Grade 6 - Kansas ELA Standards 2017

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

Writing												
dates ---->												
Text Types and Purposes												
dates ---->												
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.												
dates ---->												
a. Introduce claim(s) and organize the reasons and evidence clearly.												
dates ---->												
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.												
dates ---->												
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.												
dates ---->												
d. Establish and maintain a formal style.												
dates ---->												
e. Provide a concluding statement or section that follows from the argument presented.												
dates ---->												
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.											
dates ---->												
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.												
dates ---->												
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.												
dates ---->												
c. Use appropriate transitions to clarify the relationships among ideas and concepts.												
dates ---->												
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.												
dates ---->												
e. Establish and maintain a formal style.												
dates ---->												
f. Provide a concluding statement or section that follows from the information or explanation presented.												
dates ---->												

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequen											
dates ---->												
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												
dates ---->												
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.												
dates ---->												
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.												
dates ---->												
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.												
dates ---->												
e. Provide a conclusion that follows from the narrated experiences or events.												
dates ---->												
Production and Distribution of Writing												
dates ---->												
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and											
dates ---->												
audience.												
dates ---->												
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.											
dates ---->												
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;											
dates ---->												
demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.												
dates ---->												
Research to Build and Present Knowledge												
dates ---->												
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.											
dates ---->												
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.											
dates ---->												
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.											
dates ---->												
Language in Writing												
dates ---->												

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

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.											
dates ---->												
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.											
dates ---->												
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.											
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SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.											
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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.											
dates ---->												
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.											
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Presentation of Knowledge and Ideas												
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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.											
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SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.											
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SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.											
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Language in Speaking and Listening												
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SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.											
dates ---->												
SL.6.7.a	Vary sentence patterns for meaning, reader/listener interest, and style.											
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SL.6.7.b	Use intensive pronouns (e.g., myself, ourselves).											
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SL.6.7.c	Recognize and correct inappropriate shifts in pronoun number and person.											
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SL.6.7.d	Recognize and correct vague pronouns.											
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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 langua											
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SL.6.7.f	Maintain consistency in style and tone.											
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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.											
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dates ---->												
Reading: Literature												
dates ---->												
Key Ideas and Details												
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RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											
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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.											
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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.											
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Craft and Structure												
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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.											
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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.											
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RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.											
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Integration of Knowledge and Ideas												
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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 cont											
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RL.6.8	Not relevant to literature											
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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 simil											
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Language in Reading: Literature												
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RL.6.10	Use knowledge of language and its conventions when reading to improve comprehension.											
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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 rar											
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RL.6.11.a	Use context as a clue to the meaning of a word or phrase.											
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RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.											
dates ---->												
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.											
dates ---->												
RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by hecking the inferred meaning in context or in a dictionary)											
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RL.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
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RL.6.12.a	Interpret figures of speech in context.											
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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.											
dates ---->												
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).											
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Range of Reading and Level of Text												
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RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.											
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Reading: Informational												
dates ---->												
Key Ideas and Details												
dates ---->												
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											
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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 judgme											
dates ---->												

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).											
dates ---->												
Craft and Structure												
dates ---->												
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.											
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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.											
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RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.											
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Integration of Knowledge and Ideas												
dates ---->												
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.											
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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.											
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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).											
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Language in Reading: Informational												
dates ---->												
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.											
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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.											
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RI.6.11.a	Use context as a clue to the meaning of a word or phrase.											
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RI.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.											
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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.											
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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)											
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RI.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
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RI.6.12.a	Interpret figures of speech in context.											
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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.											
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RI.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).											
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Range of Reading and Level of Text												
dates ---->												
RI.6.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.											
dates ---->												