

# **Kansas Standards for English Language Arts**

Adopted November 2017

By the Kansas State Board of Education

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

### English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

### **Writing**

Text Types and Purposes	<a href="#">W.6.1</a>	<a href="#">W.6.2</a>	<a href="#">W.6.3</a>
Production and Distribution of Writing	<a href="#">W.6.4</a>	<a href="#">W.6.5</a>	<a href="#">W.6.6</a>
Research to Build and Present Knowledge	<a href="#">W.6.7</a>	<a href="#">W.6.8</a>	<a href="#">W.6.9</a>
Language in Writing	<a href="#">W.6.10</a>	<a href="#">W.6.11</a>	
Range of Writing	<a href="#">W.6.12</a>		

### **Speaking and Listening**

Comprehension and Collaboration	<a href="#">SL.6.1</a>	<a href="#">SL.6.2</a>	<a href="#">SL.6.3</a>
Presentation of Knowledge and Ideas	<a href="#">SL.6.4</a>	<a href="#">SL.6.5</a>	<a href="#">SL.6.6</a>
Language in Speaking and Listening	<a href="#">SL.6.7</a>	<a href="#">SL.6.8</a>	

### **Reading: Literature**

Key Ideas and Details	<a href="#">RL.6.1</a>	<a href="#">RL.6.2</a>	<a href="#">RL.6.3</a>
Craft and Structure	<a href="#">RL.6.4</a>	<a href="#">RL.6.5</a>	<a href="#">RL.6.6</a>
Integration of Knowledge and Ideas	<a href="#">RL.6.7</a>	<a href="#">RL.6.8</a>	<a href="#">RL.6.9</a>
Language in Reading: Literature	<a href="#">RL.6.10</a>	<a href="#">RL.6.11</a>	<a href="#">RL.6.12</a>
Range of Reading and Level of Text	<a href="#">RL.6.13</a>		

### **Reading: Informational**

Key Ideas and Details	<a href="#">RI.6.1</a>	<a href="#">RI.6.2</a>	<a href="#">RI.6.3</a>
Craft and Structure	<a href="#">RI.6.4</a>	<a href="#">RI.6.5</a>	<a href="#">RI.6.6</a>
Integration of Knowledge and Ideas	<a href="#">RI.6.7</a>	<a href="#">RI.6.8</a>	<a href="#">RI.6.9</a>
Language in Reading: Informational	<a href="#">RI.6.10</a>	<a href="#">RI.6.11</a>	<a href="#">RI.6.12</a>
Range of Reading and Level of Text	<a href="#">RI.6.13</a>		

## Grade 6 Writing

### Text Types and Purposes

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.
- 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.
- 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.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5 *With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Language in Writing

- W.6.10 Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
- Vary sentence patterns for meaning, reader/listener interest, and style.
  - Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - Use intensive pronouns (e.g., myself, ourselves).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns.
  - Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in
  - conventional language.
  - Maintain consistency in style and tone.
- W.6.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly.

### Range of Writing

- W.6.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[K](#)[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[7](#)[8](#)[9-10](#)[11-12](#)

## Grade 6

### Speaking and Listening

#### Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1a Come to discussions prepared, having read or studied 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.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.
- 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.

#### Presentation of Knowledge and Ideas

- SL.6.4 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.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language in Speaking and Listening

- SL.6.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.6.7.a Vary sentence patterns for meaning, reader/listener interest, and style.
- SL.6.7.b Use intensive pronouns (e.g., myself, ourselves).
- SL.6.7.c Recognize and correct inappropriate shifts in pronoun number and person.
- SL.6.7.d Recognize and correct vague pronouns.
- SL.6.7.e Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.
- SL.6.7.f Maintain consistency in style and tone.
- SL.6.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grade 6**  
**Reading: Literature**

**Key Ideas and Details**

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure**

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 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.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.8 Not relevant to literature
- 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.

