

Kansas State Reading and Assessment Guide

(based on the KS State Reading Standards
approved by the Kansas State Board of Education on July 2003)

Grade 6th

Developed by the Kansas State Department of Education
and
Reading Specialists from the Private Sector
in Kansas

February 2005

Standard/Benchmark/Indicator

R.6.1.3.1

▲ determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.

Explanation of Indicator

When a student encounters an unknown word or phrase, he should be able to use the clues from the surrounding words to figure out the meaning of the unknown word or phrase.

Instructional Example

Choose a text or an article that contains unfamiliar text that can be supported through the contextual information. The student reads the article and highlights unfamiliar text. Read the text to the student and brainstorms with the student which context helped him/her to understand the unfamiliar text. Ask the student to underline the text used for understanding the unfamiliar word.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T, P
- Tested words should be 2 or more grade levels above the student's grade level.
- There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

(recommended)

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

In Step 10, the word luminous probably means

In the second paragraph, the word herbivores refers to animals that. In the first paragraph, the phrase "standard fare" probably means

Read the sentence below from the passage.

[space]

The soup was boiling in a large cauldron that hung from a hook in the fireplace.

[space]

In the sentence, the word cauldron probably means

Context Clues				
R.6.1.3.1				

Standard/Benchmark/Indicator

R.6.1.3.4

▲ determines meaning of words through knowledge of word structure (e.g., ▲ root words, ▲ prefixes, ▲ suffixes).

Explanation of Indicator

The student knows how adding beginnings or endings to words change the meaning of the word.

Instructional Example

Encourage the student to sort words by prefix and suffix and tell how the root word meaning is changed by the prefix or suffix.

Test Specification Notes (official)

MC

PB and NPB

Passage types: N, E, T, P

Roots: grade-appropriate base words

Prefixes: auto-, con-, fore-, multi-, sub-, up-

Suffixes: -age, -al, -ize/-yze, -ous, -some

Tested word (i.e., grade-appropriate base word plus prefix and/or suffix) can be at or above the student's grade level.

(recommended)

n/a

Sample Item Shells

Knowing the meaning of the prefix *sub-* helps the reader understand that the word "substandard" means

- A. not standard.
- B. standard again.
- C. below standard.
- D. standard before.

CA: C

	Word Structure			
	R.6.1.3.4			

Standard/Benchmark/Indicator

R.6.1.3.5

▲ identifies and determines the meaning of figurative language including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms.

Explanation of Indicator

The student understands the meaning of word images and figures of speech.

Instructional Example

Have the student locate a figure of speech within a text and discusses the meaning with the student.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T, P
- Items that ask students to identify the type of figurative language that a particular phrase or sentence is an example of, can use 1 or 2 “non-▲” examples of figurative language from the indicator as distracters, but **not** as the correct answer.

Items may request to identify or to determine the meaning of figurative language, **not necessarily both.**

(recommended)

Only test examples marked with ▲.

When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter (because simile is a type of metaphor).

Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distracter).

Use the word “contains” when the figurative language is only one part of a more complex sentence (see second sample item).

Sample Item Shells (see more examples on website)

Read the sentence below from the passage.

[space]

The snow was a white blanket on the ground.

[space]

The sentence is an example of which type of figurative language?

Read the sentence below from the passage.

[space]

Radio signals move the way ripples move in a pond when you drop a stone, spreading out from the middle and getting larger and larger.

[space]

The sentence contains an example of which type of figurative language?

In paragraph three, the phrase “Victor sounded like his mouth was full of cotton balls” probably means that Victor

		Figurative Language		
		R.6.1.3.5		

Standard/Benchmark/Indicator

R.6.1.4.2

▲ understands the purpose of text features (e.g., title, headings, subheadings, topic and summary sentences, graph/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Explanation of Indicator

The student understands how the features located in text (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, *topic* and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) can help him understand the meaning of the text.

Instructional Example

The student skims and scans a text that contains a variety of text features and discusses their purposes. The student then skims and scans a different text containing similar text features and explains how each feature contributed to his/her understanding of the text.

Test Specification Notes (official)

- MC
- Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text)
- Passage types: N, E, T, P
- Use the language of the indicator in stem and answer choices.

Items may include textbox as a text feature.

(recommended)

Test only features in the e.g. list.

Use the name of the text feature in the stem or ACs.

Subheadings used as ACs should be in the same order as subheadings in the passage.

Interpret the e.g. lists as i.e. lists.

