

Sixth Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC Utah Core

Std Standard
Obj Objective
Ind Indicator

Example

673e = 6th Grade, Standard 7 (Comprehension), Objective 3 (Recognize and use features of narrative and informational text.), Indicator d (Identify different structures in text - e.g., description, problem/solution, compare/contrast).

CC Common Core

RL Reading Standards for Literature (Common Core)
RI Reading Standards for Informational Text (Common Core)
RF Reading Standards: Foundational Skills (Common Core)
W Writing Standards (Common Core)
SL Speaking and Listening (Common Core)
L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Example

6W1d = 6th Grade, Writing Strand, Standard 1 (Write arguments to support claims with clear reasons and relevant evidence), Indicator d (Establish and maintain a formal style).

Introduction to Sixth Grade:

Written by the Sixth Grade Common Core Statewide Teacher Team

The Common Core bands the 6th, 7th, and 8th grades together. Sixth grade no longer bands with K-5 where foundation skills are taught. Now, 6th grade is included with secondary where foundation skills are applied. This creates a greater challenge as we guide instruction and prepare our students for middle school and high school. The Common Core is organized under four strands: Reading, Writing, Speaking and Listening, and Language. The Utah Core and the Common Core share many of the same standards; however, the Common Core is more explicit and requires higher level thinking skills from our students. Below is a brief comparison of similarities and differences between the Utah Core and the Common Core.

Utah Core

Includes:

- Decoding
- Fluency
- Synonyms, antonyms, and homonyms
- Prediction
- Identify purpose for reading
- Instruction of roots falls under spelling instruction
- Cursive handwriting for publication
- Persuasive writing

Common Core

- Expects students to be proficient in the foundational skills listed above by 5th grade
- Instruction of roots falls under vocabulary instruction
- Direct spelling instruction is less emphasized
- Focuses on technology for publication
- Cursive writing instruction is eliminated
- Does not include explicit levels of benchmark fluency
- Requires a greater amount of informational reading
- Focuses on argument, analysis, and application in writing

Both

Require students to:

- Focus on the writing process
- Speak with expression, complex sentences, and correct grammar to communicate ideas
- Produce specific pieces of writing
- Use a variety of formats when presenting with various forms of media
- Spell words correctly
- Read a variety of texts
- Learn new words
- Apply comprehension strategies

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Process for committee selection: In October 2010 USOE requested that each district nominate teachers and other curriculum specialists or instructional coaches to represent each district, grades K-12. Nominees were selected by USOE based on their expertise and a broad state representation. The committee met for three days in the fall of 2010 in grade level teams to develop the Common Core Alignment document. They also made recommendations for the content of the Common Core Academy and the ongoing Professional Development for teachers in their respective grade level.

One resource for Instructional Units: Common Core curriculum maps for each grade have been designed by teachers for teachers and are available in draft form on the following website: <http://commoncore.org/maps/index.php>

Sixth Grade Utah Core		Sixth Grade Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
Std 1	Oral Language: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.						
Obj 1	Develop Language through listening and speaking.						
	a. Identify specific purpose(s) for listening	6RL7		x			Common Core- comparing and contrasting the different texts within a variety of media.
	b. Listen and demonstrate understanding by responding appropriately.	6SL1, 6SL1b 6SL1d		x	x		Common Core is more explicitly stated Common Core- includes restate using multiple perspectives.
	c. Speak clearly and audibly with expression in communicating ideas.	6SL1 6SL1b 6SL4 6SL6 6L1	x	x x	x x		Common Core- includes more explicit questioning skills. Common Core-present claims logically using details. Common Core- uses correct grammar in writing and speaking.
	d. Speak using complex sentences with appropriate subject/verb agreement, correct verb tense, and syntax.	6SL1 6SL4 6SL6 6L1	x	 x	x x		Common Core- uses correct grammar in writing and speaking.
Obj 2	Develop language through viewing media and presenting.						
	a. Identify specific purpose(s) for viewing media.	6RL7 6RI7			x x		Common Core- explicitly state comparing and contrasting different media forms.
	b. Use a variety of formats in presenting with various forms of media.	6RL7 6RI7		x x			More complete when combined with 8.6f, 8.1d, 7.2i, 1.2a.

