$\label{eq:main_criteria:} \textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ Secondary Criteria: Kentucky Academic Standards

> Subject: Language Arts Grade: 6

# Structure and Style for Students

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

# Kentucky Academic Standards

		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 I 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		Reading Standards for Informational Text—Grade 6  Craft and Structure
CATEGORY/	GP.R.4	
CATEGORY / GOAL STANDARD /	<b>GP.R.4</b> RI.6.4.	Craft and Structure  Students will interpret words and phrases as they are used in a text, including determining technical,
CATEGORY / GOAL STANDARD / ORGANIZER		Craft and Structure  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.  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION		Craft and Structure  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.  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.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY /		Craft and Structure  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.  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.  Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD /	RI.6.4.	Craft and Structure  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.  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.  Reading Standards for Informational Text—Grade 6  Craft and Structure  Students will analyze the structure of texts, including how specific sentences, paragraphs and larger
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER	RI.6.4.	Craft and Structure  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.  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.  Reading Standards for Informational Text—Grade 6  Craft and Structure  Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.  Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION	RI.6.4.	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.  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.  Reading Standards for Informational Text—Grade 6  Craft and Structure  Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.  Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.

Students will integrate and evaluate content presented in print/non-print forms of text found in

STANDARD / ORGANIZER

GP.R.7

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.
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.
		new approach.
STRAND		Composition—Grade 6
STRAND CATEGORY/ GOAL		
CATEGORY/	GP.W.2	Composition—Grade 6
CATEGORY / GOAL STANDARD /		Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear
CATEGORY / GOAL STANDARD / ORGANIZER		Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear and accurately through the effective selection, organization and analysis of content.  Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	C.6.2.	Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear and accurately through the effective selection, organization and analysis of content.  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.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  INDICATOR  INDICATOR	C.6.2.	Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear and accurately through the effective selection, organization and analysis of content.  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.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  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
CATEGORY I GOAL  STANDARD I ORGANIZER  EXPECTATION  INDICATOR  INDICATOR  INDICATOR	C.6.2.a. C.6.2.b.	Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear and accurately through the effective selection, organization and analysis of content.  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.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  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.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  INDICATOR	C.6.2.a. C.6.2.b.	Composition—Grade 6  Text Types and Purposes  Students will compose informative and explanatory texts to examine and convey complex ideas clear and accurately through the effective selection, organization and analysis of content.  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.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  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.  Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

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.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
ST ANDARD / 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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		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.

CATEGORY / GOAL	Craft and Structure

Reading Standards for Informational Text—Grade 6

STRAND

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
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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		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

#### STRAND Composition—Grade 6

CATEGORY / GOAL	Research to Build and Present Knowledge
STANDARD / GORGANIZER	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	STRAND	Composition—Grade 6
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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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.

# 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.

# UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Kentucky Academic Standards
Language Arts
Grade 6 - Adopted: 2019

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

CATEGORY /	Key Ideas and Details
	Rey lueas and Details
GOAL	

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		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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RL.6.6.	Explain how an author develops the perspective of the narrator or speaker in a text.
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.
		toomingue, non one on actual and non otherwise coductions.
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.
EXPECT AT ION  INDICATOR	C.6.3.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas,
		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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task,
INDICATOR	C.6.3.a.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event
INDICATOR	C.6.3.a. C.6.3.b.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or
INDICATOR  INDICATOR	C.6.3.b. C.6.3.c.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.  Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and
INDICATOR  INDICATOR  INDICATOR	C.6.3.b.  C.6.3.c.  C.6.3.e.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.  Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR  INDICATOR  INDICATOR  INDICATOR	C.6.3.a. C.6.3.b. C.6.3.c. C.6.3.e.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.  Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.  Provide a conclusion that follows from the narrated experiences or events.  With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new
INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR	C.6.3.a. C.6.3.b. C.6.3.c. C.6.3.e.	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.  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.  Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.  Provide a conclusion that follows from the narrated experiences or events.  With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

STANDARD / ORGANIZER GP.W.4

EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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		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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
STRAND  CATEGORY / GOAL		Reading Standards for Literature—Grade 6  Craft and Structure
CATEGORY /	GP.R.6	
CATEGORY / GOAL STANDARD /	<b>GP.R.6</b> RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a
CATEGORY / GOAL STANDARD / ORGANIZER		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY /		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD /	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / C	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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.  Composition—Grade 6

