

Sixth Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

| LITERATURE - Key Ideas and Details | |
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| RL1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| dates ----> | |
| RL2 | 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. |
| dates ----> | |
| RL3 | 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. |
| dates ----> | |
| LITERATURE - Craft and Structure | |
| RL4 | 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. |
| dates ----> | |
| RL5 | 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. |
| dates ----> | |
| RL6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| dates ----> | |
| LITERATURE - Integration of Knowledge and Ideas | |
| RL7 | 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. |
| dates ----> | |
| RL9 | 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. |
| dates ----> | |
| LITERATURE - Range of Reading and Level of Text Complexity | |
| RL10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| dates ----> | |
| INFORMATIONAL TEXT - Key Ideas and Details | |
| RI1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| dates ----> | |
| RI2 | 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. |
| dates ----> | |
| RI3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text |
| dates ----> | |
| INFORMATIONAL TEXT - Craft and Structure | |
| RI4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| dates ----> | |

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| RI5 | 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. |
| dates ----> | |
| RI6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| dates ----> | |
| INFORMATIONAL TEXT - Integration of Knowledge and Ideas | |
| RI7 | 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. |
| dates ----> | |
| RI8 | 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. |
| dates ----> | |
| RI9 | Compare and contrast one author's presentation of events with that of another |
| dates ----> | |
| INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity | |
| RI10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| dates ----> | |
| WRITING - Text Types and Purposes | |
| W1 | Write arguments to support claims with clear reasons and relevant evidence. |
| dates ----> | |
| W1a | Introduce claim(s) and organize the reasons and evidence clearly. |
| dates ----> | |
| W1b | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| dates ----> | |
| W1c | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| dates ----> | |
| W1d | Establish and maintain a formal style. |
| dates ----> | |
| W1e | Provide a concluding statement or section that follows from the argument presented. |
| dates ----> | |
| W2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| dates ----> | |
| W2a | 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. |
| dates ----> | |
| W2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| dates ----> | |
| W2c | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| dates ----> | |
| W2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| dates ----> | |

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| | W2e Establish and maintain a formal style. |
| dates ----> | |
| | W2f Provide a concluding statement or section that follows from the information or explanation presented. |
| dates ----> | |
| W3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| dates ----> | |
| | 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. |
| W3a | |
| dates ----> | |
| | W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| dates ----> | |
| | W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| dates ----> | |
| | W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| dates ----> | |
| | W3e Provide a conclusion that follows from the narrated experiences or events. |
| dates ----> | |
| WRITING - Production and Distribution of Writing | |
| W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| dates ----> | |
| W5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach |
| dates ----> | |
| W6 | 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. |
| dates ----> | |
| WRITING - Research to Build and Present Knowledge | |
| W7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| dates ----> | |
| W8 | 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. |
| dates ----> | |
| W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| dates ----> | |
| W9a | Apply grade 6 Reading standards to literature |
| dates ----> | |
| W9b | Apply grade 6 Reading standards to literary nonfiction |
| dates ----> | |
| WRITING - Range of Writing | |
| W10 | 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. |
| dates ----> | |

| <i>SPEAKING & LISTENING - Comprehension & Collaboration</i> | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SL1 | 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. |
| dates ----> | |
| SL1a | 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. |
| dates ----> | |
| SL1b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| dates ----> | |
| SL1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| dates ----> | |
| SL1d | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| dates ----> | |
| SL2 | 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. |
| dates ----> | |
| SL3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| dates ----> | |
| <i>SPEAKING & LISTENING - Presentation of Knowledge and Ideas</i> | |
| SL4 | 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. |
| dates ----> | |
| SL5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| dates ----> | |
| SL6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| dates ----> | |
| <i>LANGUAGE - Conventions of Standard English</i> | |
| L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| dates ----> | |
| L1a | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| dates ----> | |
| L1b | Use intensive pronouns (e.g., myself, ourselves). |
| dates ----> | |
| L1c | Recognize and correct inappropriate shifts in pronoun number and person. |
| dates ----> | |
| L1d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| dates ----> | |

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| | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve | | | | | | | | | | | | | | | | | | | |
| | L1e expression in conventional language. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L2b Spell correctly. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | LANGUAGE - Knowledge of Language | | | | | | | | | | | | | | | | | | | |
| | L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L3a Vary sentence patterns for meaning, reader/ listener interest, and style. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L3b Maintain consistency in style and tone. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | LANGUAGE - Vocabulary Acquisition and Use | | | | | | | | | | | | | | | | | | | |
| | L4 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. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine | | | | | | | | | | | | | | | | | | | |
| | L4c or clarify its precise meaning or its part of speech. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L4d Verify the preliminary determination of the meaning of a word or phrase | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L5a Interpret figures of speech (e.g., personification) in context. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |
| | L6 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. | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | |

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

| LITERACY LEARNING | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| LL1 | Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| LL2 | Use meta-cognitive strategies to monitor literacy learning progress. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| LL3 | Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| LL4 | Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| LL5 | Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| READING | | | | | | | | | | | | | | | | | | | | | | | |
| R11 | Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| R12 | Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| WRITING | | | | | | | | | | | | | | | | | | | | | | | |
| W11 | Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in writing anchor standards 1, 2, and 3. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| W12 | Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model. | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |