

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

**Kansas Academic Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**     **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**     **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**     **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	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.
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**STANDARD**     **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideals and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

## UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

**Kansas Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR      W.6.10.e.    Recognize and correct vague pronouns.

INDICATOR      W.6.10.f.    Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

INDICATOR      W.6.10.g.    Maintain consistency in style and tone.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      W.6.11.b.    Spell correctly.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.12.</b>	<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>

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

INDICATOR      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.

INDICATOR      SL.6.1.b.    Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR      SL.6.1.c.    Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.4.</b>	<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.</b>

INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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).
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>	<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
INDICATOR	W.6.10.g.	Maintain consistency in style and tone.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>	<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.4.</b>	<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.</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<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.</b>

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>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.</b>
INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

**Kansas Academic Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR      W.6.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR      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.

INDICATOR      W.6.3.b.      Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR      W.6.3.d.      Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR      W.6.3.e.      Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL      W.6.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL      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.

INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR W.6.10.e. Recognize and correct vague pronouns.

INDICATOR W.6.10.f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR W.6.11.b. Spell correctly.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

INDICATOR 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.

INDICATOR SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**STANDARD KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Key Ideals and Details
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INDICATOR / PROFICIENCY LEVEL RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>

INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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).
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	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.
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INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideals and Details</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>
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INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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).
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

**Kansas Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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INDICATOR	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.
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INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	W.6.11.b.	Spell correctly.
<b>STANDARD</b>	<b>KS.W.6. Writing</b>	

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD      KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR      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.

INDICATOR      SL.6.1.b.      Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR      SL.6.1.c.      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD      KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL      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.

INDICATOR / PROFICIENCY LEVEL      SL.6.6.      Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**STANDARD      KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR      SL.6.7.d.      Recognize and correct vague pronouns.

INDICATOR      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.

**STANDARD      KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD      KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>
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INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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).
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>	<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD      KS.W.6.    Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD      KS.W.6.    Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD      KS.W.6.    Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD      KS.W.6.    Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR W.6.11.b. Spell correctly.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR 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.

INDICATOR SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

**BENCHMARK**      **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

**BENCHMARK**      **Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

**BENCHMARK**      **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

**BENCHMARK**      **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

**BENCHMARK**      **Range of Reading and Level of Text**

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

**Kansas Academic Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR W.6.10.e. Recognize and correct vague pronouns.

INDICATOR W.6.10.f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

INDICATOR W.6.10.g. Maintain consistency in style and tone.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR W.6.11.b. Spell correctly.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

INDICATOR 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.

INDICATOR SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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).
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR RI.6.11.a. Use context as a clue to the meaning of a word or phrase.

INDICATOR 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).

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR 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.

INDICATOR W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.d.	Recognize and correct inappropriate shifts in pronoun number and person.
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR      SL.6.7.c.      Recognize and correct inappropriate shifts in pronoun number and person.

INDICATOR      SL.6.7.d.      Recognize and correct vague pronouns.

INDICATOR      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL      RI.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL      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.

INDICATOR / PROFICIENCY LEVEL      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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL      RI.6.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
INDICATOR	W.6.10.g.	Maintain consistency in style and tone.

**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR      SL.6.7.d.      Recognize and correct vague pronouns.

INDICATOR      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>

INDICATOR      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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL      RI.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL      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.

INDICATOR / PROFICIENCY LEVEL      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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL      RI.6.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>

INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.W.6.</b>	<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.W.6.</b>	<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
<b>STANDARD</b>	<b>KS.W.6.</b>	<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	W.6.11.b.	Spell correctly.
<b>STANDARD</b>	<b>KS.W.6.</b>	<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.SL.6.</b>	<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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).

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR RI.6.11.a. Use context as a clue to the meaning of a word or phrase.

INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

**Kansas Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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INDICATOR	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.
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INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR      W.6.10.e.      Recognize and correct vague pronouns.

INDICATOR      W.6.10.f.      Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      W.6.11.b.      Spell correctly.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR      SL.6.7.d.      Recognize and correct vague pronouns.

