Kansas Common Core Standards

Anchor Standards* for Literacy Learning

The "Anchor Standards for Literacy Learning" were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The "Anchor Standards for Literacy Learning" underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	**1**	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
	2	Use meta-cognitive strategies to monitor literacy learning progress.
	3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the "Anchor Standards for Reading" and "Anchor Standards for Writing" sections below.

Kansas Common Core Standards

Anchor Standards* for Reading

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	**1**	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	**4**	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	**7**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	**10**	Read and comprehend complex literary and informational texts independently and proficiently.
	 **11**	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	 **12**	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note: See page 10 of the CCSS document for the "Note on range and content of student reading" for grades K-5. See page 35 of the CCSS document for the "Note on range and content of student reading" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 6

Reading Standards for Literature	
Key Ideas and Details	**RL.6.1** – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	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.
	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.
Craft and Structure	**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.
	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.
	RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	**RL.6.7** – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
	(Not applicable to literature)
	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.
Range of Reading and Level of Text Complexity	**RL.6.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Kansas Common Core Standards

Grade 6

Reading Standards for Informational Text	
Key Ideas and Details	**RI.6.1** – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	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.
	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).
Craft and Structure	**RI.6.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	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.
	RI.6.6 – Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	**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.
	RI.6.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	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).
Range of Reading and Level of Text Complexity	**RI.6.10** – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Kansas Common Core Standards

Anchor Standards* for Writing

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	**1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 **11**	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	**4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 **12**	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	**7**	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	**10**	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 tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

Note: See page 18 of the CCSS document for the "Note on range and content of student writing" for grades K-5. See page 41 of the CCSS document for the "Note on range and content of student writing" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 6

Writing Standards	
Text Types and Purposes	**W.6.1** – Write arguments to support claims with clear reasons and relevant evidence.
	W.6.1a – Introduce claim(s) and organize the reasons and evidence clearly.
	W.6.1b – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	W.6.1c – Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	W.6.1d – Establish and maintain a formal style.
	W.6.1e – Provide a concluding statement or section that follows from the argument presented.
	W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.6.2a – Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	W.6.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	W.6.2c – Use appropriate transitions to clarify the relationships among ideas and concepts.
	W.6.2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.6.2e – Establish and maintain a formal style.
	W.6.2f – Provide a concluding statement or section that follows from the information or explanation presented.
	W.6.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	W.6.3a – Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	W.6.3b – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	W.6.3c – Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	W.6.3d – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	W.6.3e – Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	**W.6.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade

	6 on page 52 [of the CCSS].)
	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.
Research to Build and Present Knowledge	**W.6.7** – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	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.
	W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.6.9a – Apply *grade 6 Reading standards* to literature (e.g., "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").
	W.6.9b – Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Range of Writing	**W.6.10** – 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.

Kansas Common Core Standards

Anchor Standards for Speaking and Listening

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration	**1**	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	**4**	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note: See page 22 of the CCSS document for the "Note on range and content of student speaking and listening" for grades K-5. See page 48 of the CCSS document for the "Note on range and content of student speaking and listening" for grades 6-12.

Kansas Common Core Standards

Grade 6

Speaking and Listening Standards	
Comprehension & Collaboration	**SL.6.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.6.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	SL.6.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	SL.6.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	SL.6.1d – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	SL.6.2 – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	SL.6.3 – Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	**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.
	SL.6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	SL.6.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 [of the CCSS] for specific expectations.)

Kansas Common Core Standards

Anchor Standards for Language

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Language		
Conventions of Standard English	**1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	**3**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	**4**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	5	Demonstrate understanding of word relationships and nuances in word meanings.
	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note: See page 25 of the CCSS document for the "Note on range and content of student language use" for grades K-5. See page 51 of the CCSS document for the "Note on range and content of student language use" for grades 6-12.

Kansas Common Core Standards

Grade 6

Language Standards	
Conventions of Standard English	**L.6.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.6.1a – Ensure that pronouns are in the proper case (subjective, objective, possessive).
	L.6.1b – Use intensive pronouns (e.g., myself, ourselves).
	L.6.1c – Recognize and correct inappropriate shifts in pronoun number and person.*
	L.6.1d – Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
	L.6.1e – Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
	L.6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.2a – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	L.6.2b – Spell correctly.
Knowledge of Language	**L.6.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.6.3a – Vary sentence patterns for meaning, reader/listener interest, and style.*
	L.6.3b – Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	**L.6.4** – 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.
	L.6.4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.6.4b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
	L.6.4c – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	L.6.4d – 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).
	L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.6.5a – Interpret figures of speech (e.g., personification) in context.
	L.6.5b – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	L.6.5c – Distinguish among the connotations (associations) of words with similar denotations definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
	L.6.6 – 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 Common Core Standards

Anchor Standards* for Literacy Learning

The "Anchor Standards for Literacy Learning" were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The "Anchor Standards for Literacy Learning" underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	**1**	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
	2	Use meta-cognitive strategies to monitor literacy learning progress.
	3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the "Anchor Standards for Reading" and "Anchor Standards for Writing" sections below.

Kansas Common Core Standards

Anchor Standards* for Reading

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	**1**	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	**4**	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	**7**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	**10**	Read and comprehend complex literary and informational texts independently and proficiently.
	 **11**	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	 **12**	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note: See page 10 of the CCSS document for the "Note on range and content of student reading" for grades K-5. See page 35 of the CCSS document for the "Note on range and content of student reading" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 6

Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	**RH.6-8.1** – Cite specific textual evidence to support analysis of primary and secondary sources.
	RH.6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	RH.6-8.3 – Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	**RH.6-8.4** – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	RH.6-8.5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).
	RH.6-8.6 – Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	**RH.6-8.7** – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	RH.6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.
	RH.6-8.9 – Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	**RH.6-8.10** – By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

Kansas Common Core Standards

Grade 6

Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	**RST.6-8.1** – Cite specific textual evidence to support analysis of science and technical texts.
	RST.6-8.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
	RST.6-8.3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	**RST.6-8.4** – Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
	RST.6-8.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	RST.6-8.6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	**RST.6-8.7** – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	RST.6-8.8 – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	RST.6-8.9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	**RST.6-8.10** – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Kansas Common Core Standards

Anchor Standards* for Writing

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	**1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 **11**	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	**4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 **12**	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	**7**	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	**10**	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 tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

Note: See page 18 of the CCSS document for the "Note on range and content of student writing" for grades K-5. See page 41 of the CCSS document for the "Note on range and content of student writing" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 6

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	**WHST.6-8.1** – Write arguments focused on *discipline-specific content*.
	WHST.6-8.1a – Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	WHST.6-8.1b – Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	WHST.6-8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	WHST.6-8.1d – Establish and maintain a formal style.
	WHST.6-8.1e – Provide a concluding statement or section that follows from and supports the argument presented.
	WHST.6-8.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	WHST.6-8.2a – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	WHST.6-8.2b – Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	WHST.6-8.2c – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	WHST.6-8.2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.
	WHST.6-8.2e – Establish and maintain a formal style and objective tone.
	WHST.6-8.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented.
	WHST.6-8.3 – (See note; not applicable as a separate requirement)
Production and Distribution of Writing	**WHST.6-8.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.6-8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	WHST.6-8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	**WHST.6-8.7** – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	WHST.6-8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WHST.6-8.9 – Draw evidence from informational texts to support analysis reflection, and

	research.
Range of Writing	**WHST.6-8.10** – Write routinely over extended time frames (time for 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.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.