Sixth Grade Utah Core		Sixth Grade Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
Std 2	Concepts of Print: Students develop an understanding of how printed language works (see kindergarten and first grade: copied below)						
Obj 1	Demonstrate an understanding that print carries “the” message.					X	Common Core-assumes these skills are mastered by 6th grade and are not explicitly taught.
	a. Recognize that print carries different messages.					X	
	b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).					X	
Obj 2	Demonstrate knowledge of elements of print within a text.					X	
	a. Identify front/back, top/bottom, left/right of text/book.(K); Discriminate between letters, words, and sentences in a text (1 st G)					X	
	b. Discriminate between upper- and lower-case letters, numbers, and words in text (K); Match oral words to printed words while reading (1 st).					X	
	c. Show the sequence of print by pointing left to right with return sweep (K);					X	
	d. Identify where text begins and ends on a page (K).					X	
	e. Identify punctuation in text (i.e., periods, question marks, exclamation points) (K and 1st)					X	
Std 3	Standard 3 Phonological and Phonemic Awareness: Students develop phonological and phonemic awareness (see kindergarten and first grade).						
Obj 1	Demonstrate phonological awareness.					X	Common Core-assumes these skills are mastered by 6th grade and are not explicitly taught.
	a. Count the number of words in a sentence (K); -Count the number of syllables in words (1 st) -Count the number of syllables in a first name (1 st)					X	
	b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ____).					X	
	c. Recognize words beginning with the same initial sound					X	

Sixth Grade Utah Core		Sixth Grade Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).						
Obj 2	Recognize like and unlike word parts (oddy tasks): Identify words with the same beginning and ending consonant sound in a series (1 st).					x	
Obj 3	Orally blend word parts (blending).					x	
Obj 4	Orally segment words into word parts (segmenting).					x	
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)					x	
Std 4	Standard 4 Phonics and Spelling: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing						
Obj 1	Demonstrate an understanding of the relationship between letters and sounds. (see K, 1st, 2nd)					x	Common Core-assumes these skills are mastered by 6 th grade and are not explicitly taught.
Obj 2	Use knowledge of structural analysis to decode words. (see K, 1st, 2nd)					x	
Obj 3	Spell words correctly.	6L2b	x				Common Core- "spells words correctly." Specific skills and strategies are assumed to be proficient by 6 th grade. Direct instruction is less emphasized in the common core.
	a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.					x	
	b. Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.				x		See Common Core 6L4b- students need to know meanings of Greek and Latin roots and affixes.
	c. Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular)					x	
	d. Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).					x	
Obj 4	Use spelling strategies to achieve accuracy (e.g.,					x	

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	prediction, visualization, association).						
	a. Use knowledge about spelling to predict the spelling of new words.					x	
	b. Visualize words while writing.					x	
	c. Associate spelling of new words with that of known words and word patterns.					x	
	d. Use spelling generalities to assist spelling of new words.					x	
Std 5	Standard 5 Fluency: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.						
Obj 1	Read aloud grade level text with appropriate speed and accuracy.					x	Common Core-fluency is included as a "Foundational Skill" in grades K-5. Common Core- "Read with sufficient accuracy and fluency to support comprehension."
	a. Read grade level text at a rate of approximately 120-150 wpm.					x	
	b. Read grade level text with an accuracy rate of 95-100%					x	
Obj 2	Read aloud grade level text effortlessly with clarity.						
	a. Read grade level text in meaningful phrases using intonation, expression and punctuation cues.	6RL10 6RI10		x x			
	b. Read grade level words with automaticity	6RL10 6RI10		x x			
Std 6	Standard 6 Vocabulary: Students learn and use grade level vocabulary to increase understanding and read fluently.						
Obj 1	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	6L4		x			Common Core-requires students to determine or clarify meaning.
	b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	6RI4 6L4 6L6		x x x			Common Core-requires students to acquire and use academic and domain-specific words and phrases and gather vocabulary knowledge.

