

Lake Washington School District
Teaching and Learning Framework

Sixth Grade

Reading

Power Standards | June 2008

Sixth Grade | Reading

EALR 1: The student understands and uses different skills and strategies to read.

Power Standards

Understand and apply content/academic vocabulary critical to the meaning of the text. **W**

Evidence of Learning

Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.

Use new vocabulary in oral and written communication.

EALR 2: The student understands the meaning of what is read.

Power Standards

Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

Evidence of Learning

State both literal and/or inferred main ideas and provide supporting text-based details.

Organize theme, main idea and supporting details into a self-created graphic organizer to enhance comprehension of text.

Apply comprehension monitoring strategies before, during, and after reading: predict and infer. **W**

Make, confirm, and revise prediction based on prior knowledge and evidence from the text.

Cite passages from text to confirm or defend predictions and inferences.

Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. **W**

Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.

Understand and analyze story elements. **W**

Identify the major actions that define the plot and how actions lead to conflict or resolution.

Explain the influence of setting on character and plot.


Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. **W**

Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial).

Interpret cause and effect relationships within a informational/expository text or literary/narrative text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).

EALR 2 (continued)

Power Standards

Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. 

Evidence of Learning

Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer.

EALR 3: The student reads different materials for a variety of purposes.

Power Standards

Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

Evidence of Learning

Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, catalogs, yellow pages to decide which products or services to buy).

EALR 4: The student sets goals and evaluates progress to improve reading.

Power Standards

Evaluate books and authors to share common literary experiences.

Evidence of Learning

Discuss common reading selections and experiences with others.