INDICATOR      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>

INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideals and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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<b>STANDARD</b>	<b>KS.RI.6. Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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<b>STANDARD</b>	<b>KS.RI.6. Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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<b>STANDARD</b>	<b>KS.RI.6. Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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<b>STANDARD</b>	<b>KS.RI.6. Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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<b>STANDARD</b>	<b>KS.W.6. Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR W.6.11.b. Spell correctly.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR 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.

INDICATOR SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideals and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR RI.6.11.a. Use context as a clue to the meaning of a word or phrase.

INDICATOR 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).

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR 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.

INDICATOR W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

BENCHMARK		Key Ideals and Details
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INDICATOR / PROFICIENCY LEVEL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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).

**STANDARD KS.RI.6. Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.6.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.RI.6. Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

**Kansas Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
INDICATOR	W.6.10.g.	Maintain consistency in style and tone.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      W.6.11.b. Spell correctly.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR      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.

INDICATOR      SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR      SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR      SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR      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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.5.</b>	<b>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.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.6.</b>	<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.</b>

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR W.6.10.e. Recognize and correct vague pronouns.

INDICATOR W.6.10.f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

INDICATOR W.6.10.g. Maintain consistency in style and tone.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR W.6.11.b. Spell correctly.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	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.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	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.

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a formal style.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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).

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	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.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.e.	Establish and maintain a formal style.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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INDICATOR	W.6.10.g.	Maintain consistency in style and tone.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**    **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.

**STANDARD**    **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>

<b>INDICATOR</b>	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.
<b>INDICATOR</b>	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>INDICATOR</b>	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**    **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

<b>INDICATOR</b>	SL.6.7.d.	Recognize and correct vague pronouns.
<b>INDICATOR</b>	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.

**STANDARD**    **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.

**STANDARD**    **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.

**STANDARD**    **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>	<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

**Kansas Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2017

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR      W.6.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR      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.

INDICATOR      W.6.3.b.      Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR      W.6.3.d.      Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR      W.6.3.e.      Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.



**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR	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.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	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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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR SL.6.7.d. Recognize and correct vague pronouns.

INDICATOR 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.

INDICATOR SL.6.7.f. Maintain consistency in style and tone.

**STANDARD KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**STANDARD KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL RL.6.10. Use knowledge of language and its conventions when reading to improve comprehension.

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR RL.6.11.a. Use context as a clue to the meaning of a word or phrase.

INDICATOR 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).

**STANDARD KS.RL.6. Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.6.12.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR RL.6.12.a. Interpret figures of speech in context.

**STANDARD KS.RI.6. Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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).

**STANDARD KS.RI.6. Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STANDARD KS.RI.6. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL 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.

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>

INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).

**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	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.
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INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
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INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	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.
INDICATOR	SL.6.7.f.	Maintain consistency in style and tone.

**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<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.</b>

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.2.</b>	<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.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.3.</b>	<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.</b>

**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.4.</b>	<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>

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>STANDARD</b>	<b>KS.RL.6.</b>	<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
<b>STANDARD</b>	<b>KS.RL.6.</b>	<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>
INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	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).
<b>STANDARD</b>	<b>KS.RL.6.</b>	<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.12.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
INDICATOR	RL.6.12.a.	Interpret figures of speech in context.
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
<b>STANDARD</b>	<b>KS.RI.6.</b>	<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>

INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**     **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**     **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**     **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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**Kansas Academic Standards  
Language Arts  
Grade 6 - Adopted: 2017**

**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**     **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	W.6.11.b.	Spell correctly.
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**STANDARD**      **KS.W.6. Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	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.
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**STANDARD**      **KS.SL.6. Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>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.</b>
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INDICATOR	RL.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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).
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**STANDARD**      **KS.RL.6. Reading: Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	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).
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.10.	Use knowledge of language and its conventions when reading to improve comprehension.
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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>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.</b>
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INDICATOR	RI.6.11.a.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	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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**STANDARD**      **KS.RI.6. Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.
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