**Language in Reading: Literature**

- RL.6.10 Use knowledge of language and its conventions when reading to improve comprehension.
- RL.6.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
  - RL.6.11.a Use context as a clue to the meaning of a word or phrase.
  - RL.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - RL.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RL.6.11.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- RL.6.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RL.6.12.a Interpret figures of speech in context.
  - RL.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - RL.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

**Range of Reading and Level of Text**

- RL.6.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.

## Grade 6

### Reading: Informational

#### Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.
- 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).

#### Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 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.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### Integration of Knowledge and Ideas

- 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.
- 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.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### Language in Reading: Informational

- RI.6.10 Use knowledge of language and its conventions when reading to improve comprehension.
- RI.6.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
- RI.6.11.a Use context as a clue to the meaning of a word or phrase.
- RI.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RI.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RI.6.11.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- RI.6.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RI.6.12.a Interpret figures of speech in context.
- RI.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- RI.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

#### Range of Reading and Level of Text

- RI.6.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

**Grade 6  
Writing**

<b>W.6.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol>
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**To address this standard, students *could*:**

- Choose a side of an argument and identify relevant evidence to support their claims.
- Identify a credible source and use relevant textual evidence to support their claims.
- Maintain a formal style of writing, including a conclusion statement that supports their claims.

<b>Kansas High School Graduates Can:</b>	Use valid reasoning and relevant and sufficient evidence to support a written argument.
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	<a href="#">W.5.1</a>	<b>W.6.1</b>	<a href="#">W.7.1</a>
<b>Progression of Standard Across Grades</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Click link above for details.)	Write arguments to support claims with clear reasons and relevant evidence. (See details above.)	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)



## Grade 6 Writing

<b>W.6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
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**To address this standard, students *could*:**

- Introduce and develop a topic using common organizational structures.
- Analyze and organize information to support examination of a topic.

<b>Kansas High School Graduates Can:</b>	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.
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	<a href="#"><u>W.5.2</u></a>	<b>W.6.2</b>	<a href="#"><u>W.7.2</u></a>
<b>Progression of Standard Across Grades</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Grade 6  
Writing**

<b>W.6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
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**To address this standard, students *could*:**

- Use narrative techniques to develop the progression of events in a story.
- Organize a narrative using appropriate transitional language.
- Include a conclusion that provides a sense of closure for readers.

<b>Kansas High School Graduates Can:</b>	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.5.3</a>	<b>W.6.3</b>	<a href="#">W.7.3</a>
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Grade 6 Writing

<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>• Identify the writing style that best fits their task, purpose, and audience.</li> <li>• Compose a clear, logical piece of writing to demonstrate understanding of a topic.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Create texts appropriate for specific purposes, audiences, and tasks.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.4</u></a>	<b>W.6.4</b>	<a href="#"><u>W.7.4</u></a>
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Grade 6 Writing

<b>W.6.5</b>	<i>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Utilize the 6 Trait Writing Process to compose and refine a piece of writing.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.5</u></a>	<b>W.6.5</b>	<a href="#"><u>W.7.5</u></a>
	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	<i>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	<i>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i>

## Grade 6 Writing

<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Independently determine the proper technology tool(s) to successfully produce and publish writing.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.6</u></a>	<b>W.6.6</b>	<a href="#"><u>W.7.6</u></a>
	<i>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## Grade 6 Writing

<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Conduct research from multiple sources.</li> <li>• Participate in shared writing.</li> <li>• Work collaboratively with peers.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.7</u></a>	<b>W.6.7</b>	<a href="#"><u>W.7.7</u></a>
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Grade 6 Writing

<b>W.6.8</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Gather information and determine the credibility of sources used.</li> <li>• Quote or paraphrase information while properly crediting sources.</li> <li>• Create a basic bibliography for works cited page to credit sources.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.8</u></a>	<b>W.6.8</b>	<a href="#"><u>W.7.8</u></a>
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	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.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Grade 6 Writing

<b>W.6.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</p>
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**To address this standard, students *could*:**

- Determine the best textual evidence to support an assertion.

<b>Kansas High School Graduates Can:</b>	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.9</u></a>	<b>W.6.9</b>	<a href="#"><u>W.7.9</u></a>
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.



