

Oregon English/Language Arts Grade-level Standards Grade 6

READING

Decoding and Word Recognition

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

#4C Sounds Around

#8 The Forest of S. T. Shrew

#13 We All Need Trees

#17A&B People of the Forest

#18 Tale of the Sun

#90 Native Ways

#94 By the Rivers of Babylon



Skills to Support Standards:

- **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**
- **Make connections to text, within text, and among texts across the subject areas.**
- **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**
- **Match reading to purpose—location of information, full comprehension, and personal enjoyment.**
- **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**
- **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

*Suggested grade-level target for reading on own: Sixth Grade, 750,000 words annually.

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READING

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#4C Sounds Around
#8 The Forest of S. T. Shrew
#14A Renewable or Not?



Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.

Interpret figurative language, including similes, metaphors, and words with multiple meanings.

Understand and explain “shades of meaning” in related words.

Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

#39B&C Energy Sleuths
#49C Tropical Treehouse
#72B&C Air We Breathe
#75 Tipi Talk
#93 Paper Civilizations

Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.

Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.

Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

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READING

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

#80A Nothing Succeeds Like Succession

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.

#80A Nothing Succeeds Like Succession

Predict future outcomes supported by the text.

Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.

Distinguish among facts, supported inferences, and opinions in text.

Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.

Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.

Compare and contrast information on the same topic after reading two passages or articles.

Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.

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LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.
#4D Sounds Around
#5A&B Poet-Tree
#8 The Forest of S. T. Shrew
#18 Tale of the Sun
#89A&B Trees for Many Reasons



Skills to Support Standards:

- Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.
- Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level literary text.
#4D Sounds Around
#8 The Forest of S. T. Shrew

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).

Literary Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level literary text.
#4D Sounds Around
#8 The Forest of S. T. Shrew
#18 Tale of the Sun

Predict future outcomes supported by the text.

Determine characters' traits by what the characters say in narration and dialogue.

Analyze the influence of setting on the conflict and its resolution.

Identify and examine the development of themes in literary works.
#18 Tale of the Sun

Infer the main idea when it is not explicitly stated.

Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.
#4D Sounds Around

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LITERATURE

Literary Text: Examine Content and Structure

CCG: Examine content and structure of grade-level literary text.

#4D Sounds Around

Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone).

Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

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WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- Identify audience and purpose.
- Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.
- Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- Revise drafts to improve the organization and consistency of ideas within and between paragraphs.
- Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

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WRITING

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

#20 Environmental Exchange Box

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Write multi-paragraph compositions that:

- *Engage the interest of the reader.*
- *State a clear purpose.*
- *Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.*
- *Develop the topic with supporting details and precise language.*
- *Provide transitions to link paragraphs.*
- *Conclude with a detailed summary linked to the purpose of the composition.*

Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.

Use a variety of descriptive words to paint a visual image in the mind of the reader.

Make paragraph breaks when using dialogue.

Use simple, compound, and complex sentences.

To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas—including both main ideas and supporting ideas in single sentences.

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WRITING

Conventions

Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).

Grammar

Correctly use:

- *indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),*
- *present perfect verb tense (have been, has been),*
- *past perfect verb tense (had been), and*
- *future perfect verb tense (shall have been).*

Ensure that verbs agree with compound subjects.

Punctuation

Correctly use:

- *colons after the salutation (greeting) in business letters (Dear Sir:),*
- *semicolons to connect main clauses (Katy went to school; her brother stayed home.),*
- *commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and*
- *semicolons and commas for transitions (The deadline is past; however, we can do it next year.).*

Capitalization

Use correct capitalization.

Handwriting

Write legibly.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 6

WRITING

Writing Modes

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

#4D Sounds Around

#5A&B Poet-Tree

#9 Planet Diversity

#21B Adopt a Tree

#31 Plant A Tree

#44A Water Wonders

#47 Are Vacant Lots Vacant?

#54 I'd Like to visit a Place

Where

#60 Publicize It!

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive (Work Sample only)

*Suggested word length: Sixth Grade, 400-700 words.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

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WRITING Writing Applications

Narrative Writing

Write fictional narratives:

- Establish and develop a plot and setting, and present a point of view that is suitable to the story.
- Include sensory details and clear language to develop plot and character.
- Use a range of narrative devices, such as dialogue or suspense.

Expository Writing: Response to Literary Text

Write responses to literature:

- Develop interpretations that show careful reading, understanding, and insight.
- Organize the interpretations around several clear ideas.
- Develop and justify the interpretations through the use of examples and evidence from the text.

Expository Writing: Research Reports/Multimedia Presentations

Write research reports:

- Pose relevant questions that are focused enough to be thoroughly answered in the report.
- Identify credible sources.
- Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.
- Include references used.

Persuasive Writing

Write persuasive compositions:

- State a clear position on a proposition or proposal.
- Support the position with organized and relevant evidence.
- Anticipate and address reader concerns and counter-arguments.

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.

#12 Invasive Species
#17A People of the Forest
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
49A Tropical Treehouse
52 A Look at Aluminum
#53 On the Move
#58 There Ought to be a Law
#59 Power of Print
#79 Tree Lifecycle
#88C Life on the Edge
#95B Did You Notice?
#96 Improve Your Place

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WRITING

Research Report Writing

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.
(See Writing Applications-Expository Writing: Research Reports)

#7 Habitat Pen Pals
#11B Can It Be Real?
#17A&B People of the Forest
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
49A Tropical Treehouse
52 A Look at Aluminum
#56 We Can Work It Out
#57 Democracy in Action
#58 There Ought to be a Law
#59 Power of Print
#79 Tree Lifecycle
#82B Resource-Go-Round
#86 Our Changing World
#88C Life on the Edge
#90 Native Ways
#92 A Look at Lifestyle
#95B Did You Notice?

Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries-MLA).

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SPEAKING AND LISTENING

Speaking

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*

#9 Planet Diversity
#11B Can It Be Real/
#17A&B People of the Forest
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38B Every Drop Counts
#39B Energy Sleuths
#55B Planning the Ideal Community
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Develop a focus and point of view.

Match the purpose, message, occasion, and delivery to the audience.

Organize information using supporting details, reasons, descriptions, and examples.

Emphasize key points to assist the listener in following the main ideas and concepts.

Support opinions with detailed evidence and with visual or media displays.

Use language effectively to convey the message and make content clear.

Use correct grammar consistently.

Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

*Suggested speech length: Sixth Grade, 3-5 minutes.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Listening

CCG: Listen critically and respond appropriately across the subject areas.

#8 The Forest of S. T. Shrew
#9 Planet Diversity
#11B Can It Be Real/
#17A&B People of the Forest
#18 Tale of the Sun
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B Energy Sleuths
#56 We Can Work It Out

Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the non-verbal message, including posture, facial expressions, and gestures.

Identify the tone, mood, and emotion conveyed in oral communication.

Restate and execute multiple-step oral directions and instructions.

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas

#9 Planet Diversity
#11B Can It Be Real/
#17A&B People of the Forest
#38B Every Drop Counts
#39B Energy Sleuths
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.

Compare ideas and points of view expressed in broadcast, print media, and electronic media.