

Writing Grade Expectations: Grade 6

Standard 1.5: Writing Dimensions

Writing Process

W6: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Standard 1.6: Writing Conventions

Writing Conventions

W6: 2 In independent writing, students demonstrate command of appropriate English conventions by...

- Applying rules of standard English usage to correct grammatical errors
EXAMPLES: subject-verb agreement, nonstandard usage, irregular plurals, sentence fragments and run-ons
- Applying basic capitalization rules
- Using punctuation to clarify meaning

W6: 3 In independent writing, students demonstrate command of conventional English spelling by...

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations
EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling or phonological changes)
- Correctly spelling grade-appropriate word groups that share a common root (e.g., “report,” “imported,” “transportation,” “portable”)

Standard 5.18: Structures

Structures of Language

W6: 4 Students demonstrate command of the structures of the English language by...

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational text structures *within* paragraphs
EXAMPLES: description, chronology, proposition/support, compare/contrast
- Using a format and text structure appropriate to the purpose of the writing

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text

W6: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Selecting appropriate information to set context/background
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

W6: 6 In response to literary or informational text, students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, or common themes

W6: 7 In response to literary or informational text, students engage readers by...

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
- Addressing the reader’s possible questions

EXAMPLE: Clarifying the context when using a citation

- Using effective voice and tone (word choice sentences with embedded phrases and clauses)

Standard 1.8: Reports

Standard 1.19: Research

Informational Writing: Reports

W6: 8 In reports, students organize information/concepts by...

- Using an organizational text structure appropriate to focus/controlling idea
EXAMPLES: description, chronology, proposition/support, compare/contrast
- Selecting appropriate information to set context, which may include a lead/hook
EXAMPLES: startling statistic, anecdote/scenario, general to specific, quotation
- Using transition words or phrases appropriate to organizational text structure
- Writing a conclusion that provides closure
- Obtaining information from multiple locations or sources when appropriate
EXAMPLES: Locations—library, Internet, electronic media;
Sources—almanacs, magazine/news articles, books, encyclopedia, interviews, surveys, video/TV, sidebars, charts
- Listing sources at end of a report, if appropriate

W6: 9 In reports, students effectively convey a perspective on a subject by...

- Stating and maintaining a focus/controlling idea (purpose) on a topic

W6: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (e.g., providing context)

Standard 1.9: Narratives

Standard 5.11: Literary Elements and Devices

Expressive Writing: Narratives

W6: 11 In written narratives, students organize and relate a story line plot/series of events by...

- Creating a clear and coherent (logically consistent) story line
- Using transition words/phrases to establish clear chronology and enhance meaning
- Establishing context, problem/conflict/challenge, and resolution, and maintaining point of view (1st person, 3rd person, or omniscient)

W6: 12 Students demonstrate use of narrative strategies by...

- Using relevant and descriptive details and sensory language to advance the story line
EXAMPLE: "I could hear bells ringing. It sent shivers down my spine."
- Using dialogue to advance action
- Developing characters through description, speech and actions
- Using voice appropriate to purpose
- Maintaining focus

Standard 1.10: Procedures

Informational Writing: Procedures

W6: 13 In written procedures, students organize steps of procedures by...

- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
EXAMPLES: imagery, analogies
- Providing a list of specific materials, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

W6: 14 In written procedures, students anticipate the readers' needs by...

- Addressing problems that might arise for the reader (e.g., potential problems, safety)
 - Creating a format that is easy to follow
- EXAMPLES: graphics, bullets, diagrams

Standard 1.11: Persuasive Writing

Informational Writing: Persuasive Writing

W6: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...

- Restating the issue or problem and stating a clear position (purpose)

W6: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...

- Providing and elaborating on with appropriate facts and details
- Addressing the reader's potential concerns or counterarguments

Standard 1.12: Personal Essay

Expressive Writing: Reflective Essay

W6: 17 In reflective writing, students make connections between personal experiences and ideas by...

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting
- Having coherent organization

Standard 1.23: Poetry

Standard 5.11: Literary Elements and Devices

Expressive Writing: Poetry

W6: 18 In writing poetry, demonstrate awareness of purpose by...

- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express feeling or thought

W6: 19 In writing poetry, use language effectively by...

- Selecting vocabulary according to purpose or for effect on audience
 - Using rhyme, rhythm, repetition, or figurative language
- EXAMPLES: simile, personification
- Using a variety of poetic forms