

**English/Language Arts  
Power Standards  
GRADE 6**

 **Corvallis School District 509j**

Reading
<ul style="list-style-type: none"> <li>• EL.06.RE.03 Skill To Support the Standard: 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.</li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.07 Skill To Support the Standard: 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.</li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.11 <i>Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.12 <i>Interpret figurative language, including similes, metaphors, and words with multiple meanings.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.16 <i>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.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.19 <i>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.20 Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.</li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.22 <i>Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.25 <i>Distinguish among facts, supported inferences, and opinions in text.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.RE.28 Compare and contrast information on the same topic after reading two passages or articles.</li> </ul>
Literature
<ul style="list-style-type: none"> <li>• EL.06.LI.04 <i>Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.LI.06 <i>Determine characters' traits by what the characters say in narration and dialogue.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.LI.07 <i>Analyze the influence of setting on the conflict and its resolution.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.LI.12 <i>Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</i></li> </ul>
Writing
<ul style="list-style-type: none"> <li>• EL.06.WR.05 Skill To Support the Standard: (For the purpose of noting key skills that support classroom instruction of the standards) Use the writing process-prewriting, drafting, revising, editing, and publishing successive versions.</li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.07 Skill To Support the Standard: (For the purpose of noting key skills that support classroom instruction of the standards) Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.10 <i>Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.11 <i>Write multi-paragraph compositions that:</i> <ul style="list-style-type: none"> <li>• <i>Engage the interest of the reader.</i></li> <li>• <i>State a clear purpose.</i></li> <li>• <i>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.</i></li> <li>• <i>Develop the topic with supporting details and precise language.</i></li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• <i>Provide transitions to link paragraphs.</i></li> <li>• <i>Conclude with a detailed summary linked to the purpose of the composition.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.14 <i>Make paragraph breaks when using dialogue.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.15 <i>Use simple, compound, and complex sentences.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.17 <i>Spell correctly frequently misspelled words (their, they're, there / loose, lose, loss / choose, chose / through, threw / it's, its).</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.18 <i>Correctly use:</i> <ul style="list-style-type: none"> <li>• <i>indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),</i></li> <li>• <i>present perfect verb tense (have been, has been),</i></li> <li>• <i>past perfect verb tense (had been), and</i></li> <li>• <i>future perfect verb tense (shall have been).</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.20 <i>Correctly use:</i> <ul style="list-style-type: none"> <li>• <i>colons after the salutation (greeting) in business letters (Dear Sir:),</i></li> <li>• <i>semicolons to connect main clauses (Katy went to school; her brother stayed home),</i></li> <li>• <i>commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and</i></li> <li>• <i>semicolons and commas for transitions (The deadline is passed; however, we can do it next year.).</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.21 <i>Use correct capitalization.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.23 <i>Write fictional narratives:</i> <ul style="list-style-type: none"> <li>• <i>Establish and develop a plot and setting, and present a point of view that is suitable to the story.</i></li> <li>• <i>Include sensory details and clear language to develop plot and character.</i></li> <li>• <i>Use a range of narrative devices, such as dialogue or suspense.</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.28 <i>Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.29 <i>Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.30 <i>Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.WR.31 <i>Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs spacing, columns, page orientation).</i></li> </ul>
<b>Speaking and Listening</b>
<ul style="list-style-type: none"> <li>• EL.06.SL.02 <i>Match the purpose, message, occasion, and delivery to the audience.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.SL.03 <i>Organize information using supporting details, reasons, descriptions, and examples.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.SL.05 <i>Support opinions with detailed evidence and with visual or media displays.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.SL.08 <i>Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.</i></li> </ul>
<ul style="list-style-type: none"> <li>• EL.06.SL.11 <i>Restate and execute multiple-step oral directions and instructions.</i></li> </ul>