## Grade 6 Writing

<b>W.6.10</b>	<p>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>c. Use intensive pronouns (e.g., myself, ourselves).</li> <li>d. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>e. Recognize and correct vague pronouns.</li> <li>f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.</li> <li>g. Maintain consistency in style and tone.</li> </ol>
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**To address this standard, students *could*:**

- Identify and describe the tone in a piece of their own writing, and work to strengthen or change it to fit a specific purpose.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use standard English grammar and usage when writing.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.5.10</a>	<b>W.6.10</b>	<a href="#">W.7.10</a>
	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

## Grade 6 Writing

<b>W.6.11</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ol>		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>• Identify within their own writing an appropriate and effective use of the dash, and work to insert it in ways that will impact meaning.</li> </ul>			
<b>Kansas High School Graduates Can:</b>		Accurately and effectively use the mechanics of standard English for the purpose of productive communication.	
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.11</u></a>	<b>W.6.11</b>	<a href="#"><u>W.7.11</u></a>
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

## Grade 6 Writing

<b>W.6.12</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.5.12</u></a>	<b>W.6.12</b>	<a href="#"><u>W.7.12</u></a>
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Grade 6 Speaking and Listening

<b>SL.6.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied 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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Define the rules and roles necessary for academic discourse.</li> <li>• Participate in an academic conversation by posing and responding to relevant questions.</li> <li>• Prepare and review key ideas presented and build on the ideas of others.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	<p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.1</u></a>	<b>SL.6.1</b>	<a href="#"><u>SL.7.1</u></a>
	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

## Grade 6 Speaking and Listening

<b>SL.6.2</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Analyze information presented in multimedia sources and explain how it adds meaning to a topic, text, or issue.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.2</u></a>	<b>SL.6.2</b>	<a href="#"><u>SL.7.2</u></a>
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

## Grade 6 Speaking and Listening

<b>SL.6.3</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Identify the argument presented by a speaker.</li> <li>• Differentiate between claims that are supported by opinion versus those supported by fact.</li> <li>• Evaluate an argument using evidence provided by a speaker.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.3</u></a>	<b>SL.6.3</b>	<a href="#"><u>SL.7.3</u></a>
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## Grade 6 Speaking and Listening

<b>SL.6.4</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Identify a logical sequence for presenting claims and findings.</li> <li>• Support ideas using relevant evidence.</li> <li>• Incorporate common public speaking norms.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.4</u></a>	<b>SL.6.4</b>	<a href="#"><u>SL.7.4</u></a>
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	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.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## Grade 6 Speaking and Listening

<b>SL.6.5</b>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Incorporate relevant forms of media and/or graphics to clarify information.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.5</u></a>	<b>SL.6.5</b>	<a href="#"><u>SL.7.5</u></a>
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



## Grade 6 Speaking and Listening

<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Use grade-level appropriate academic language versus informal language when presenting.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively adapt speech to fit a variety of contexts and communication situations.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.6</u></a>	<b>SL.6.6</b>	<a href="#"><u>SL.7.6</u></a>
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grade 6 Speaking and Listening

<b>SL.6.7</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns.</li> <li>e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.</li> <li>f. Maintain consistency in style and tone.</li> </ol>
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**To address this standard, students *could*:**

- Participate in a self-evaluation of a presentation in which they critique themselves on their style, tone, and ways they might improve the presentation.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use standard English grammar and usage when speaking.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.7</u></a>	<b>SL.6.7</b>	<a href="#"><u>SL.7.7</u></a>
<b>Progression of Standard Across Grades</b>	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

## Grade 6 Speaking and Listening

<b>SL.6.8</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**To address this standard, students *could*:**

- Engage in a discussion with a person or group about a presentation or display they created to explain a plan for improving their community, in which they use language specific to the project and assist listeners in developing an understanding of their work.

<b>Kansas High School Graduates Can:</b>	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.5.8</u></a>	<b>SL.6.8</b>	<a href="#"><u>SL.7.8</u></a>
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Grade 6 Reading: Literature

<b>RL.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>• Explain the definition of textual evidence and use textual evidence to support conclusions.</li> <li>• Explain the definition of an inference and the process of making an inference.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
	<a href="#"><u>RL.5.1</u></a>	<b>RL.6.1</b>	<a href="#"><u>RL.7.1</u></a>
<b>Progression of Standard Across Grades</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Grade 6 Reading: Literature

<b>RL.6.2</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Recognize the structure of a summary and construct an independent summary using details from the text.</li> <li>Analyze how details from a text impact the theme.</li> <li>Analyze how details from a text impact the central idea.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.2</u></a>	<b>RL.6.2</b>	<a href="#"><u>RL.7.2</u></a>
	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	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.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

## Grade 6 Reading: Literature

<b>RL.6.3</b>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Understand the progression of events in a story.</li> <li>• Analyze the impact of plot events on character development and motivation.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze elements of plot as they relate to the meaning of a text.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.5.3</a>	<b>RL.6.3</b>	<a href="#">RL.7.3</a>
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Grade 6 Reading: Literature

<b>RL.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Interpret literal and nonliteral meanings of words and phrases presented in the text.</li> <li>• Understand the difference between mood and tone.</li> <li>• Analyze how word choice impacts the meaning and/or tone of the text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.4</u></a>	<b>RL.6.4</b>	<a href="#"><u>RL.7.4</u></a>
	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

## Grade 6 Reading: Literature

<b>RL.6.5</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Analyze how segments of a text contribute to the structure of the text.</li> <li>• Interpret the manner in which independent segments of a text contribute to the overall meaning.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.5</u></a>	<b>RL.6.5</b>	<a href="#"><u>RL.7.5</u></a>
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	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.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning



## Grade 6 Reading: Literature

<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Understand different literary points of view.</li> <li>• Explain how point of view is developed within the text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize that different perspectives can be presented in different ways for different purposes.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.6</u></a>	<b>RL.6.6</b>	<a href="#"><u>RL.7.6</u></a>
	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## Grade 6 Reading: Literature

<b>RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Explain the similarities between a written text and its multimedia interpretation.</li> <li>• Explain the differences between a written text and its multimedia interpretation.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.7</u></a>	<b>RL.6.7</b>	<a href="#"><u>RL.7.7</u></a>
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**Grade 6**  
**Reading: Literature**

<b>RL.6.8</b>	(Not applicable to Literature)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>			

## Grade 6 Reading: Literature

<b>RL.6.9</b>	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.
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**To address this standard, students *could*:**

- Recognize how similar themes or topics are presented within different genres.
- Analyze how similar themes or topics are presented across different genres.

<b>Kansas High School Graduates Can:</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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	<a href="#">RL.5.9</a>	<b>RL.6.9</b>	<a href="#">RL.7.9</a>
<b>Progression of Standard Across Grades</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## Grade 6 Reading: Literature

<b>RL.6.10</b>	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
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**To address this standard, students *could*:**

- Discuss character dialogue in a text they are reading, and the ways in which the dialogue, speaking style, and style of interaction reveals important qualities about the characters.

<b>Kansas High School Graduates Can:</b>	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.10</u></a>	<b>RL.6.10</b>	<a href="#"><u>RL.7.10</u></a>
	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

## Grade 6 Reading: Literature

<b>RL.6.11</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</li> </ol>
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**To address this standard, students *could*:**

- Participate in a discussion with peers about “words I didn’t know before I read this book,” in which they share several words they learned from a text they recently read, and the meanings of those words.

<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.11</u></a>	<b>RL.6.11</b>	<a href="#"><u>RL.7.11</u></a>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

## Grade 6 Reading: Literature

<b>RL.6.12</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ol>
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**To address this standard, students *could*:**

- Participate in a Socratic seminar with peers, in which they closely read poem and discuss the language used, particular word connotations, and the meaning of the work as a whole.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.12</u></a>	<b>RL.6.12</b>	<a href="#"><u>RL.7.12</u></a>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

## Grade 6 Reading: Literature

<b>RL.6.13</b>	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of texts on their own.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.5.13</u></a>	<b>RL.6.13</b>	<a href="#"><u>RL.7.13</u></a>
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.



