

**Kansas English Language Arts**

# **Grade 6**

Adopted 2023

## Grade 6

### Reading: Literature

#### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.1**
2. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RL.6.2**
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. **RL.6.3**

#### Craft and Structure

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.6.4**
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.6.5**
6. Explain how an author develops the point of view of the narrator or speaker in a text. **RL.6.6**

#### Integration of Knowledge and Ideas

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.6.7**
8. Not relevant to literature **RL.6.8**
9. Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics. **RL.6.9**

#### Language in Reading: Literature

10. Use knowledge of language and its conventions when reading to improve comprehension. **RL.6.10**
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. **RL.6.11**
  - a. Use context to determine the meaning of a word or phrase. **RL.6.11.A**
  - b. Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word. **RL.6.11.B**
  - 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.C**
  - 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.6.11.D**

- 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.A**
  - 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.B**
  - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions). **RL.6.12.C**

Range of Reading and Text Complexity

- 13.** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade. **RL.6.13**

---

## Reading: Informational

### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.1**
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.6.2**
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). **RI.6.3**

### Craft and Structure

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

### Integration of Knowledge and Ideas

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.6.7**
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.6.8**
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). **RI.6.9**

### Language in Reading: Informational

10. Use knowledge of language and its conventions when reading to improve comprehension. **RI.6.10**
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content. **RI.6.11**
  - a. Use context to determine the meaning of a word or phrase. **RI.6.11.A**
  - b. Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word. **RI.6.11.B**
  - 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.C**
  - 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.6.11.D**

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.A**
  - 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.B**
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions). **RI.6.12.C**

Range of Reading and Text Complexity

13. Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade. **RI.6.13**

---

## Writing

### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. **W.6.1**
  - a. Introduce claim(s) and organize the reasons and evidence clearly. **W.6.1.A**
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **W.6.1.B**
  - c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. **W.6.1.C**
  - d. Establish and maintain a formal style. **W.6.1.D**
  - e. Provide a concluding statement or section that follows from the argument presented. **W.6.1.E**
2. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **W.6.2**
  - 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. **W.6.2.A**
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **W.6.2.B**
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts. **W.6.2.C**
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2.D**
  - e. Establish and maintain a formal style. **W.6.2.E**
  - f. Provide a concluding statement or section that follows from the information or explanation presented. **W.6.2.F**
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. **W.6.3**
  - 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. **W.6.3.A**
  - b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. **W.6.3.B**
  - c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another. **W.6.3.C**
  - d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. **W.6.3.D**

- e. Provide a conclusion that follows from the narrated experiences or events. **W.6.3.E**

#### Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **W.6.4**
- 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.6.5**
- 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. **W.6.6**

#### Research to Build and Present Knowledge

- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.6.7**
- 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.6.8**
- 9. Draw evidence from literary or informational texts to support analysis, reflection and research. **W.6.9**

#### Language in Writing

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

## Range of Writing

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. [W.6.12](#)

---

## Speaking and Listening

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly. [SL.6.1](#)
  - 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. [SL.6.1.A](#)
  - b. Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed. [SL.6.1.B](#)
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. [SL.6.1.C](#)
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1.D](#)
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.6.2](#)
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3](#)

### Presentation of Knowledge and Ideas

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

### Language in Speaking and Listening

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.A](#)
  - b. Use intensive pronouns (e.g., myself, ourselves). [SL.6.7.B](#)
  - c. Recognize and correct inappropriate shifts in pronoun number and person. [SL.6.7.C](#)
  - d. Recognize and correct vague pronouns. [SL.6.7.D](#)
  - 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.E](#)

- f. Maintain consistency in style and tone. [SL.6.7.F](#)
- 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. [SL.6.8](#)