Kentucky Reading and Writing

Grade 6

Reading Standards for Literature RL

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 Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing. RL.6.2

3 Describe how a particular story's or drama's plot unfolds in a series of episodes and determine 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, paragraph, chapter, scene or stanza fits into the overall structure of the text. RL.6.5

6 Explain how an author develops the perspective of the narrator or speaker in a text. RL.6.6

Integration of Knowledge and Ideas

7 Compare and contrast reading a print text and viewing its visual/oral presentation. RL.6.7

8 Not applicable to literature RL.6.8

9 Compare and contrast how various forms or genres of texts approach a similar theme or topic. RL.6.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. RL.6.10

Reading Standards for Informational Text RI

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

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Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. RI.6.2

3 Analyze in detail how an author develops a key individual, event or idea over the course of a text. 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; analyze the impact of a specific word choice on meaning and tone. 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 perspective and purpose in a text, and explain how it is conveyed in a text. RI.6.6

Integration of Knowledge and Ideas

7 Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. RI.6.7

8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. RI.6.8

9 Compare and contrast how two or more authors present similar events. RI.6.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. RI.6.10

Composition C

Text Types and Purpose

1 Compose arguments to support claims with clear reasons and relevant evidence. C.6.1

- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.6.1.A
- b Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. C.6.1.B
- c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C.6.1.C
- d Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. C.6.1.D
- e Establish and maintain a formal style. C.6.1.E
- f Provide a concluding statement or section that follows from the argument presented. C.6.1.F
- g With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.6.1.G

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2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. C.6.2

- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.6.2.A
- b Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. C.6.2.B
- c Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C.6.2.C
- d Use appropriate transitions to clarify the relationships among ideas and concepts. C.6.2.D
- e Use precise language and domain-specific vocabulary to inform about or explain the topic. C.6.2.E
- f Establish and maintain a formal style. C.6.2.F
- g Provide a concluding statement or section that follows from the information or explanation presented. C.6.2.G
- h With some guidance, 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. C.6.2.H

Text Types and Purpose

3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. C.6.3

- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.6.3.A
- b Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. C.6.3.B
- c Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. C.6.3.C
- d Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. C.6.3.D
- e Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. C.6.3.E
- f Provide a conclusion that follows from the narrated experiences or events. C.6.3.F
- g With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.6.3.G

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Production and Distribution

4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C.6.4

Research to Build and Present Knowledge

5 Conduct short research projects to answer a question, drawing on several sources. C.6.5

6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. C.6.6

Range of Writing

7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.6.7

Language L

Conventions of General American English

1 In both written and oral expression: L.6.1

- a Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. L.6.1.A
- b Recognize and correct inappropriate shifts in pronoun number and person. L.6.1.B
- c Recognize variations from General American English and implement strategies to improve expression in academic language. L.6.1.C

2 When writing: L.6.2

- a Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.A
- b Demonstrate appropriate use of strategies to identify and correct spelling errors. L.6.2.B

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading or listening. L.6.3

- a Vary sentence patterns for meaning, reader/listener interest and style. L.6.3.A
- b Maintain consistency in style and tone. L.6.3.B

Vocabulary Acquisition and Use

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. L.6.4

   a 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. L.6.4.A

   b Use Greek and Latin affixes and roots as clues to the meaning of a word. L.6.4.B

   c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.6.4.C

   d 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. L.6.4.D

5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.6.5

   a Interpret figurative language, including but not limited to personification, in context. L.6.5.A

   b Use the relationship between particular words to better understand each of the words. L.6.5.B

   c Distinguish among the connotations of words with similar denotations. L.6.5.C