## Grade 6

### Reading: Informational

<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>• Explain the definition of textual evidence and use textual evidence to support conclusions.</li> <li>• Explain the definition of inference and the process of making an inference.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.1</u></a>	<b>RI.6.1</b>	<a href="#"><u>RI.7.1</u></a>
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Grade 6 Reading: Informational

<b>RI.6.2</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Recognize the structure of a summary and construct an independent summary using details from the text.</li> <li>• Analyze how details from a text impact the central idea.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Progression of Standard Across Grades</b>			
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.2</u></a>	<b>RI.6.2</b>	<a href="#"><u>RI.7.2</u></a>
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	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.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

## Grade 6 Reading: Informational

<b>RI.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Use close reading skills to identify key individuals, events, or ideas in informational text.</li> <li>• Explain how these elements are used in an informational text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Extract meaning and purpose from informational text by analyzing its structure and organization.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.3</u></a>	<b>RI.6.3</b>	<a href="#"><u>RI.7.3</u></a>
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## Grade 6 Reading: Informational

<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Interpret literal and nonliteral meanings of words and phrases presented in the text.</li> <li>• Identify figurative, connotative, and technical words and phrases.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.4</u></a>	<b>RI.6.4</b>	<a href="#"><u>RI.7.4</u></a>
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

## Grade 6 Reading: Informational

<b>RI.6.5</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Explain how segments of a text contribute to the overall structure.</li> <li>• Interpret how sections of a text contribute to its overall meaning.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.5</u></a>	<b>RI.6.5</b>	<a href="#"><u>RI.7.5</u></a>
	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	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.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## Grade 6 Reading: Informational

<b>RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Identify the author's point of view.</li> <li>Explain how point of view is developed within the text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize that different perspectives can be presented in different ways for different purposes.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.6</u></a>	<b>RI.6.6</b>	<a href="#"><u>RI.7.6</u></a>
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## Grade 6 Reading: Informational

<b>RI.6.7</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Build understanding of a topic or issue by incorporating information from diverse media formats.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.7</u></a>	<b>RI.6.7</b>	<a href="#"><u>RI.7.7</u></a>
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	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.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

## Grade 6 Reading: Informational

<b>RI.6.8</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between supported and unsupported claims.</li> <li>• Trace an argument and specific claims in a text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Follow the logic of an argument based on the validity of the claim and evidence presented.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.8</u></a>	<b>RI.6.8</b>	<a href="#"><u>RI.7.8</u></a>
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	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.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.



## Grade 6 Reading: Informational

<b>RI.6.9</b>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Identify the similarities and differences of the same event depicted by different authors.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.9</u></a>	<b>RI.6.9</b>	<a href="#"><u>RI.7.9</u></a>
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Grade 6**  
**Reading: Informational**

<b>RI.6.10</b>	Use knowledge of language and its conventions when reading to improve comprehension.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>Participate in independent reading of a self-selected text, and share their learning from that text with peers or adults.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.10</u></a>	<b>RI.6.10</b>	<a href="#"><u>RI.7.10</u></a>
	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension.

## Grade 6

### Reading: Informational

<b>RI.6.11</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Work with peers to determine meanings and pronunciations of unknown words in a text about an ancient world civilization.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.11</u></a>	<b>RI.6.11</b>	<a href="#"><u>RI.7.11</u></a>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

**Grade 6**  
**Reading: Informational**

<b>RI.6.12</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ol>
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**To address this standard, students *could*:**

- Read about the author of a favorite book, making note of and interpreting descriptions of the author that include figures of speech or words that bear a particular connotative meaning.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.12</u></a>	<b>RI.6.12</b>	<a href="#"><u>RI.7.12</u></a>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

**Grade 6**  
**Reading: Informational**

<b>RI.6.13</b>	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**To address this standard, students *could*:**

- Select and read increasingly complex informational texts at or above grade level.

<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of informational texts.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.5.13</u></a>	<b>RI.6.13</b>	<a href="#"><u>RI.7.13</u></a>
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.