

Writing Standards

GRADE 6



Text Types and Purposes

Cluster	Standard	Top Score Writing Lessons
ELA.6.20	Write arguments to support claims with clear reasons and relevant evidence.	Lessons 47-70, 80, 96, 98, 101
	a. Introduce claim(s) and organize the reasons and evidence clearly.	Lessons 51, 52, 56
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Lessons 53-55, 57-61, 63-64
	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Lessons 56, 62
	d. Establish and maintain a formal style.	Lessons 51-66, 68
	e. Provide a concluding statement or section that follows from the argument presented.	Lessons 65
ELA.6.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Lessons 21-46, 97, 99-100
	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Lessons 23-26
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Lessons 27-29, 31-38
	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Lessons 30, 41
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Lessons 31-35, 37-38
	e. Establish and maintain a formal style.	Lessons 25-42, 44
	f. Provide a concluding statement or section that follows from the information or explanation presented.	Lessons 39-40

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ELA.6.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Lessons 71-91
	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.	Lessons 73-74, 86-87
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Lessons 75-76
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Lessons 76, 88
	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Lessons 75-76
	e. Provide a conclusion that follows from the narrated experiences or events.	Lessons 77-78, 89, 90

Production and Distribution of Writing

Cluster	Standard	Top Score Writing Lessons
ELA.6.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Lessons 21-24, 47-50, 71-72, 85
ELA.6.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, to demonstrate command of Language standards up to and including grade 6.)	Lessons 43, 45-46, 67, 69-70, 80, 82, 84, 92, 93, 95
ELA.6.25	Use technology, including the Internet, to type and publish writing as well as to interact and collaborate with others.	Teacher-directed

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Research to Build and Present Knowledge

Cluster	Standard	Top Score Writing Lessons
ELA.6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Various text sets on topics
ELA.6.27	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Lessons 27-29, 3138, 53-55, 57-59, 63-64
ELA.6.28	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Teacher-directed

Range of Writing

Cluster	Standard	Top Score Writing Lessons
ELA.6.29	Write routinely over extended time frames for research, reflection/revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Lessons 1-101