

**BRSU Writing Curriculum  
Writing Genres**

**SIXTH GRADE**

<b>PART I</b> <b>Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i></b>
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**I\* (Lit. and Info.)**

**RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select appropriate information to set context/background and name of author and title of text.</li> <li>● Summarize key ideas.</li> <li>● Respond directly to the text with analysis and include a relevant connection to broader ideas/prior knowledge (text to text, text to self, text to world).</li> <li>● Make inferences about the relationships among content, events, characters, setting, or common themes.</li> <li>● State and maintain a focus, a firm judgment, or a point of view.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Include an introduction, body and a conclusion that provides closure.</li> <li>● Use clear and consistent organization.</li> <li>● Use transition words/phrases.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Provide evidence from the text and concrete details to support the focus.</li> <li>● Use relevant citations to support the focus or judgment.</li> <li>● Clarify the context when using citations.</li> <li>● Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use appropriate vocabulary, sentence variety and/or structure (embedded phrases and clauses).</li> </ul>	

**GEs addressed: W6:5, W6:6, W6:7**

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<b>PART II</b> <b>Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i></b>
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**I\***      **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select appropriate information to set context which may include a lead/hook (e.g., startling statistic, anecdote/scenario, general to specific, quotation).</li> <li>● Establish a topic.</li> <li>● State and maintain a clear focus that unifies the report.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Use clear, consistent, coherence and balance.</li> <li>● Use an organizational text structure appropriate to focus/controlling idea (e.g., description, chronology, propositions/support, compare/contrast).</li> <li>● Provide a compelling introduction, informative body and satisfying conclusion that supports the focus and provides closure.</li> <li>● Use transition words or phrases appropriate to organizing text structure.</li> <li>● List sources at the end of a report, if appropriate.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Include facts and details relevant to focus/controlling idea, and exclude extraneous information.</li> <li>● Include sufficient details or facts for appropriate depth of information (e.g., naming, describing, explaining, comparing, use of visual images).</li> <li>● Use information from multiple sources.</li> <li>● Address readers' concerns (e.g., provide context).</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use the stance of a knowledgeable person presenting relevant information appropriate to an audience.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary, sentence structure and/or variety.</li> </ul>	
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GEs addressed: W6:8, W6:9, W6:10

<b>PART III</b>	<b>Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i></b>
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**I\*** **NARRATIVE: Writing that tells a story with a problem/conflict and solution/resolution.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Establish a setting with clearly defined time and place.</li> <li>• Establish context, problem/conflict/challenge, and resolution, and maintain point of view (1<sup>st</sup> person, 3<sup>rd</sup> person limited or omniscient).</li> <li>• Maintain a clear topic and focus around central problem.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Create a clear and coherent (logically consistent) story line.</li> <li>• Use transition words/phrases to establish clear chronology and enhance meaning.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Use relevant and descriptive details and sensory language to advance the story line.</li> <li>• Use dialogue to advance the action.</li> <li>• Develop characters through description, speech and actions.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Begin to use voice appropriate to purpose.</li> </ul>	

GEs addressed: W6:11, W6:12

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**I\*** **PERSUASIVE:** *Writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Define a significant problem, issue, topic, or concern.</li> <li>• State and maintain a clear position.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• State a strong introduction and conclusion.</li> <li>• Arrange arguments, reasons, and/or evidence effectively and persuasively.</li> <li>• Use effective transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Support judgments by providing and elaborating on appropriate facts and details.</li> <li>• Anticipate and address possible reader concerns, misconceptions or counterarguments.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Use language effectively and purposefully.</li> </ul>	

**GEs addressed: W6:15, W6:16**

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**POETRY & LITERARY ELEMENTS AND DEVICES**

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Purpose	<ul style="list-style-type: none"> <li>• Write poems in a variety of voices for a variety of audiences (purpose).</li> <li>• Write poems that express feeling or thought.</li> </ul>	
Effective Language	<ul style="list-style-type: none"> <li>• Select vocabulary according to purpose or for effect on an audience.</li> <li>• Use rhyme, rhythm, repetition, or figurative language (e.g., simile, metaphor, personification).</li> <li>• Use a variety of poetic forms.</li> </ul>	

**GEs addressed: W6:18, W6:19**

**PERSONAL/REFLECTIVE WRITING: e.g., journals, essays, letters, notes, poetry, diaries, etc.**

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Informal Writing	<ul style="list-style-type: none"> <li>• Show evidence of individual voice, and exhibit a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting.</li> </ul>	

**GE addressed: W6:17**

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