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Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.						
	a. Use multiple resources to learn the meaning of unknown words (e.g., dictionaries, glossaries, thesauruses).	6L4c		x			Common Core- includes pronunciation, parts of speech, and finding words using digital resources.
	b. Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate settlement)	6L5C		x			Common Core- uses connotation and denotation of words.
Obj 3	Use structural analysis and context clues to determine meanings of words.						
	a. Identify meanings of words using roots and affixes	6L4b		x			Common Core-students not just “identify” roots and affixes, students also need to “use” roots and affixes.
	b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions.	6RL4 6RI4 6L4a 6L4d 6L5 6L5a		x x x x		x x	Common Core- analyze the impact of a specific word choice on meaning and tone
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw) and multiple-meaning words.	6L4a 6RL4		x		x	
Std 7	Standard 7 Comprehension: Students understand, interpret, and analyze narrative and informational grade level text.						
Obj 1	Identify purposes of text.						
	a. Identify purpose for reading.					x	Common Core-implies this is done in order to discuss, analyze and engage in activities.
	b. Identify author’s purpose.	6RL2			x		Common Core- uses author’s purpose as conveyed through details

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
		6RL6 6RI2 6RI6 6SL3		x	x x		Common Core-requires students to explain how an author develops the point of view of the narrator. Common Core: focuses on distinguishing claims that are supported by reasons and evidence from claims that are not.
Obj 2	Apply strategies to comprehend text.						
	a. Relate prior knowledge to make connections to text (e.g. text to text, text to self, text to world)	6RL7; 6RI9			x		Common Core-uses making connections between texts by comparing and contrasting.
	b. Generate questions about text (e.g., factual, inferential, evaluative)	6SL1c		x			Common Core is more explicit
	c. Form mental pictures to aid understanding.					x	
	d. Make and confirm or revise predictions while reading using titles, picture clues, text, and/or prior knowledge.					x	
	e. Make inferences and draw conclusions from text.	6RL1;6RI1		x			Common Core- cites evidence to support analysis.
	f. Identify theme/topic/main idea from text; note details	6RL2; 6RI2		x			Common Core- adds summary of personal opinions and judgments.
	g. Summarize important ideas/events; summarize supporting details in sequence.	6RL2; 6RI2 6SL1d			x x		Combine with 7.1b and 7.2f to better meet 6RL2. Common Core-includes multiple perspectives.
	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.	6L4		x			Both rely on teacher expertise to help students learn and use appropriate strategies.
	i. Compile, organize, and interpret information from text.	6RI7 6RI8 6SL2		x x x			Common Core- traces and evaluates the argument and specific claims. Common Core- explains how information contributes to a topic, text, or issue under

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							study.
Obj 3	Recognize and use features of narrative and informational text.						
	a. Identify characters, setting, sequence of events, problem/resolution, theme.	6RL3		x			Common Core-includes using higher thinking skills such as-describe character development and how characters respond and change as plot moves along to a resolution.
	b. compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.	6RL9 6RI9		x	x		Common Core-includes compare/contrast in terms of their approaches to similar themes and topics Common Core-includes comparing the presentation of events between authors.
	c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.	6W2a			x		Common Core- includes this instruction under the writing component.
	d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification)	6RL5, 6RI5 6W2a			x x		Utah Core identifies “part to whole” in text structure, whereas common core requires analyzing Combine with 7.3a to include narrative text structure Common Core- includes this instruction under the writing component.
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).	6SL2		x			Common Core- includes explaining how information contributes to a topic, text, or issue under study.
Std 8	Standard 8 Writing: Students write daily to communicate effectively for a variety of purposes and audiences.						
Obj 1	Prepare to write by gathering and organizing information	6W4, 6W2a	x				Common Core- focuses on arguments

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	and ideas (pre-writing).						supported by evidence.
	a. Generate ideas for writing by gathering and organizing information and ideas (pre-writing).	6W1a,b 6W8			x x		Common Core is explicit.
	B .Select and narrow a topic from generated ideas.					x	
	c. Identify audience, purpose, and form for writing.	6W1d 6W1c		x	x		
	d. Use a variety of graphic organizers to organize information from multiple sources.	6w2a 6RI7 6SL5		x	x x		
Obj 2	Compose a written draft.						
	a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	6W3a 6W4	x x				
	b. Use voice to fit the purpose and audience.	6W3b 6RL4			x x		More complete when combined with 6.3b, 8.2c, 8.3a.
	c. Use strong verbs and precise and vivid language to convey meaning	6W3d; 6W3b 6RL4 6W2d			x x		Common Core- “use sensory language”. More complete when combined with 6.3b, 8.2b, 8.3a.
	d. Identify and use effective leads and strong endings.	6W1e; 6W3e, 6W2f		x	x x		Common Core- focuses on endings.
Obj 3	Revise by elaborating and clarifying a written draft.						
	a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	6W5 6W1c 6w3b 6RL4		x x	x x		Common Core- focuses on word choice and clarification. More complete when combined with 6.3b, 8.2b, 8.2c.

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	B .Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).	6w3c; 6w2c; 6L3a			x		
	c. Revise writing, considering the suggestions from other.	6w5	x				
Obj 4	Edit written draft for conventions.						
	a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives.)	6L2, 6L2a 6L1	x		x		
	b. Edit for spelling of grade-level appropriate words.	6L2			x		
	c. Edit for standard grammar (e.g., subject-verb agreement, verb tense)	6L1		x			Common Core-demonstrate command of grammar when writing and speaking not editing.
	d. Edit for appropriate formatting features (e.g. margins, titles, headings)	6W2e 6W1d		x	x		
Obj 5	Use fluent and legible handwriting to communicate.						
	a. Write using upper and lower case cursive letters using proper form, proportions, and spacing.					x	Common Core- focuses on technology for publication.
	b. Increase fluency with cursive handwriting.					x	Common Core-focuses on technology for publication.
	c. Produce legible documents with manuscript or cursive handwriting.					x	Common Core- focuses on technology for publication.
Obj 6	Write in different forms and genres.						
	a. Produce personal writing (e.g. journals, personal experiences, eyewitness accounts, memoirs, literature responses)	6W3 6W9 6W10	x		x x		
	b. Produce traditional and imaginative stories, narrative, and formula poetry.	6W3	x				
	c. Produce informational text (e.g., book reports,	6W7		x			

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).						
	d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).	6W1			x		Some overlap with argument requirements.
	e. Produce functional texts (e.g., newspaper and newsletters, articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).	6W6 6W2a 6SL5		x x	x		
	f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	6W2a 6RI7 6SL5		x x	x		
	g. Publish 6-8 individual products.	6w6			x		

Common Core State Standards

Excerpted from the Introduction to the Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects pp.3-7, <http://www.corestandards.org/>

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the present work builds on the foundation laid by states in their decade-long work on crafting high-quality education standards. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society.

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

The Standards insist that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science and technical subjects. The division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Students who are college and career ready demonstrate independence, build strong content knowledge, comprehend as well as critique, value evidence, use technology and digital media strategically, understand other perspectives and cultures, and respond to the varying demands of audience, task, purpose, and academic disciplines (p.7)

Note: The three appendices on the Common Core website are critical to understanding the implications of the Common Core Standards for teaching and learning: A (Supporting Research); B (Text Exemplars and Sample Performance Tasks) and C (Samples of Student Writing).