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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
STRAND		Composition—Grade 6
CATEGORY/ GOAL		Range of Writing
ST ANDARD / 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
STRAND  CATEGORY / GOAL		
CATEGORY /	GP.L.2	Language—Grade 6
CATEGORY / GOAL STANDARD /	GP.L.2 L.6.2.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization,
CATEGORY / GOAL ST ANDARD / ORGANIZER		Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION	L.6.2.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:
CATEGORY / GOAL  ST ANDARD / ORGANIZER  EXPECTATION  INDICATOR	L.6.2.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY /	L.6.2.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY / GOAL  STANDARD /	L.6.2.b.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6  Vocabulary Acquisition and Use  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
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER	L.6.2.b.	Language—Grade 6  Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6  Vocabulary Acquisition and Use  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.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

# 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		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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RL.6.6.	Explain how an author develops the perspective of the narrator or speaker in a text.
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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and

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

Provide a conclusion that follows from the narrated experiences or events.

INDICATOR

INDICATOR

INDICATOR

C.6.3.e.

C.6.3.f.

C.6.3.g.

events.

approach.

STRAND		Composition—Grade 6
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.

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.

EXPECTATION L.6.4.

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.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY <i>I</i> GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
ST ANDARD / 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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		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
ST ANDARD / 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
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STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
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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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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
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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.

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STANDARD / ORGANIZER  C.6.3. 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. 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 / Production and Distribution  GOAL  STANDARD / ORGANIZER  GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge	STRAND		Composition—Grade 6
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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  STANDARD / ORGANIZER  GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION  C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge		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.
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.  Composition—Grade 6  CATEGORY / Production and Distribution  STANDARD / ORGANIZER  GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge	EXPECTATION	C.6.3.	
approach.  Composition—Grade 6  CATEGORY / GOAL  STANDARD / ORGANIZER  CATEGORY / GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION  C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge	INDICATOR	C.6.3.a.	
CATEGORY / GOAL  STANDARD / ORGANIZER  GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION  C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  STRAND  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge	INDICATOR	C.6.3.g.	
STANDARD / ORGANIZER  GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION  C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge	STRAND		Composition—Grade 6
Collaborate with others.  EXPECTATION C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  STRAND Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge			Production and Distribution
using MLA or APA format.  Composition—Grade 6  CATEGORY / Research to Build and Present Knowledge		GP.W.4	
CATEGORY / Research to Build and Present Knowledge	EXPECTATION	C.6.4.	
	STRAND		Composition—Grade 6
			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
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
ST ANDARD / 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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Recognize and correct inappropriate shifts in pronoun number and person.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
STRAND		Language—Grade 6
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		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.
CTDAND		Positing Standards for Informational Text. Grade 6

Reading Standards for Informational Text—Grade 6

**Key Ideas and Details** 

STRAND

CATEGORY/ GOAL

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 <i>I</i> 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 <i>I</i> GOAL		Text Types and Purposes
STANDARD /	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.
ORGANIZER		
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.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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
ST ANDARD / 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		Production and Distribution
	GP.W.4	Production and Distribution  Students will use digital resources to create and publish products as well as to interact and collaborate with others.
GOAL STANDARD /	<b>GP.W.4</b> C.6.4.	Students will use digital resources to create and publish products as well as to interact and
ST ANDARD / ORGANIZER		Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources
ST ANDARD / ORGANIZER  EXPECTATION		Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
ST ANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY /		Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6
STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD /	C.6.4.	Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  Research to Build and Present Knowledge  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.
ST ANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  ST ANDARD / ORGANIZER	C.6.4.	Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  Research to Build and Present Knowledge  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.  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
ST ANDARD / ORGANIZER  EXPECTATION  ST RAND  CATEGORY / GOAL  ST ANDARD / ORGANIZER  EXPECTATION	C.6.4.	Students will use digital resources to create and publish products as well as to interact and collaborate with others.  Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.  Composition—Grade 6  Research to Build and Present Knowledge  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.  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.

