

Structure and Style for Students

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

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

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		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		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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		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.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
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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.
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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
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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.
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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
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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.
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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.

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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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
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION C.6.1. Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.6.1.e. Establish and maintain a formal style.

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

STRAND Composition—Grade 6

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

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

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION 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
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STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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
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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.
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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
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STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
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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
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
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EXPECTATION RL.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 6

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

INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.6.1.e. Establish and maintain a formal style.

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

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

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

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

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.3.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
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INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **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.
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STRAND **Composition—Grade 6**

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

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

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

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

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

EXPECTATION	L.6.2.	When writing:
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INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND **Language—Grade 6**

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

EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **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.
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
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.

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
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
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
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 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 / 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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		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.
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STRAND **Reading Standards for Informational Text—Grade 6**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / GOAL		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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

Composition—Grade 6

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

STRAND **Language—Grade 6**

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

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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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
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.

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

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

STRAND **Composition—Grade 6**

CATEGORY / GOAL		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
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 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.

STRAND Reading Standards for Informational Text—Grade 6

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

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND Reading Standards for Informational Text—Grade 6

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

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

STRAND Composition—Grade 6

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

EXPECTATION C.6.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.6.1.e. Establish and maintain a formal style.

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

STRAND Composition—Grade 6

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

EXPECTATION C.6.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.**

INDICATOR C.6.2.a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.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.
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STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.6.1.	In both written and oral expression:
INDICATOR	L.6.1.a.	Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.
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.

STRAND Reading Standards for Informational Text—Grade 6

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

EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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 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	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.
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STRAND **Reading Standards for Literature—Grade 6**

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

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.3.b.	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **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.
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STRAND **Composition—Grade 6**

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

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

CATEGORY / GOAL		Conventions of Standard English
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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.

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / GOAL		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.
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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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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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
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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.
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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
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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.
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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
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 6**

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

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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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.
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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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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
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.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.
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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
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.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **Composition—Grade 6**

CATEGORY / GOAL		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.
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STRAND **Composition—Grade 6**

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

EXPECTATION	C.6.5.	Conduct short research projects to answer a question, drawing on several sources.
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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.
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STRAND **Composition—Grade 6**

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

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

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

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

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

INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND Language—Grade 6

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

EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

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STRAND Reading Standards for Informational Text—Grade 6

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

EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND Reading Standards for Informational Text—Grade 6

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

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

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

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

STRAND **Language—Grade 6**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.6.1. **In both written and oral expression:**

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

STRAND **Language—Grade 6**

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

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STRAND Composition—Grade 6

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

STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.6.2.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:
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INDICATOR	L.6.1.c.	Recognize variations from standard English and implement strategies to improve expression in conventional language.
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STRAND Language—Grade 6

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.6.2.	When writing:
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INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND Language—Grade 6

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kentucky Academic Standards
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STRAND Reading Standards for Literature—Grade 6

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

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

Composition—Grade 6

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

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

Composition—Grade 6

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

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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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.
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INDICATOR	C.6.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
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INDICATOR	C.6.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
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INDICATOR	C.6.3.f.	Provide a conclusion that follows from the narrated experiences or events.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **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.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

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

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

EXPECTATION	L.6.2.	When writing:
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INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND **Language—Grade 6**

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

EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kentucky Academic Standards
Language Arts
Grade 6 - Adopted: 2019**

STRAND Reading Standards for Informational Text—Grade 6

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

EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND Reading Standards for Informational Text—Grade 6

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

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / GOAL		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.
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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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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.
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STRAND **Composition—Grade 6**

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

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

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

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

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

EXPECTATION	L.6.2.	When writing:
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INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND **Language—Grade 6**

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

EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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

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

CATEGORY / GOAL		Text Types and Purposes
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.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.6.2.f.	Establish and maintain a formal style.
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INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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INDICATOR	C.6.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **Composition—Grade 6**

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

INDICATOR	C.6.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.6.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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STRAND **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.
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STRAND **Composition—Grade 6**

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

EXPECTATION	C.6.5.	Conduct short research projects to answer a question, drawing on several sources.
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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.
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STRAND **Composition—Grade 6**

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

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

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

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

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

INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND Language—Grade 6

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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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.
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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 Reading Standards for Informational Text—Grade 6

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

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

STRAND Reading Standards for Informational Text—Grade 6

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

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

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

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

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

STRAND **Composition—Grade 6**

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

EXPECTATION C.6.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.6.1.e. Establish and maintain a formal style.

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

STRAND **Composition—Grade 6**

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

EXPECTATION C.6.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.**

INDICATOR C.6.2.a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

INDICATOR C.6.2.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
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.
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STRAND Language—Grade 6

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

INDICATOR	L.6.2.b.	Demonstrate appropriate use of strategies to identify and correct spelling errors.
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STRAND Language—Grade 6

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.6.3.b.	Maintain consistency in style and tone.
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STRAND Language—Grade 6

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.

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

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

INDICATOR	L.6.5.a.	Interpret figurative language, including but not limited to personification, in context.
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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 **Reading Standards for Informational Text—Grade 6**

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

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

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

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

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

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

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

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

STRAND **Composition—Grade 6**

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

EXPECTATION C.6.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.6.1.e. Establish and maintain a formal style.

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

STRAND **Composition—Grade 6**

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

EXPECTATION C.6.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.**

INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
INDICATOR	C.6.2.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
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		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
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.6.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
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INDICATOR	L.6.5.a.	Interpret figurative language, including but not limited to personification, in context.
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**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.
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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.
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STRAND Reading Standards for Literature—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	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.
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STRAND Reading Standards for Literature—Grade 6

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

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

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

EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / GOAL		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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 6**

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

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

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