INDIANA ACADEMIC STANDARDS FRAMEWORKS

INDIANA DEPARTMENT of EDUCATION

English/Language Arts: Grade 6

Reading Comprehension	
Learning Outcome	Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
Standard	**6.RC.7:** Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)

Evidence Statements

Below
- Define author's purpose.
- Define author's perspective.
- Identify an author's purpose in a text.
- Identify an author's perspective in a text.
- Identify evidence in a text that supports an author's given perspective or purpose.

Approaching
- Identify an author's perspective or purpose in a text, and support it with textual evidence.
- Explain how an author conveys a given perspective or purpose through word choice or text structure.

At
- Identify an author's perspective or purpose in a text, and explain how the perspective or purpose is developed.

Above
- Identify more than one perspective or purpose in a text, and explain how the perspectives or purposes are developed.

Academic Vocabulary

- Convey
- Author's perspective
- Author's purpose
  - Inform
  - Entertain
  - Persuade
- Audience
- Word choice

Considerations for Text

- Qualitative Considerations:
  - Students should engage with informational text for this standard.
- Quantitative Considerations:
  - Checkpoint Word Count: 500-712
  - Summative Word Count: 650-950
  - Checkpoint Lexile: 830-1185 L
  - Summative Lexile: 925-1185 L

Clarification Statements

- Author's purpose includes the author's reasons for why (e.g., to inform, persuade, entertain) and how (e.g., details used to establish a main idea or theme, connect readers to the topic, develop a sense of importance, evoke an emotional response)

Common Misconceptions

- The terms perspective and point of view are often used interchangeably. However, it is important to be intentional with this language to avoid confusion. Point of view, in terms of literature, refers to the author's way of deciding who is telling the story to whom,

they write a text. ● When analyzing a text for author's perspective, students will be required to determine how the author feels or what the author believes about the topic. ● When analyzing word choice to gain an author's perspective, students will be developing foundational knowledge for understanding tone and mood in grade nine.	which is different from an author's perspective.

Prior Knowledge and Skills

● Fluently read texts in a variety of formats that have at least 500 words and fall within a Lexile range of 830-925.
● Identify a variety of organizational text structures and their elements.
● Understand that an author's word choice is purposeful and impacts meaning.
● Identify signal words that may be used to determine an author's purpose.
● Distinguish between fact and opinion in a text.
● Use punctuation to quote accurately from a text (e.g., comma, quotation marks, single quotation) marks).

Looking Back	Looking Ahead
5.RC.8 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	**7.RC.7:** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others. (E)

Instructional Resources and Strategies

● English/Language Arts Grades K-12 Vertical Articulation Guides
● Clarify Purpose Versus Point of View Versus Perspective, from Smekens
● Author's Purpose: Easy as PIE, from Elephango
● Teaching About Author's Perspective, from Crafting Connections
● Determining Author's Perspective, an example lesson from Mrs. Rief
● Analyzing Word Choice - Literary Analysis for Teens!, from Miacademy Learning Channel

Universal Supports for All Learners

● *Tiered Supports Coming Soon*
● 2024 Content Connectors
● Universal Design for Learning Playbook
● UDL Guideline Infographic, from Learning Designed
● UDL Guidelines from CAST
● Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series
● Learning Styles and the Writing Process, from the University of Arizona SALT Center
● Corgi: Digital Graphic Organizers

● Reading and Writing Graphic Organizers, from BrainPop Educators ● Writing Graphic Organizers, from Student Treasures

Assessment Considerations

- Indiana Assessment Framework and Item Specifications
- ILEARN Stimulus Specifications
- ILEARN Summative PLD Map
- ILEARN Summary Writing Rubrics for Literary and Informational Text
- ILEARN ELA Performance Tasks and Student Writing Samples
- Writing Rubrics for ILEARN Performance Tasks
- IDOE Released Items Repository

Interdisciplinary Connections

- Doing a Project vs Project Based Learning
- IDOE Sample Interdisciplinary Units
- Merging STEM with ELA Through Project-Based Learning

Science of Reading Considerations

Coming Soon