CATEGORY / Conventions of Standard English STANDARD / OP.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. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.  INDICATOR L.6.1. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND Language—Grade 6  CATEGORY / Conventions of Standard English GOAL  STANDARD / OP.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. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY / Coabulary Acquisition and Use  GOAL  STANDARD / OP.L.4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases. 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. 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. Ose context (e.g., the overall 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. 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.			
CATEGORY/ GOAL  Conventions of Standard English  STANDARD / GPL1 Students will idemonstrate 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. Recognize vague pronours and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.  INDICATOR L.6.1. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY/ GOAL  STANDARD / ORGANIZER  OP.1.2 Students will idemonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  EXPECTATION L.6.2. When writing:  INDICATOR L.6.2. When writing:  INDICATOR L.6.2. 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. Students will use a variety of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY/  GOAL  STANDARD / ORGANIZER  GP.1.4 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 illenting in order to be transition reading.  EXPECTATION L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of the convention of a word or phrase.  INDICATOR L.6.4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather words under the convention of a word or phrase.  INDICATOR L.6.4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather words under the convention of a word or phrase.  INDICATOR L.6.4. Acquire and use accurat	EXPECTATION	C.6.7.	
STANDARD / ORGANIZER   Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.  EXPECTATION L6.1. In both written and oral expression:  INDICATOR L6.1a. Recognize vague pronours and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronours.  INDICATOR L6.1a. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND Language—Grade 6  CATEGORY   Conventions of Standard English  STANDARD / ORGANIZER   Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  EXPECTATION L6.2. When writing:  INDICATOR L6.2b. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY   Vocabulary Acquisition and Use  CATEGORY   Vocabulary Acquisition and Use  GRANIZER   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 getal identifying reference material when appropriate. Students will acquire and use accurately a range of getal identified in content of clarify the meaning of unknown and multiple-meaning words and phrases based on grade of strategies.  INDICATOR L6.4a. Use context (e.g., the overall meaning of a sentence or paragraph), a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  INDICATOR L6.4d. 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.  UNITS: WRITING FROM PICTURES Week I1 Page 99-106  Kentucky Academic Standards  Language Arts  Grade - Adapter 2419  Reading Standards for Informational Text—Grade 6	STRAND		Language—Grade 6
DRCANIZER  EXPECTATION  L.6.1. In both written and oral expression:  INDICATOR  L.6.1.a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.  INDICATOR  L.6.1.a. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY!  COnventions of Standard English  GOAL  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. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY!  COCABUARY Acquisition and Use  GOAL  STANDARD!  STANDARD!  STANDARD!  STANDARD!  STANDARD!  STANDARD!  STANDARD!  STANDARD!  CATEGORY!  COCABUARY Acquisition and Use  CORGANIZER  BPL.3  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 instems or clarify the meaning of words and phrases based on grade of reading and content, choosing flexibly from an array of strategies.  EXPECTATION  L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing flexibly from an array of strategies.  INDICATOR  L.6.4. 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.  LINT 5. WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6. Aclophed: 2319  STRAND  Reading Standards for Informational Text—Grade 6			Conventions of Standard English
INDICATOR L6.1a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.  INDICATOR L6.1c. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND Language—Grade 6  CATEGORY/ Conventions of Standard English  COALS STANDARD/ ORGANIZER  STANDARD/ DROANIZER  STANDARD/ DROANIZER  When writing:  INDICATOR L6.2. When writing:  INDICATOR L6.2. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY/ COADulary Acquisition and Use  CATEGORY/ ORGANIZER  ORGANIZER  STANDARD/ ORGANIZER  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 instance in the proposition of the context (e.g., the overall meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.  INDICATOR L6.4.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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Alopped: 2019  STRAND  Reading Standards for Informational Text—Grade 6  CATEGORY/ Key Ideas and Details		GP.L.1	
INDICATOR L6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND Language—Grade 6  CATEGORY/ Conventions of Standard English GOAL  STANDARD/ OP.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 L6.2. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY/ Vocabulary Acquisition and Use  GOAL  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 of 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.A. 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.  UNIT S: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade S - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  CATEGORY/ Key Ideas and Details	EXPECTATION	L.6.1.	In both written and oral expression:
STRAND  Language—Grade 6  CATEGORY/ GOAL  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.  Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  Vocabulary Acquisition and Use GOAL  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.  L.6.4.  L.6.4.  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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  CATEGORY/  Key Ideas and Details	INDICATOR	L.6.1.a.	
CATEGORY/ GOAL  STANDARD / 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. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND Language—Grade 6  CATEGORY/ Vocabulary Acquisition and Use  GOAL STANDARD / 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. 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. 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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards Language Arts Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  CATEGORY/ Key Ideas and Details	INDICATOR	L.6.1.c.	
STANDARD / ORGANIZER  EXPECTATION L.6.2. When writing:  INDICATOR L.6.2. When writing:  INDICATOR L.6.2. Wordshill be a variety of strategies to identify and correct spelling errors.  STRAND Language—Grade 6  CATEGORY / GOAL  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. 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. 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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  CATEGORY / Key Ideas and Details	STRAND		Language—Grade 6
EXPECTATION L.6.2. When writing:  INDICATOR L.6.2. When writing:  INDICATOR L.6.2. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND Language—Grade 6  CATEGORY/ 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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards Language Arts Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  CATEGORY/ Key Ideas and Details			Conventions of Standard English
INDICATOR L6.2b. Demonstrate appropriate use of strategies to identify and correct spelling errors.  STRAND  Language—Grade 6  CATEGORY / GOAL  STANDARD / ORGANIZER  GP.L.4  STANDARD / ORGANIZER  GP.L.4  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  L6.4.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  L6.4.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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  CATEGORY / Key Ideas and Details		GP.L.2	
Language—Grade 6  CATEGORY / GOAL  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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  Key Ideas and Details	EXPECTATION	L.6.2.	When writing:
CATEGORY / GOAL  STANDARD / ORGANIZER  STANDARD / ORGANIZER  SP.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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  Key Ideas and Details	INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
STANDARD / ORGANIZER  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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  Key Ideas and Details	STRAND		Language—Grade 6
CATEGORY /  EXPECTATION 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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards Language Arts Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  Key Ideas and Details			Vocabulary Acquisition and Use
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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  Key Ideas and Details		GP.L.4	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
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.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  Key Ideas and Details	EXPECTATION	L.6.4.	
Vocabulary knowledge when considering a word or phrase important to comprehension or expression.  UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106  Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND  Reading Standards for Informational Text—Grade 6  CATEGORY //  Key Ideas and Details	INDICATOR	L.6.4.a.	
Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  CATEGORY / Key Ideas and Details	INDICATOR	L.6.4.d.	
Language Arts Grade 6 - Adopted: 2019  STRAND Reading Standards for Informational Text—Grade 6  CATEGORY / Key Ideas and Details			UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106
STRAND Reading Standards for Informational Text—Grade 6  CATEGORY / Key Ideas and Details			Language Arts
	STRAND		
			Key Ideas and Details

