WRITING: Process

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

6.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.2	Choose the form of writing that best suits the intended purpose.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.3	Write informational pieces of several paragraphs that:	
	<ul style="list-style-type: none"> engage the interest of the reader. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> state a clear purpose. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> develop the topic with supporting details and precise language. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> conclude with a detailed summary linked to the purpose of the composition. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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6.4.4	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Research and Technology</i>		
6.4.5	Use note-taking skills.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.6	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Evaluation and Revision</i>		
6.4.8	Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.9	Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.4.10	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)		
<i>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>		
<i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>		
6.5.1	Write narratives that: <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> • include sensory details and clear language to develop plot and character. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • use a range of narrative devices, such as dialogue or suspense. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:	
<ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • explain the situation. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • organize the composition clearly. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • offer evidence to support arguments and conclusions. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.3 Write research reports that:	
<ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and on line information searches. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • include a bibliography. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.4 Write responses to literature that:	
<ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • organize the interpretation around several clear ideas. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> • develop and justify the interpretation through the use of examples and evidence from the text. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.5 Write persuasive compositions that:	
<ul style="list-style-type: none"> • state a clear position on a proposition or proposal. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • support the position with organized and relevant evidence and effective emotional appeals. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • anticipate and address reader concerns and counterarguments. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.6 Use varied word choices to make writing interesting.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

Standard 6 WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	
<ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs, but it is a very graceful animal.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Complex sentence: sentences that include one main clause and at least one subordinate clause, such as <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<i>Grammar</i>	
6.6.2	Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.
<ul style="list-style-type: none"> Indefinite pronouns: <i>Each should do his or her work.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Indefinite pronouns: <i>Many were absent today.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Correct verb agreement: <i>Todd and Amanda were chosen to star in the play.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Incorrect verb agreement: <i>Todd and Amanda was chosen to star in the play.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Punctuation</i>	
6.6.3	Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Capitalization</i>	
6.6.4	Use correct capitalization.
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Spelling</i>	
6.6.5	Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).
	<p>Level I: Short Vowel Trap</p> <p>Level II: Letter Switch E-Maze</p> <p>Level III: At the Mall</p> <p>Level V: Latin Affixes</p>

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Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications	
<i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>	
<i>Comprehension</i>	
6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.3 Restate and carry out multiple-step oral instructions and directions.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Organization and Delivery of Oral Communication</i>	
6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Analysis and Evaluation of Oral and Media Communications</i>	
6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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6.7.9 Identify persuasive and propaganda techniques used in electronic media (television, radio, online sources) and identify false and misleading information.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Speaking Applications

6.7.10 Deliver narrative (story) presentations that:	
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<ul style="list-style-type: none"> • establish a context, plot, and point of view. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • include sensory details and specific language to develop the plot and character. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • use a range of narrative (story) devices, including dialogue, tension, or suspense. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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6.7.11 Deliver informative presentations that:	
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<ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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6.7.12 Deliver oral responses to literature that:	
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<ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • organize the presentation around several clear ideas, premises, or images. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • develop and justify the interpretation through the use of examples from the text. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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6.7.13 Deliver persuasive presentations that:	
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<ul style="list-style-type: none"> • provide a clear statement of the position. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<ul style="list-style-type: none"> • include relevant evidence. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • offer a logical sequence of information. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • engage the listener and try to gain acceptance of the proposition or proposal. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
6.7.14 Deliver presentations on problems and solutions that:	
<ul style="list-style-type: none"> • theorize on the causes and effects of each problem. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • establish connections between the defined problem and at least one solution. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • offer persuasive evidence to support the definition of the problem and the proposed solutions. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.