Common Core to Sixth Grade Utah English Language Arts Core							
Sixth Grade Common Core			Sixth Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
READING STANDARDS FOR LITERATURE (GRADE 6)							
RL	KEY IDEAS AND DETAILS (GRADE 6)						
6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	672e		X			Utah Core includes drawing inferences and conclusions from text
6RL2	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 and judgments.	671b			X		Utah Core includes author's purpose conveyed through details Utah Core includes: identifying theme, noting details Utah Core includes: summarizing
		672f		X			
		672g			X		
6RL3	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.	673a	X				
RL	CRAFT AND STRUCTURE (GRADE 6)						
6RL4	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.	663b 682b 682c 683a		X	X X X		Utah Core addresses word choice on meaning and tone from a writing standpoint. The reading element is not included.
6RL5	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.	673d			X		Utah Core identifies "part to whole" in text structure, whereas common core requires analyzing
6RL6	Explain how an author develops the point of view of the narrator or speaker in a text.	671b			X		Utah Core identifies the author's purpose but does not explain point of view development.
RL	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 6)						
6RL7	Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio,	612a 612b		X	X		Utah Core does not explicitly state comparing and contrasting different media forms,

Common Core to Sixth Grade Utah English Language Arts Core							
Sixth Grade Common Core			Sixth Grade Utah Core				
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	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.	672a 611a		X	X		although it is implied.
6RL8	Not applicable to literature						
6RL9	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.	673b		X			Utah Core does not include comparing/contrasting genres’ approaches to similar themes and topics.
RL	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 6)						
6RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	672a,b		X			
READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 6)							
RI	KEY IDEAS AND DETAILS (GRADE 6)						
6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	672e		X			Utah Core includes: drawing inferences and conclusions from text
6RI2	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 and judgments.	671b 672f 672g		X	X X		Utah Core includes: author’s purpose conveyed through details Utah Core includes: identifying central idea, noting details Utah Core includes: summarizing
6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	671,2b				X	Utah Core LA: 7 th grade 1.2.b

Common Core to Sixth Grade Utah English Language Arts Core							
Sixth Grade Common Core		Sixth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
RI	CRAFT AND STRUCTURE (GRADE 6)						
6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	663b 661b		X X			
6RI5	Analyze how a particular sentence, paragraph, chapter, or selection fits into the overall structure of a text and contributes to the development of the ideas.	673d			X		Utah Core identifies “part to whole” in text structure, whereas common core requires analyzing
6RI6	Determine the author’s point of view or purpose in a text and explain how it is conveyed in the text.	671b		X			Utah Core does not address how author’s purpose is conveyed in the text.
RI	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 6)						
6RI7	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.	686f 612a 612b 672i 681d		X	X X X		
6RI8	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.	672i		X			
6RI9	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).	672a 673b		X	X		
RI	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 6)						
6RI10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text	672a,b	X				

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	complexity band proficiency, with scaffolding as needed at the high end of the range.						
WRITING STANDARDS GRADE 6: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative							
W	TEXT TYPES AND PURPOSES (GRADE 6)						
6W1	Write arguments to support claims with clear reasons and relevant evidence.	686d			X		Utah Core – “Produce writing to persuade” includes some elements of persuasion - evidence
6W1a	Introduce claim(s) and organize the reasons and evidence clearly.	681a			X		Utah Core – generate ideas for writing by gathering and organizing information and ideas
6W1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	681a		X			Utah Core- Generate ideas for writing by gathering and organizing information and ideas
6W1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	683a,b	X				Utah Core- Enhance fluency by using transitional words, phrases to connect ideas.
6W1d	Establish and maintain a formal style.	681c		X			Utah Core – “Identify audience, purpose, and form for writing.”
6W1e	Provide a concluding statement or section that follows the argument presented.	692d		X			Common Core- Eliminates the lead
6W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	686c,e,f		X			Utah Core- Separates and gives specific examples