Sample Item Shells (see more examples on website)

The bulleted list at the beginning of the recipe helps the reader understand

The purpose of the sidebar is to

The purpose of the title is to

- E. introduce the topic of the passage.
- F. explain the importance of the passage.
- G. inform the reader about the author of the passage.
- H. help the reader think about the setting of the passage.

The phrase *Raging Sea* is printed in italics because it is

- I. the title of a book.
- J. difficult to pronounce.
- K. the most important phrase.
- L. unfamiliar to most readers.

CA: A

			Text Features	
			R.6.1.4.2	

Standard/Benchmark/Indicator

R.6.1.4.5

▲uses information from the text to make inferences and draw conclusions.

Explanation of Indicator

The student is able to make a prediction or draw a conclusion about the text.

Instructional Example

Provide the student with a two-column chart categorized with the words “Questions” on the left side and “Inferences” on the right side. The student uses his/her prior knowledge to generate questions for the left-side column and writes in the right-hand column what he/she thinks the author might say to answer the questions.

Test Specification Notes (official)

- MC and CR
 - PB
 - Passage types: N, E, T, P
- CR5

(recommended)

Various other sample item shells are possible depending on content.

Sample Item Shells

Based on the passage, tusks would probably be **most** useful when elephants are

Which is the **main** benefit of aerobic exercise?

				Make Inferences/Draw Conclusions
				R.6.1.4.5

Standard/Benchmark/Indicator

R.6.1.4.6

▲ analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.

Explanation of Indicator

The student is able to tell how an author organizes material or information in the text (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).

Instructional Example

Have the student highlight portions of the text that characterize various text structures.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P (typically not found in narrative text)
- Types of sequence: chronological order (sequence of events), series of steps
- Use the language of the indicator in stem and answer choices (e.g. “text structure”, “sequence”, “cause and effect”). Do **not** use the term “chronological order”.

(recommended)

Test only structures in the e.g. list.

Do not hyphenate (e.g., cause-effect).

Sample Item Shells

The section titled “From Tree to Bottle” uses sequence as its text structure to CA: explain the steps that farmers take to turn apples into apple juice.

The author uses cause and effect as the structure of the passage **mainly** to

Text Structure				
R.6.1.4.6				

Standard/Benchmark/Indicator

R.6.1.4.7

▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

Explanation of Indicator

The students should be able to tell how topics, themes, problems, characters, or relationships are alike or different.

Instructional Example

Help the student identify characters and describe their actions, feelings, and physical characteristics. The student compares and contrasts the characters and writes thoughts/opinions of the characters and connections to other characters/people that he/she knows.

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: N, E, T, P

CR3

(recommended)

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

Unlike other mammals, bats are able to

During the chess match, Justin's feelings about his opponent changed from

The father and son are **similar** because they both

In the passage, what is the **main** difference between the first summer and the second summer?

	Compare and Contrast			
	R.6.1.4.7			

Standard/Benchmark/Indicator

R.6.1.4.8

▲ explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

Explanation of Indicator

The student understands how one or more things can have an effect on the outcome of another.

Instructional Example

Model for and then direct the student to highlight the cause in one color and the effect in another color on a portion of copied text.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P

(recommended)

n/a

Sample Item Shells

What would **probably** happen if Malcolm stopped delivering the paper on time?

How did Emily's absence affect her teammates?

Based on the passage, what causes the moths to stay away from the wool sweaters?

		Cause and Effect		
		R.6.1.4.8		

Standard/Benchmark/Indicator

R.6.1.4.9

▲uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.

Explanation of Indicator

The student restates main idea and important details in logical order.

Instructional Example

Help the student identify key concepts that aides in giving an oral summary of the text

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: N, E, T, P
- For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
Example stem: “Which sentence(s) best summarizes the passage?” Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.

CR4

(recommended)

Distracters must be passage-based.

We no longer write items with one-sentence ACs.

Sample Item Shells

Which **best** summarizes the passage?

CA: Paul approached Katherine after class. She agreed to help him with the science project. At the fair, they won a blue ribbon.

			Retell/ Paraphrase	
			R.6.1.4.9	

Standard/Benchmark/Indicator

R.6.1.4.10

▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

Explanation of Indicator

The student identifies the topic, main idea(s), supporting details, and theme(s) in text.

Instructional Example

Provide the student with a magazine article. The student discusses the main idea and supporting details.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P
- For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.

Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.

(recommended)

The last three sample items ask about supporting detail.

Sample Item Shells

Which is a **main** theme of the passage?

What is the **main** idea of the passage?

The passage is **mainly** about

What is the **main** topic of the passage?