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.

STANDARD / ORGANIZER

GP.R.1

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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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 <i>I</i> GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources

using MLA or APA format.

#### STRAND Composition—Grade 6

CATEGORY / GOAL	Research to Build and Present Knowledge
STANDARD / GP.W ORGANIZER	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.

C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order **EXPECTATION** 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.
ORGANIZER		Students will demonstrate command of the conventions of standard English capitalization,
		Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION INDICATOR	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:
EXPECTATION INDICATOR	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.
EXPECTATION  INDICATOR  STRAND  CATEGORY /	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  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.

# UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Kentucky Academic Standards Language Arts Grade 6 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 6

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

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.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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		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

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.

STANDARD / ORGANIZER

GP.R.2

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
ST ANDARD / 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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.6.9.	Compare/contrast how two or more authors present similar events.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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		Production and Distribution

STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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
ST ANDARD / 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
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.

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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.6.9.	Compare/contrast how two or more authors present similar events.
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 <i>I</i> 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.

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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.b.	Use Greek and Latin affixes and roots as clues to the meaning of a word.

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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		Kentucky Academic Standards
		Language Arts
		Grade 6 - Adopted: 2019
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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

STRAND	Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	PI6 Q	Compare/contract how two or more authors present similar events

## 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.

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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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		Production and Distribution	
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.	
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	
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/		Research to Build and Present Knowledge	
GOAL			
GOAL 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.	
STANDARD /	<b>GP.W.6</b> C.6.6.	credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.	
ST ANDARD / ORGANIZER  EXPECTATION		credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.  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	
STANDARD / ORGANIZER		credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.  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.	

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	
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.	
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.	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158	
		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.	

Reading Standards for Informational Text—Grade 6

STRAND

CATEGORY / GOAL		Key Ideas and Details	
ST ANDARD / 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		eading 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		Craft and Structure	
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	
STRAND		Reading Standards for Informational Text—Grade 6	
CATEGORY / GOAL		Integration of Knowledge and Ideas	
STANDARD / ORGANIZER	GP.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.	
STRAND		Reading Standards for Informational Text—Grade 6	
CATEGORY / GOAL		Integration of Knowledge and Ideas	
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
EXPECTATION	RI.6.9.	Compare/contrast how two or more authors present similar events.	
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.	

