



English Language Arts and Literacy Standards

Grade 6

Adopted by the State Board of Education on June 18, 2026

VERSION 2026.1



OREGON
DEPARTMENT OF
EDUCATION

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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon's standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon's content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb's Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students' knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon's content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 6

Grade 6 Reading Foundational Skills (ELA.6.RF)

Phonics and Word Recognition skills are embedded within RL.4, RI.4, RL.10, RI.10, L.4 and L.6 standards for grades 6-8. See standards guidance for further information.

Fluency

ELA.6.RF.1 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy, rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 6 Reading Literature / Informational Text (ELA.6.RL / ELA.6.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	ELA.6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.6.RL.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	ELA.6.RI.2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary distinct from prior knowledge or opinions.
ELA.6.RL.3 Explain how the plot of a literary text develops through a sequence of events and how the characters react to the plot or evolve as the plot progresses toward a resolution.	ELA.6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.6.RL.4 Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.6.RI.4 Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings specific to the subject matter.
ELA.6.RL.5 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.	ELA.6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section shapes how ideas are organized and presented, guides a reader's understanding, and develops the ideas.
ELA.6.RL.6 Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	ELA.6.RI.6 Determine an author's background, perspective, and/or purpose in a text and explain the methods or techniques the author uses to share it.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, 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.	ELA.6.RI.7 Integrate information presented in different media or formats including written text, to develop a coherent understanding of a topic or issue.

Reading Literature	Reading Informational
ELA.6.RL.8 (Not applicable to literature)	ELA.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.
ELA.6.RL.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics including the author's perspective or bias.	ELA.6.RI.9 Compare and contrast one author's presentation of events with that of another.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.6.RL.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.6.RI.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 6 Writing (ELA.6.W)

Text Types and Purposes

- ELA.6.W.1 Compose arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.
 - Use appropriate transitions to enhance clarity and flow among claim(s) and reasons.
 - Establish and maintain an appropriate style for content, purpose, and audience.
 - Provide a conclusion that follows from the argument presented.
- ELA.6.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain an appropriate style for content, purpose, and audience.
- f. Provide a conclusion that follows from the information or explanation presented.

ELA.6.W.3 Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas, using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage 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, pacing, and description, 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 and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.6.W.5 With some guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.6.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing, interact and collaborate with others, and cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.6.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources, and refocusing the inquiry when appropriate.

ELA.6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic citation.

ELA.6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.6.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 Language (ELA.6.L)

Conventions of Standard English

- ELA.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive, and intensive pronouns.
 - b. Recognize variations from standard English and implement strategies to improve expression in conventional language.
- ELA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Knowledge of Language

- ELA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/listener interest and style.
 - b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- ELA.6.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.
- a. Use context as a clue to the meaning of a word or phrase.
 - b. Use concrete but more abstract, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- ELA.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language, including but not limited to personification and alliteration, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Distinguish among the connotations of words with similar denotations.
- ELA.6.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 Speaking and Listening (ELA.6.SL)

Comprehension and Collaboration

- ELA.6.SL.1 Express ideas clearly by engaging effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, and building on internal reflections and others' ideas.
- a. 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.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - e. Evaluate the effectiveness of the discussion.
- ELA.6.SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- ELA.6.SL.3 Delineate a speaker's argument and specific claims, distinguishing supported versus unsupported claims.

Presentation of Knowledge and Ideas

- ELA.6.SL.4 Present claims and/or 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.
- ELA.6.SL.5 Include multimedia components and visual displays in presentations to clarify information.
- ELA.6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate.