

Main Criteria: Investigations in Writing

Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND

Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND

Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will 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.
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND

Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	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 an array of strategies.
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INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2: Writing from Notes, p. 19-28

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will 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.
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
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INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.1.e.	Establish and maintain a formal style.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:
INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 03: Unit 2: Writing from Notes, p. 29-34

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	Composition—Grade 6	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 2: Writing from Notes, p. 35-42

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	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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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.1.e.	Establish and maintain a formal style.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

Category / Goal	Text Types and Purposes	
Standard / Organizer	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
Expectation	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
Indicator	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Indicator	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
Indicator	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
Indicator	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
Indicator	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Indicator	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
Indicator	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR 3.3.5.a. Produce clear and coherent writing in which the claims and evidence are appropriate to task, purpose and audience.

INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND	Composition—Grade 6	
CATEGORY / GOAL	Range of Writing	
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR

L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND**Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR

L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR

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

INDICATOR

L.6.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
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STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION

RL.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION

RL.6.3.

Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION

RL.6.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR

C.6.1.a.

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR

C.6.1.e.

Establish and maintain a formal style.

INDICATOR

C.6.1.g.

With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
STRAND	Language—Grade 6	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	Reading Standards for Literature—Grade 6	
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	Reading Standards for Literature—Grade 6	
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

STRAND	Reading Standards for Literature—Grade 6	
CATEGORY / GOAL		Range of Reading and Level of Text Complexity

STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
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EXPECTATION	RL.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.1.e.	Establish and maintain a formal style.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.3.d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
INDICATOR	L.6.5.b.	Use the relationship between particular words to better understand each of the words.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION

RI.6.2.

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

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION

RI.6.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR

C.6.1.a.

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR

C.6.1.e.

Establish and maintain a formal style.

INDICATOR

C.6.1.g.

With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

Category / Goal		Text Types and Purposes
Standard / Organizer	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Expectation	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
Indicator	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
Indicator	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STANDARDS FOR MATHEMATICAL PRACTICE

Category / Goal		Range of Writing
Standard / Organizer	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

INDICATOR L.6.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

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

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	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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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.1.e.	Establish and maintain a formal style.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

Category / Goal	Text Types and Purposes	
Standard / Organizer	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
Expectation	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
Indicator	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Indicator	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
Indicator	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
Indicator	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
Indicator	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Indicator	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
Indicator	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR 3.3.3.a. Produce clear and consistent writing in which the language is appropriate to task, purpose and audience.

INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND	Composition—Grade 6	
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR

L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND**Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR

L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR

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

INDICATOR

L.6.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND**Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

INDICATOR

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

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION	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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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

INDICATOR	L.6.5.b.	Use the relationship between particular words to better understand each of the words.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	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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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.

INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

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

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	Composition—Grade 6	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
STRAND	Language—Grade 6	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	Composition—Grade 6	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.

INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

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

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will 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.

EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND	Composition—Grade 6	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
STRAND	Composition—Grade 6	
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.6.5.	Conduct short research projects to answer a question, drawing on several sources.
STRAND	Composition—Grade 6	
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
STRAND	Language—Grade 6	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

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

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	Composition—Grade 6	

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.6.5.	Conduct short research projects to answer a question, drawing on several sources.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:
INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR L.6.2.a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GPL.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

INDICATOR L.6.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

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

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

Language Arts

Grade 6 - Adopted: 2019

STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.	
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Craft and Structure	
STANDARD / ORGANIZER	GP.R.4	Students will 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.	
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Range of Reading and Level of Text Complexity	
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.	
EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
STRAND			Composition—Grade 6
CATEGORY / GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

INDICATOR L.6.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

Language Arts

Grade 6 - Adopted: 2019

STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.	
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Craft and Structure	
STANDARD / ORGANIZER	GP.R.4	Students will 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.	
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
STRAND			Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Range of Reading and Level of Text Complexity	
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.	
EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
STRAND			Composition—Grade 6
CATEGORY / GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.	
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	

INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND	Composition—Grade 6	

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:
INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:
INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.

EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
STRAND	Language—Grade 6	
CATEGORY / GOAL	Vocabulary Acquisition and Use	
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND	Composition—Grade 6	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 6

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GPL.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GPL.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 21: Unit 7 Inventive Writing, p. 181-190

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 7 Inventive Writing, p. 191-198

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting,

STRAND Composition—Grade 6

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR L.6.1.c. **Recognize variations from standard English and implement strategies to improve expression in conventional language.**

STRAND Language—Grade 6

Category / Goal	Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 199-204

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.

INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Kentucky Academic Standards**Language Arts****Grade 6 - Adopted: 2019****STRAND****Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

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

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will 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.

EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	G.P.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.6.7.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND Composition—Grade 6		
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.6.5.	Conduct short research projects to answer a question, drawing on several sources.

STRAND Composition—Grade 6		
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 6		
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 6		
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

Kentucky Academic Standards

Language Arts

STRAND Composition—Grade 6		
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND Composition—Grade 6		
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND Composition—Grade 6		
CATEGORY / GOAL	Text Types and Purposes	

STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:
INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:
INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 9 Formal Critique, p. 231-242

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND **Composition—Grade 6**

Text Types and Purposes		
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

Text Types and Purposes		
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

Text Types and Purposes		
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Unit 9 Formal Critique, p. 243-250

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.6.2.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

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

STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.

EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.1.e.	Establish and maintain a formal style.
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INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

Category / Goal		Text Types and Purposes
Standard / Organizer	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Expectation	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
Indicator	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
Indicator	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 6

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 6

Category / Goal	Conventions of Standard English	
Standard / Organizer	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
Expectation	L.6.1.	In both written and oral expression:
Indicator	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in

STRAND: Language, Culture, and Communication

CATEGORY / GOAL	Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:
INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND	Language—Grade 6	
CATEGORY / GOAL	Knowledge of Language	
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
STRAND	Language—Grade 6	
CATEGORY / GOAL	Vocabulary Acquisition and Use	
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Lesson 29: Unit 9 Formal Critique, p. 251-260		

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	Reading Standards for Literature—Grade 6	
CATEGORY / GOAL	Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

STRAND**Reading Standards for Literature—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION

RL.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.
INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting,

STRAND Composition—Grade 6

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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

STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR L.6.1.c. **Recognize variations from standard English and implement strategies to improve expression in conventional language.**

STRAND Language—Grade 6

Category / Goal	Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:
INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND		Language—Grade 6
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
STRAND		Language—Grade 6
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Lesson 30: Unit 9 Formal Critique, p. 261-267		
Kentucky Academic Standards		
Language Arts		
Grade 6 - Adopted: 2019		
STRAND		Reading Standards for Literature—Grade 6
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.6.2.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND**Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.6.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.6.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.1.e.	Establish and maintain a formal style.

INDICATOR	C.6.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 6**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.6.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:

INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.6.2.	When writing:

INDICATOR	L.6.2.a.	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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STRAND **Language—Grade 6**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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