

Utah, Grade 6

Utah Strand/Standard	Focus of Utah Standard	For More Information
Reading Literature		
RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RL.2	Determine the theme or central idea of a text and how it is conveyed through particular details; provide an objective summary	R2 pp. 12–19
RL.3	Describe how a particular plot unfolds in a series of episodes as well as how the characters respond or change	R3 pp. 20–25
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	R4 pp. 26–33
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	R5 pp. 34–39
RL.6	Explain how an author develops the point of view of the narrator or speaker in a text	R6 pp. 40–47
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	R7 pp. 48–55
RL.8	NA	
RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics	R9 pp. 64–71
RL.10	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
Reading Informational Text		
RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary	R2 pp. 12–19
RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	R3 pp. 20–25
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	R4 pp. 26–33
RI.5	Analyze how a particular sentence, chapter, scene, or section fits into the overall structure of a text and contributes to the development of the ideas	R5 pp. 34–39
RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	R6 pp. 40–47
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	R7 pp. 48–55
RI.8	Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not	R8 pp. 56–63
RI.9	Compare and contrast one author's presentation of events with that of another	R9 pp. 64–71
RI.10	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
Writing		
W.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89
W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences	W3 pp. 100–109

Utah Strand/Standard	Focus of Utah Standard	For More Information
Writing		
W.4	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
W.6	Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills	W6 pp. 122–127
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
W.8	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 140–147
W.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
Speaking and Listening		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 158–163
SL.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study	SL2 pp. 164–169
SL.3	Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not	SL3 pp. 170–175
SL.4	Present claims and findings, sequencing ideas logically and using descriptions, facts, or details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 pp. 176–181
SL.5	Include multimedia components and visual displays in presentations to clarify information	SL5 pp. 182–187
SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate	SL6 pp. 188–193
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 198–203
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 204–209
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 210–215
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 216–221
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 222–227
L.6	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233
Reading History/Social Studies		
RH.1	Cite textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
RH.2	Determine the central ideas or information of a primary or secondary source; provide an objective summary	R2 pp. 12–19
RH.3	Identify key steps in a text's description of a process related to history/social studies	R3 pp. 20–25
RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies	R4 pp. 26–33

(Continued)

Utah Strand/Standard	Focus of Utah Standard	For More Information
Reading History/Social Studies		
RH.5	Describe how a text presents information	R5 pp. 34–39
RH.6	Identify aspects of a text that reveal an author's point of view or purpose	R6 pp. 40–47
RH.7	Integrate visual information with other information in print and digital texts	R7 pp. 48–55
RH.8	Distinguish among fact, opinion, and reasoned judgment in a text	R8 pp. 56–63
RH.9	Analyze the relationship between a primary and secondary source on the same topic	R9 pp. 64–71
RH.10	Read and comprehend history/social studies texts of appropriate complexity independently with proficiency	R10 pp. 72–77
Reading Science/Technical Subjects		
RST.1	Cite textual evidence to support analysis of science and technical texts	R1 pp. 6–11
RST.2	Determine the central ideas or conclusions of a text; provide an objective summary	R2 pp. 12–19
RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	R3 pp. 20–25
RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases	R4 pp. 26–33
RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 40–47
RST.7	Integrate quantitative or technical information expressed in words with a version of the information expressed visually	R7 pp. 48–55
RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text	R8 pp. 56–63
RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	R9 pp. 64–71
RST.10	Read and comprehend appropriately complex science/technical texts independently and proficiently	R10 pp. 72–77
Writing History/Social Studies and Science/Technical Subjects		
WHST.1	Write arguments based on discipline-specific content	W1 pp. 82–89
WHST.2	Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes	W2 pp. 90–99
WHST.3	NA	
WHST.4	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
WHST.6	Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills	W6 pp. 122–127
WHST.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
WHST.8	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 140–147
WHST.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153