CATEGORY / GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.1	sudents will compose arguments to support claims in an analysis of substantive topics or texts, sing 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.	

CATEGORY / GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	tudents will compose informative and explanatory texts to examine and convey complex ideas clearly nd 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
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.	

CATEGORY / GOAL	Text Types and Purposes	
ST ANDARD / ORGANIZER	, , , , , , , , , , , , , , , , , , , ,	
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

**Conventions of Standard English** 

CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
STRAND		Composition—Grade 6
CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / 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

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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.

### UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

# Kentucky Academic Standards Language Arts

Grade 6 - Adopted: 2019

Composition—Grade 6

**STRAND** 

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 / **Text Types and Purposes** GOAL STANDARD / 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. **ORGANIZER** 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
STRAND		Language—Grade 6
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.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.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019
STRAND		Reading Standards for Literature—Grade 6

STRAND		Reading Standards for Literature—Grade o
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
ST ANDARD / 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.

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.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.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
STRAND		Composition—Grade 6
CATEGORY / GOAL		Range of Writing
ST ANDARD / 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
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
STRAND		Language—Grade 6
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.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		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 /	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly

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.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.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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.6.3a. Produce clear and coherent writing in which the development, organization and style are appropriate to tash purpose and audience.  INDICATOR  C.6.2g. Wift guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a approach.  STRAND  Composition—Grade 6  CATEGORY! Production and Distribution  STANDARD! GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite susing MILA or APA format.  STRAND  Composition—Grade 6  CATEGORY! Range of Writing  STANDARD! 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! Conventions of Standard English  GOAL. In both written and oral expression:  INDICATOR  L.6.1. In both written and oral expression:  INDICATOR  Language—Grade 6  CATEGORY! Conventions of Standard English and implement strategies to improve expression in conventions language.  STRAND  Language—Grade 6  CATEGORY! Conventions of Standard English and implement strategies to improve expression in conventions language.  STRAND  Language—Grade 6  CATEGORY! Conventions of Standard English	new
STRAND  Composition—Grade 6  CATEGORY! Production and Distribution  STANDARD! GP.W.4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.  EXPECTATION C.6.4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite susing MLA or APA format.  STRAND Composition—Grade 6  CATEGORY! GOAL STANDARD! 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 STANDARD! GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa writing and speaking.  EXPECTATION L.6.1. In both written and oral expression:  INDICATOR L.6.1. Recognize variations from standard English and implement strategies to improve expression in conventions language.  STRAND Language—Grade 6 CATEGORY! Conventions of Standard English and implement strategies to improve expression in conventions language.  STRAND Language—Grade 6 CATEGORY! Conventions of Standard English	
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STANDARD / Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.  STRAND  C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.  STRAND  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 / Conventions of Standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English and implement strategies to improve expression in conventional language.	sources
CATEGORY / Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.  STRAND  Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.  STRAND  Category / Compose routinely over extended time frames 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 / Conventions of Standard English  GRANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa 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 conventions language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English	sources
STRAND  Composition—Grade 6  CATEGORY / GOAL  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  STANDARD / ORGANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa writing and speaking.  EXPECTATION L.6.1. In both written and oral expression:  INDICATOR  Language—Grade 6  CATEGORY / Conventions of Standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English	sources
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  C.6.7. Compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.  STRAND  Language—Grade 6  CATEGORY / GOAL  STANDARD / ORGANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa 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 / Conventions of Standard English and implement strategies to improve expression in conventional language.  CATEGORY / Conventions of Standard English	
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DRGANIZER 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  STANDARD / ORGANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa 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 / Conventions of Standard English	
STRAND  Language—Grade 6  CATEGORY / GOAL  STANDARD / ORGANIZER  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 / Conventions of Standard English	
CATEGORY / GOAL  STANDARD / ORGANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa 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 / Conventions of Standard English	
STANDARD / ORGANIZER  GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usa 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 / Conventions of Standard English	
ORGANIZER 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 / Conventions of Standard English	
INDICATOR  L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.  STRAND  Language—Grade 6  CATEGORY / Conventions of Standard English	ge when
STRAND Language—Grade 6  CATEGORY / Conventions of Standard English	
CATEGORY / Conventions of Standard English	al
STANDARD / 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.b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	
STRAND Language—Grade 6	
CATEGORY / Vocabulary Acquisition and Use GOAL	
STANDARD / ORGANIZER  Students will use a variety of strategies to determine or clarify the meaning of words and phra consulting reference material when appropriate. Students will acquire and use accurately a rar general academic and domain-specific words and phrases sufficient for reading, writing, speal 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.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.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.6.9.	Compare/contrast how two or more authors present similar events.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / 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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.f.	Establish and maintain a formal style.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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
ST ANDARD / 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
ST ANDARD / 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
	GP.L.2	Conventions of Standard English  Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
GOAL STANDARD /		Students will demonstrate command of the conventions of standard English capitalization,
STANDARD / ORGANIZER		Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
STANDARD / ORGANIZER  EXPECTATION	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:
STANDARD / ORGANIZER  EXPECTATION  INDICATOR	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.
STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY /	L.6.2.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6
STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY / GOAL  STANDARD /	<b>L.6.2.</b> b.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6  Vocabulary Acquisition and Use  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
STANDARD / ORGANIZER  EXPECTATION  INDICATOR  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER	L.6.2.b.	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  When writing:  Demonstrate appropriate use of strategies to identify and correct spelling errors.  Language—Grade 6  Vocabulary Acquisition and Use  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.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION	RI.6.9.	Compare/contrast how two or more authors present similar events.
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.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.6.2.f.	Establish and maintain a formal style.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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 question 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
	GP.W.6	Research to Build and Present Knowledge  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.
GOAL STANDARD /	<b>GP.W.6</b> C.6.6.	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.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order.
STANDARD / ORGANIZER		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.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in ord to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text
ST ANDARD / ORGANIZER  EXPECTATION		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.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in ord to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		Kentucky Academic Standards  Language Arts  Grade 6 - Adopted: 2019
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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.

