



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 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 (W 9.a. is also a component when determining proficiency).

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 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.

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 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 (L 2 and L 3 are also components when determining proficiency).
- W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

- SL 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 (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

- L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

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.

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 (e.g., through examples or anecdotes).

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 (W 4 is also a component when determining proficiency) .

Additional Indicators

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 (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

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 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 (W 9.b. is also a component when determining proficiency).

RI 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).

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 (W 4 is also a component when determining proficiency).

Additional Indicators

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 (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

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 (L 3 is also a component when determining proficiency).

READING INFORMATIONAL – Key Indicators

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 (W 9.b. is also a component when determining proficiency).

RI 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).

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 (W 4 is also a component when determining proficiency).

Additional Indicators

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 (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).