Common Core to Sixth Grade Utah English Language Arts Core							
Sixth Grade Common Core		Sixth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	and analysis of relevant content.						
6W2a	Introduce a topic; 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.	681a,b,c,d 686e,f		X	X		
6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					X	
6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	683b			X		
6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	682c			X		Common Core requires more content specific language
6W2e	Establish and maintain a formal style.	681c 684d			X X		
6W2f	Provide a concluding statement or section that follows from the information or explanation presented.	682d			X		Utah Core references endings but not conclusions
6W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	686a,b	X				Common Core combines real and imagined
6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that	682a	X				

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	unfolds naturally and logically.						
6W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	682b,c 683a			X X		
6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	683b			X		
6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	682c			X		Utah Core – “precise vivid language”
6W3e	Provide a conclusion that follows from the narrated experiences or events.	682d			X		Utah Core – “effective leads and strong endings.”
W: PRODUCTION AND DISTRIBUTION OF WRITING (GRADE 6)							
6W4	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.)	681a,b,c,d, 682a,b,c,d		X X			Utah Core – includes pre-writing and drafting
6W5	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.)	683 684	X	X			
6W6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient	686e,g			X		See Educational Technology Keyboarding Core, Std 1:1:a

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	command of keyboarding skills to type a minimum of three pages in a single sitting.						
W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADE 6)							
6W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	686c			X		
6W8	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.	681a			X		Educational Technology Std 3
6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	686a			X		Utah Core- "produce literature responses."
6W9a	Apply grade 6 Reading standards 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").	673b		X			Utah Core-additionally needs talking about themes and topics
6W9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,					X	

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	distinguishing claims that are supported by reasons and evidence from claims that are not”).						
W: RANGE OF WRITING (GRADE 6)							
6W10	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.	686			X		
SPEAKING AND LISTENING STANDARDS: GRADE 6							
SL	COMPREHENSION AND COLLABORATION (GRADE 6)						
SL1	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.	611b 611c 611d		X X	X		
SL1a	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.					X	Utah addresses this in the 7 th and 8 th grade cores 7 th grade at 733a and 8 th 833a,b.
SL1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	611b 611c			X X		
SL1c	Pose and respond to specific questions with elaboration and detail by making comments	611b			X		

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	that contribute to the topic, text, or issue under discussion.						
SL1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	611b 672g		X	X		
SL2	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.	672i 673e		X X			
SL3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	671b		X			Utah Core does not focus on distinguishing claims.
SL	PRESENTATION OF KNOWLEDGE AND IDEAS (GRADE 6)						
SL4	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.	611c 611d		X X			Utah Core only addresses speaking clearly and with appropriate syntax.
SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	681d 686e 686f		X X X			
SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language	611c 611d	X X				

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	standards 1 and 3 for specific expectations.)						
LANGUAGE STANDARDS GRADE 6							
L	CONVENTIONS OF STANDARD ENGLISH						
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	611c,d 684c		X	X		Utah Core – listening and speaking Utah Core – focused on editing
L1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).					X	
L1b	Use intensive pronouns (e.g., myself, ourselves).					X	
L1c	Recognize and correct inappropriate shifts in pronoun number and person.*					X	
L1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).					X	
L1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.					X	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	68.4a,b			X		Utah Core – Spelling/conventions
L2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	684a			X		Utah Core- "punctuation (i.e. introductory and dependent clauses)

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L2b	Spell correctly.	643a,b,c,d		X			Utah Core – breaks down to specific categories
KNOWLEDGE OF LANGUAGE							
L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	661a,b		X			
L3a	Vary sentence patterns for meaning, reader/listener interest, and style.	663b,c		X			
L3b	Maintain consistency in style and tone.					X	
L	VOCABULARY ACQUISITION AND USE						
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	661a,b		X			
L4a	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.	663b,c		X			
L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	663a			X		Utah Core—“roots and affixes”
L4c	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.	662a	X				
L4d	Verify the preliminary determination of	663b			X		

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	the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	663b			X		
L5a	Interpret figures of speech (e.g., personification) in context.	663b			X		
L5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	662b			X		Utah Core-gradients of meaning
L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	662b		X			Utah Core-gradients of meaning
L6	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.	661b		X			