

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.6.L.1.1.a	6.L.1a, 6.L.1b, 6.L.1c, 6.L.1d	Ensure that pronouns are in the proper case.	Identify correct pronoun in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.6.L.1.2.a	6.L.2a	Use punctuation to set off nonrestrictive/parenthetical elements.	Identify correct use of commas, parentheses, or dashes in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.6.L.1.2.b	6.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: b. Spell correctly.	Identify correctly spelled word.	L: Word of 4 letters. M: Word of 5 letters. H: Word of 6 letters.
L.6.L.3.4.a	6.L.4a, 6.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word with an affix or root in context.	L: 5 letter word; sentence of 6 words or less read to student. M: 6 letter word; sentence of 7 words read to student. H: 6 letter word; sentence of 8 words or more read to student.

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L.6.L.3.5.a	6.L.5a, 6.L.5b, 6.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.1.1	6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences that student reads.
R.6.RI.1.2	6.RI.2	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 or judgments.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.1.3	6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Identify an individual, event, or idea in text read to student.	L: 2 short sentences that contain an individual, event, or idea read to student. M: 2 medium sentences that contain an individual, event, or idea read to student. H: 3 sentences that contain an individual, event, or idea read to student.

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R.6.RI.2.4	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative, connotative, or technical words.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.2.5	6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Identify an event, idea, or information of a text.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.2.6	6.RI.6	Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.	Identify the speaker or an individual in text read to student.	L: 2 short sentences that contain an individual or speaker read to student. M: 2 medium sentences that contain an individual or speaker read to student. H: 3 sentences that contain 2 individuals or speakers read to student.
R.6.RI.3.8	6.RI.8	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.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

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R.6.RI.3.9	6.RI.9	Compare and contrast one author's presentation of events with that of another.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.1.1	6.RL.1, 6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences that student reads.
R.6.RL.1.2	6.RL.2	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 or judgments.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.1.3	6.RL.3	Describe how a particular <u>literary text's</u> plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Identify a character, setting, or event in a story read to student.	L: 2 short sentences that contain 1 character, setting, or event read to student. M: 2 medium sentences that contain 1 character, setting, or event read to student. H: 3 sentences that contain 2 characters, a setting, or event read to student.

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R.6.RL.2.4	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative or connotative words.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.2.6	6.RL.6	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	Identify the speaker or a character in a story read to student.	L: 2 short sentences that contain a character or speaker read to student. M: 2 medium sentences that contain a character or speaker read to student. H: 3 sentences that contain 2 characters or speakers read to student.
R.6.RL.3.9	6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.1.1.a	6.W.1a, 6.W.1b, 6.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s) and organize the reasons and evidence clearly.	Identify a claim made in writing, or what a text is about.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

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W.6.W.1.2.a	6.W.2a, 6.W.2b	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, detail, or fact in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.1.3.a	6.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Sub-standard: 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.	Identify a person, event, or detail in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.2.4	6.W.4	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.)	Trace, copy, or write 4 - 5 words.	L: Trace 4 words. M: Copy 5 words. H: Write 5 words from dictation.

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W.6.W.2.5	6.W.5	With some guidance and support, 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.).	Identify the correct word to use in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.3.9.a	6.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

Standards not Essentialized:

Please refer to Oregon’s published content standards for the full description and context of these codes.

6.L.1e	6.RI.7	6.RL.5	6.W.1d	6.W.6
6.L.3a	6.RI.10	6.RL.7	6.W.1e	6.W.7
6.L.3b		6.RL.8	6.W.2c	6.W.8
6.L.4c		6.RL.10	6.W.2d	6.W.9b
6.L.4d			6.W.2e	6.W.10
6.L.6			6.W.2f	
			6.W.3b	
			6.W.3c	
			6.W.3d	
			6.W.3e	