Which detail from the passage **best** supports the main idea?

According to the passage, where do sparrows make their homes?

What was the **first** thing Glen did after he won the game?

				Topic/Main Idea/Supporting Detail
				R.6.1.4.10

Standard/Benchmark/Indicator

R.6.1.4.11

▲ identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.

Explanation of Indicator

The student understands the author's purpose for writing the text.

Instructional Example

Discuss with the student possible answers to "What do you think is the author's purpose for this text?" and "Why?".

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: N, E, T, P
- Items may request author's purpose to be identified or described, **not necessarily both**.

CR1

(recommended)

For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade).

Sample Item Shells

In the first paragraph, the author asks questions in order to
CA: help readers relate the topic to their own experiences.

What is the author's **main** purpose for writing the passage?

M. to inform the reader about storm chasers.

N. to persuade the reader to stay indoors during storms.

O. to inform the reader about how storms start.

P. to entertain the reader with a story about a dangerous storm.

CA: A

Author's Purpose				
R.6.1.4.11				

Standard/Benchmark/Indicator

R.6.1.4.14

▲ identifies or describes evidence that supports conclusions in persuasive text.

Explanation of Indicator

The student identifies the details that point to the conclusions drawn by the author.

Instructional Example

Provide the student with a persuasive text and asks him/her to discuss evidence from text that supports different points of view or conclusions.

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: P
CR2

(recommended)

n/a

Sample Item Shells

Which sentence from the passage **best** supports the author’s conclusion that bats are helpful to farmers?

	Author’s Position			
	R.6.1.4.14			

Standard/Benchmark/Indicator

R.6.1.4.15

▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.

Explanation of Indicator

The student understands the difference between fact and opinion and recognizes propaganda.

Instructional Example

Provide the student with various newspaper clippings and ask him/her to distinguish between the factual stories and the editorial opinions. The student highlights any opinions that may be included in the factual stories.

Test Specification Notes (official)

- MC
- PB
- Passage types: E, T, P

Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.

(recommended)

In the first sample item, ACs are exact sentences from the passage with quotation marks.

In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

Which sentence from the passage is an opinion?

Which statement based on the passage is an opinion?

Which sentence from the passage **best** shows the author's bias about using solar energy?

		Fact and Opinion		
		R.6.1.4.15		

Standard/Benchmark/Indicator

R.6.2.1.1

▲ describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

Explanation of Indicator

The student describes different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters

Instructional Example

Have the student select a favorite character from a book or a movie and discuss how the character's traits, feelings, actions, and motives impact other characters in the story.

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: N
- Items may request to describe or to explain, **not necessarily both**.

CR6A

(recommended)

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

Why did Grandpa tell Mary to share the money with her sister?

After the tournament, Cathy **mainly** felt

Why did Cindy think Tim was kind when she first met him?

Which is the **main** reason Alex brought the newspaper home?

			Character	
			R.6.2.1.1	

Standard/Benchmark/Indicator

R.6.2.1.2

▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

Explanation of Indicator

The student describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story.

Instructional Example

The student invents an alternative setting for the story and describes how that might impact the outcome of the story.

Test Specification Notes (official)

- MC and CR
 - PB
 - Passage types: N
 - Explaining the importance of the setting to the story or literary text can include explaining the influence of setting on various aspects of characters (e.g., their traits, feelings, actions, motives) and on events in the story (e.g., crisis/turning moment, climax, resolution).
 - Items may request to identify, to describe, or to explain, **not necessarily all three**.
- CR6B

(recommended)

Do not ask about how much time has passed.

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

What is the setting of the passage?

Which is the **main** setting of the passage?

The passage takes place during which time of day?

Which **best** describes how the farm setting affects events in the passage?

				Setting
				R.6.2.1.2

Standard/Benchmark/Indicator

R.6.2.1.3

▲ identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.

Explanation of Indicator

The student describes the major and minor events in a story and explains how one event gives rise to another.

Instructional Example

The student draws the major events related to the conflict in a story and explains how one event leads to another.

Test Specification Notes (official)

- MC and CR
- PB
- Passage types: N
CR6C

(recommended)

Items may request to identify events related to the conflict or explain how one event gives rise to one another, **not necessarily both**.

The word “story” may be used if “passage” sounds awkward.

Interpret the e.g. lists as i.e. lists.

Sample Item Shells

By resolving her problem, Anita was able to

The **major** conflict in the story is resolved when

What is the **major** conflict in the passage?

Which is the climax of the passage?

Which is the resolution of the story?

Plot				
R.6.2.1.3				

