

Indiana Academic Standards and Agricultural Education: English Language Arts  
Sixth Grade

Standard Use	Reading	Writing	Speaking and Listening	Language	Media Literacy	Resources	Assessments	Related Occupational
Literature: Key Ideas and Details: Support	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 increasing skill toward the high end of the range.					Read agriculture literature and complete the "Reading Minds, Cultivating Growth: Science At Work Lesson Plan." Analyze what an agricultural text says explicitly as well as draw inferences from the text through <u>close textual evidence</u> .	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Details: Support	6.RL.2 Analyze what a text says explicitly and draw inferences from the text through <u>close textual evidence</u> .					Read accurate agriculture books and provide students with graphic organizers to determine the theme and a detailed <u>objective summary</u> of the text.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Details: Support	6.RL.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond to the narrative elements and move toward a resolution.					Using a graphic organizer have students read books from the "Reading Minds, Cultivating Growth: Science At Work Lesson Plan Series" and have students explain how the plot unfolds, how characters respond or change as the narrative moves toward a resolution.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Structural Elements and Organization	6.RL.3 Analyze how a particular sentence, chapter, scene, or section fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.					Have students analyze how a particular sentence and/or chapter fits into the overall text and contributes to the development of the theme, characterization, setting, or plot in an <u>accurate agriculture text</u> .	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Structural Elements and Organization	6.RL.3 Explain how and why another viewpoint of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning.					Ask students to explain how an author develops the point of view of the narrator in an <u>accurate agriculture book</u> .	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Synthesis and Connection of Ideas	6.RL.4 Compare and contrast works of literature in different forms or genres (e.g., poems and novels; historical texts and fantasy stories) in terms of their approaches to similar themes and topics.					The graphic organizer for students to compare and contrast the themes and topics in accurate agriculture literature in different forms or genres.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Details: Support	6.RN.2 Analyze what a text says explicitly and draw inferences from the text through <u>close textual evidence</u> .					Have students analyze what an agricultural text says explicitly and draw inferences by <u>close textual evidence</u> .	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Details: Support	6.RN.2 Determine how a central idea of a text is conveyed through particular details; provide an <u>objective summary</u> of the text.					After reading a nonfiction text on an agricultural topic, provide students with a graphic organizer for them to write an <u>objective summary</u> of the text.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Details: Support	6.RN.2 Analyze in detail how a key individual, event, or idea is introduced, featured, and elaborated in a text (e.g., through examples or anecdotes).					Read the book, <i>Crop: Roger's Mission: Steve Miller</i> by Jerry Apps and complete the book, <i>Overcoming A Storm, An Act and a Craft</i> for students to analyze in detail how a key individual is introduced, featured, and elaborated in the text.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Structural Elements and Organization	6.RN.2 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the theme.					Use an accurate agriculture book for students to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the theme.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Structural Elements and Organization	6.RN.3 Determine an author's perspective or purpose in a text, and explain how it is conveyed through particular details.					Using an accurate agriculture book, determine the author's purpose and explain how it is conveyed in the text.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Synthesis and Connection of Ideas	6.RN.4 Integrate information presented in different media or formats (e.g., visually, quantitatively, orally) to demonstrate a coherent understanding of a topic or issue.					Use the "Career Trek" lesson for students to integrate information presented in different media or formats to demonstrate a coherent understanding of the topic.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Vocabulary: Vocabulary Building	6.V.1 Use context to determine or clarify the meaning of words and phrases.					The context to determine or clarify the meaning of agricultural words and phrases.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Vocabulary: Vocabulary Building	6.V.2 Consult general 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 inflection.					Consult reference materials to find the pronunciation of an agriculture word or determine or clarify its precise meaning. Have students record the agricultural words and meanings in a journal to use as a reference when discussing or writing about agricultural topics.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Writing: Writing Genres: Argumentative, Informative, Narrative	6.W.3.1 Write arguments in a variety of forms that – a. Introduce claims, using strategies such as textual analysis, comparison/contrast and anecdotal. b. Use an organizational structure to group related ideas that support the argument. c. Support claims 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 relationships among claims and reasons. f. Provide a concluding statement or section that follows from the argument presented.					Complete the "Care for the Land" lesson for students to learn about the different opinions on soil management. Have students write an argument to support a soil management strategy.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Writing: Writing Genres: Argumentative, Informative, Narrative	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 credible sources. 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 expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 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.					Have students write informative compositions on an agricultural topic after completing lessons and activities from the National Agriculture in the Classroom Curriculum Matrix.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Writing: Writing Genres: Argumentative, Informative, Narrative	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 logical progression of events.					Have students write a narrative composition using agricultural settings, characters, and activities.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
The Research Process: Finding, Assesing, Reporting	6.W.3.4 Conduct short research assignments and learn 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 Indian society?). b. Gather relevant information from multiple 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.					Conduct short research assignments and take on agricultural topics and individuals.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Discussion and Collaboration	6.SL.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.					Complete the activities in the lesson, "A Recipe for Genetics: Selective Breeding and Transgenics." During each activity there are several opportunities for students to engage in a range of collaborative discussions on the topics.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Discussion and Collaboration	6.SL.2 Analyze and reflect on ideas under study by identifying specific evidence from the ideas under study and other resources.					During the lesson activities students will have opportunities to elaborate and reflect on the ideas under discussion.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Discussion and Collaboration	6.SL.2 Pose and respond to specific questions with information and detail by making <u>comparisons</u> that contribute to the topic, text, or issue under discussion.					As the class completes the lesson, "Bring Home the Blue: Not the Fish!," review the key ideas expressed and have students demonstrate understanding through reflection and articulation.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Discussion and Collaboration	6.SL.2 Analyze and reflect on ideas under study by identifying specific evidence from the ideas under study and other resources.					Use the "Career Trek" lesson for students to interpret information about agricultural careers presented in diverse media formats and explain how it contributes to the topic.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Discussion and Collaboration	6.SL.3 Deliver a speaker's argument and specific claims, including claims that are supported by reasons and evidence from the text.					Provide a speaker from the agriculture industry to present on a hot topic in agriculture. Have students debate the speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Presentation of Knowledge and Ideas	6.SL.4 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.					After conducting a research project on an agricultural topic, have students present their claims and findings.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Speaking and Listening: Presentation of Knowledge and Ideas	6.SL.4 Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.					Have students choose an agricultural topic to search using the "Student Center" section of the National Agriculture in the Classroom website and create an engaging presentation to clarify information.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Media Literacy	6.ML.2 Use evidence to evaluate the accuracy of information presented in multiple messages.					Use evidence to evaluate the accuracy of information presented on an agricultural topic in multiple media messages.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Media Literacy	6.ML.2 Identify the target audience of a particular media message, using the content of the message (e.g., where it is placed, when it is sent).					Search major media outlets for agricultural topics and have students identify the target audience of a particular media message.	<a href="#">Reading Minds, Cultivating Growth: Science At Work Lesson Plan</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>