



GRANITE SCHOOL DISTRICT
6th Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

- RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 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.
- RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

READING INFORMATIONAL – Key Indicators

- RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI 7. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

WRITING – Key Indicators

- W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W 4 is also a component when determining proficiency).

Additional Indicators

- W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W 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.
- W 6. Use technology, including the 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.
- Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

SPEAKING AND LISTENING – Additional Indicators

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

- Cluster: Conventions of Standard English (standards L1 and L2)
- Cluster: Knowledge of Language (standards L3)
- Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 2

READING LITERATURE – Key Indicators

RL 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.

RL 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.

RL 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.

READING INFORMATIONAL – Key Indicators

RI 2. Determine a 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.

RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 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.

WRITING – Key Indicators

W 1. Write arguments to support claims with clear reasons and relevant evidence.

Additional Indicators

W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 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.

W 6. Use technology, including the 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.

Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)

Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3)

Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 3

READING LITERATURE – Key Indicators

RL 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.

RL 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.

RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

READING INFORMATIONAL – Key Indicators

RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI 9. Compare and contrast one author's presentation of events with that of another.

WRITING – Key Indicators

W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Additional Indicators

W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 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.

W 6. Use technology, including the 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.

Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)

Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3)

Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 4

READING LITERATURE – Key Indicators

RL 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.

RL 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.

RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Additional Indicators

RL 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.

READING INFORMATIONAL – Key Indicators

RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI 9. Compare and contrast one author’s presentation of events with that of another.

Additional Indicators

RI 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.

WRITING – Key Indicators

W 1. Write arguments to support claims with clear reasons and relevant evidence.

Additional Indicators

W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3)

Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)