Reading Standards for Literature—Grade 6

STRAND

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		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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RL.6.6.	Explain how an author develops the perspective of the narrator or speaker in a text.
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		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 I 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
ST ANDARD / 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.

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
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STANDARD / ORGANIZER

EXPECTATION L.6.1.

GP.L.1

In both written and oral expression:

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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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

Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.b.	Maintain consistency in style and tone.
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.
STRAND		Language—Grade 6
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.a.	Interpret figurative language, including but not limited to personification, in context.

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		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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
STRAND  CATEGORY / GOAL		Reading Standards for Literature—Grade 6  Craft and Structure
CATEGORY/	GP.R.6	
CATEGORY / GOAL STANDARD /	<b>GP.R.6</b> RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a
CATEGORY / GOAL STANDARD / ORGANIZER		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.
CATEGORY / GOAL  ST ANDARD / ORGANIZER  EXPECTATION		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY /		Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD /	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION	RL.6.6.	Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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.
CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / GOAL  STANDARD / ORGANIZER  EXPECTATION  STRAND  CATEGORY / COAL  STANDARD / ORGANIZER	RL.6.6.	Craft and Structure  Students will analyze how point of view, perspective and purpose shape the content and style of a text.  Explain how an author develops the perspective of the narrator or speaker in a text.  Reading Standards for Literature—Grade 6  Range of Reading and Level of Text Complexity  Students will read, comprehend and analyze complex literary texts independently and proficiently.  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.  Reading Standards for Informational Text—Grade 6

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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.

 $\label{lem:compose} \textbf{Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.}$ 

EXPECTATION C.6.2.

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.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
STRAND		Composition—Grade 6
CATEGORY / GOAL		Range of Writing
ST ANDARD / 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 /		Conventions of Standard English
GOAL		
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.b.	Maintain consistency in style and tone.
STRAND		Language—Grade 6
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.
STRAND		Language—Grade 6
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.a.	Interpret figurative language, including but not limited to personification, in context.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334
		Kentucky Academic Standards
		Language Arts  Grade 6 - Adopted: 2019
STRAND		Reading Standards for Literature—Grade 6
CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / 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		Craft and Structure
ST ANDARD / 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	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.6.5.	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
STRAND		Reading Standards for Literature—Grade 6
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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		Reading Standards for Informational Text—Grade 6
STRAND  CATEGORY / GOAL		Reading Standards for Informational Text—Grade 6  Key Ideas and Details

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND		Reading Standards for Informational Text—Grade 6
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.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.
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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.6.4.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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
ST ANDARD / 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.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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.