



Boyd County Schools Curriculum Framework

English/Language Arts

Grade: 6

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

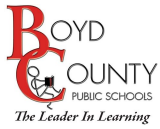
O= Ongoing

M=Mastery

SPEAKING AND LISTENING

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Comprehension and Collaboration						
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I	O	O	M	
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I	O	O	M	
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual	I	O	O	M	



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	roles as needed.					
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	-	I	O	M	
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	-	I	O	M	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	-	I	O	M	
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	-	I	O	M	
Presentation of Knowledge and Ideas						
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	-	-	O	M	
SL.6.5	Include multimedia components (e.g., graphics, images, music,	-	-	O	M	



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	sound) and visual displays in presentations to clarify information.					
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	-	-	I	M	

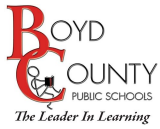
READING - INFORMATIONAL

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Reading Standards for Informational Text	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources	
Key Ideas and Details						
R.I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	O	O	M	
R.I.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a	I	O	O	M	



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	summary of the text distinct from personal opinions or judgments.					
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I	O	O	M	
Craft and Structure						
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I	O	O	M	
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.	I	O	O	M	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I	O	O	M	
Integration of Knowledge and Ideas						
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I	O	O	M	
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	I	O	O	M	

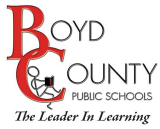


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	supported by reasons and evidence from claims that are not.					
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I	O	O	M	
Range of Reading and Level of Text Complexity:						
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	O	O	M	

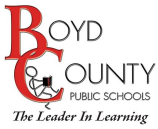
READING: LITERATURE

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Reading Literature Standards	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources	
Key Ideas and Details						
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	O	O	M	



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RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I	O	O	M	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-	I	O	M	
Craft and Structure						
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	-	I	O	M	
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	-	-	I	M	
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	-	-	I	M	
Integration of Knowledge and Ideas						
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live	-	-	I	M	



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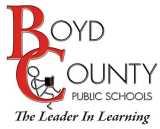
	version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.					
RL.6.8	(RL.6.8 not applicable to literature)					
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-	-	I	M	
Range of Reading and Level of Text Complexity:						
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	O	O	M	



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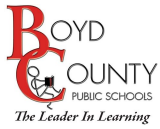
WRITING

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Production and Distribution of Writing						
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I	O	O	M	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here .)	I	O	O	M	
W.6.6	Use technology, including the	I	O	O	M	



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	Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.					
Research to Build and Present Knowledge						
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I	O	O	M	
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	I	O	O	M	
W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	O	O	M	
W.6.9.A	Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	-	-	I	M	
Range of Writing						

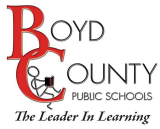


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W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I	O	O	M	
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LANGUAGE

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Language Standards		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources
Conventions of Standard English						
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	I	O	O	M	
L.6.1.B	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	I	O	O	M	
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and	I	O	O	M	



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	person.*					
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	I	O	O	M	
L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	I	O	O	M	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I	O	O	M	
L.6.2.B	Spell correctly.	I	O	O	M	
Knowledge of Language						
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I	O	O	M	
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.*	I	O	O	M	
L.6.3.B	Maintain consistency in style and tone.*	I	O	O	M	
Vocabulary Acquisition and Use						
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning	-	-	I	M	



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	words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.					
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.	-	-	I	M	
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	-	-	I	M	
L.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I	O	O	M	
L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	O	O	M	
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-	-	I	M	
L.6.5.A	Interpret figures of speech (e.g., personification) in context.	-	-	I	M	
L.6.5.B	Use the relationship between	-	-	I	M	



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	particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.					
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	-	-	I	M	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I	O	O	M	

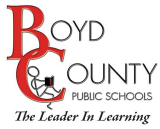
WRITING: INFORMATIVE/EXPLANATORY

Writing Standard 2: Informative/Explanatory (W.7.2)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Literacy Design Collaborative Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster



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Writing Informative/explanatory Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I	O	O	M	
W.6.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I	O	O	M	
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I	O	O	M	
W.6.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	I	O	O	M	
W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I	O	O	M	



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W.6.2.E	Establish and maintain a formal style.	I	O	O	M	
W.6.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	I	O	O	M	

WRITING: OPINION

Writing Standard 1: Opinion (W.7.1)

Write opinion pieces to support claims with clear reasons and relevant evidence.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	-	I	O	M	
W.6.1A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	-	I	O	M	
W.6.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of	-	I	O	M	



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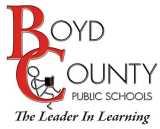
	the topic or text.					
W.6.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	-	I	O	M	
W.6.1D	Establish and maintain a formal style.	-	I	O	M	
W.6.1E	Provide a concluding statement or section that follows from and supports the argument presented.	-	I	O	M	

WRITING: NARRATIVE

Writing Standard 3: Informative/Explanatory (W.7.3)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Writing Narrative Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.6.3	Write narratives to develop real or imagined experiences or events	-	-	I	M	



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	using effective technique, relevant descriptive details, and well-structured event sequences.					
W.6.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	-	-	I	M	
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	-	-	I	M	
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	-	-	I	M	
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	-	-	I	M	
W.6.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.	-	-	I	M	