

INTRODUCTION

The P–12 Utah State Standards for English Language Arts (ELA) were revised by Utah educators in 2022 to identify the key literacy standards necessary for Utah students to master by the end of each grade level. Some standards are mastered in previous grades. If a student has not mastered previous grade-level standards, the teacher will need to intervene in order to fill the student's skill gaps.

Organization

The Utah State Standards are organized into **strands**, which represent significant areas of learning within content areas. In ELA, these strands are speaking and listening, reading, and writing.

Within each strand are **standards**. All standards are considered essential to master. The skills in the standards require repeated exposure with increasingly complex texts and in increasingly sophisticated contexts. Mastery is only obtained by regular practice over time.

Shifts in the Standards

Changes in the standards were made to improve the consistency and practicality of the standards. These changes include:

- The standards were reduced, simplified, and clarified.
- Phonological Awareness was added in grades 2 and 3.
- The Reading Literature (RL) and Reading Informational (RI) standards were combined where it was most logical.
- The language strand of standards was woven throughout the speaking and listening, reading, and writing strands.
- Much like 9–10 and 11–12, 7th and 8th grade standards were banded.
- References to specific texts were removed from the standards in an effort to broaden representation and enhance local control over curricular choices.

Speaking and Listening Strand

The following standards offer a focus for speaking and listening instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students develop useful interpersonal skills for the classroom and workplace by having the opportunity to listen to each other, respond appropriately, and evaluate what they hear from a variety of sources. The standards stress preparing for and participating effectively in a range of conversations and collaborations. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and un-

derstandings mastered in preceding grades, including but not limited to, communication and interpersonal skills. Young students may master acquisition of certain speech sounds at different ages. The chart below includes the typical age of acquisition of each sound.

Speech Development Progression Chart
(age in years)

2	3	4	5	6	7	8
/p/ as in pop						
/m/ as in met						
/h/ as in hot						
/n/ as in no						
/w/ as in will						
/b/ as in book						
/k/ as in cab						
/g/ as in got						
/d/ as in dock						
/t/ as in tap						
/ng/ as in sing						
	/f/ as in fill/reef					
	/y/ as in you					
	/r/ as in red					
	/l/ as in leak/hill					
	/s/ as in sun					

2	3	4	5	6	7	8
		/ch/ as in chop				
		/sh/ as in shock				
		/z/ as in zoom				
		/j/ as in jump				
		/v/ as in van				
			/th/ as in think			
			/th/ as in the			
				/zh/ as in beige		

Adapted from Sander (1972), Grunwell (1981), and Smit et al. (1990)

Reading Strand

The following reading standards offer a focus for reading instruction while building core knowledge and deepening comprehension. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades by reading increasingly complex texts throughout the grades. Texts should reflect a variety of genres, time periods, topics, perspectives, cultures, and backgrounds. Reading standards include reading literature and reading informational texts. Reading Literature is indicated with (RL) and Reading Informational with (RI).

The Reading Strand includes the foundational skills in the primary grades. These foundational skills are not an end in and of themselves. Rather, they are necessary and important components of effective, evidence-based reading instruction to develop reading proficiency with the capacity to comprehend texts across a range of types and disciplines. Some readers will need more or less practice with these foundational skills than other readers. The point is to teach students what they need to learn in order to be successful, proficient readers.

An important part of comprehensive reading instruction is that students acquire knowledge of language, particularly in using accurate academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening. Thus, the reading standards weave in language standards focused on vocabulary

and language comprehension. These skills will help students develop independence as readers and writers when considering a word or phrase important to comprehension.

Students must also be immersed in reading challenging, complex texts to actively make meaning, answer questions, solve problems, and craft arguments. Text complexity includes qualitative features of text and a range of texts within the quantitative grade band and associated Lexile ranges. Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges below.

Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band	Lexile Range
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-12	1215-1355

Engaging students in deep discussions and writing of texts is imperative to their growth and development as readers. Writing and discussion of text focuses on key ideas and details, craft and structure, and integrating knowledge and ideas. Students then need to return to previously-read texts to compare with other texts and synthesize the information from multiple texts for presentations, projects, or additional writing.

Writing Strand

The following standards offer a focus for writing instruction to ensure that students gain adequate mastery of a range of writing skills and applications to address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students’ production of writing should focus more on content and ideas rather than on length. Therefore, length requirements per grade are not included in the standards.

Students will learn to research, plan, draft, revise, edit, and publish. These skills are applicable to many types of writing such as opinion, argumentative, informative, explanatory, and narrative. The standards stress the importance of the reading-writing connection by requiring students to draw upon and

write evidence from literary and informational texts while weaving in language expectations.

STANDARDS: GRADE 6

Strand 1: SPEAKING AND LISTENING (6.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 6.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respectfully acknowledge comments, claims, and evidence from multiple perspectives and identify contradictions when applicable.
 - b. Participate in conversations by posing questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 6.SL.2:** Interpret credible information presented in various formats and mediums to make informed decisions.
- **Standard 6.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Use visual displays of data, including digital media, to convey information and engage the audience.

Strand 2: READING (6.R)

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 6.R.1:** Mastered in preschool.
- **Standard 6.R.2:** Mastered in grade 3.
- **Standard 6.R.3:** Mastered in grade 5.

- **Standard 6.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 6.R.5:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)
- **Standard 6.R.6:** When reading texts, including those from diverse cultures, determine the theme, how characters respond to conflict or how the speaker reflects upon a topic, and summarize the text. (RL)

When reading texts, including those from diverse cultures, determine the main idea of a text, explain how they are supported by key details and summarize the text. (RI)
- **Standard 6.R.7:** Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)
- **Standard 6.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings within a text. (RL & RI)
- **Standard 6.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Consistently use context as a clue to the meaning of a word or phrase.
 - b. Consistently use Greek or Latin affixes and roots as clues to the meaning of a word.
 - c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.
- **Standard 6.R.10:** Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)
- **Standard 6.R.11:** Explain how an author's perspective develops the point of view of the narrator or speaker in multiple texts. (RL)

Analyze how the author distinguishes a perspective and/or position from that of others. (RI)

- **Standard 6.R.12:** Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)

- **Standard 6.R.13:** Not applicable to RL.

Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI)

- **Standard 6.R.14:** Compare texts across different mediums or genres in terms of their approaches to similar themes and topics. (RL)

Compare one author's presentation of events with that of another. (RI)

Strand 3: WRITING (6.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 6.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.
 - a. Introduce claims supported by evidence from credible sources, and create an organizational structure in which claims are logically grouped to support the writer's purpose.
 - b. Use words, phrases, and clauses to clarify the relationships among claims and evidence.
 - c. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 6.W.2:** Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.
 - a. Introduce a topic; organize ideas, concepts, and information, using structures such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.

- d. Use precise language and content-specific vocabulary to inform about or explain the topic.
- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 6.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.

 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 6.W.4:** Conduct short research projects to craft an argument or answer a question.

 - a. Gather, synthesize, and use information from credible sources on the topic.
 - b. Generate ideas to demonstrate understanding of the topic under investigation.
 - c. Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.
 - d. Interact and collaborate with others throughout the writing process.
- **Standard 6.W.5:** Mastered in grade 5.