

# Writing Standards

GRADE 6



**Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.**

| Standard Code | Standard                                                                                                                                               | Top Score Writing Lessons                |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>6.W.1</b>  | Write persuasive compositions in a variety of forms that:                                                                                              | Lessons 49-74, 95, 99-100, 105, 107, 109 |
|               | a. Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect.                                                | Lessons 53-54, 99                        |
|               | b. Use an organizational structure to group related ideas that support the argument.                                                                   | Lessons 56-58, 60-65                     |
|               | c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.          | Lessons 51-52, 56, 60-65, 96             |
|               | d. Establish and maintain a consistent style and tone appropriate to the purpose and audience.                                                         | Lessons 49-74, 95, 105, 107, 109         |
|               | e. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.                      | Lessons 55, 67, 94-95                    |
|               | f. Provide a concluding statement or section that follows from the argument presented. (E)                                                             | Lessons 59, 66, 100                      |
| <b>6.W.2</b>  | Write informative compositions in a variety of forms that:                                                                                             | Lessons 22-48, 104, 106-107              |
|               | a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.                                | Lessons 27-28, 32                        |
|               | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. | Lessons 29-31, 33-37, 39-40, 107         |
|               | c. Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                  | Lessons 32, 43                           |
|               | d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.                              | Teacher-directed                         |
|               | e. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   | Lesson 44                                |
|               | f. Establish and maintain a writing style appropriate to the purpose and audience.                                                                     | Lessons 22-48, 104, 106-107              |
|               | g. Provide a concluding statement or section that follows from the information or explanation presented. (E)                                           | Lessons 38, 41-42                        |

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| <b>6.W.3</b> | Write narrative compositions in a variety of forms that:                                                                                                                                                                                           | Lessons 77-98                                                             |
|              | a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/ or characters).                                                                                      | Lessons 80-81, 93                                                         |
|              | b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | Lessons 79, 82-84, 94                                                     |
|              | c. Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                              | Lesson 83                                                                 |
|              | d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.                                                                                                                          | Teacher-directed                                                          |
|              | e. Provide an ending that follows from the narrated experiences or events. (E)                                                                                                                                                                     | Lessons 85, 95                                                            |
| <b>6.W.4</b> | Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative.                                                                                                                           | Lessons 1-4, 11, 19, 20, 23-26, 46-47, 50-53, 74-75, 78-79, 87, 89-91, 99 |
|              | a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.     |                                                                           |
|              | b. Use technology to interact and collaborate with others to generate, produce, and publish writing.                                                                                                                                               | Teacher-directed                                                          |
| <b>6.W.5</b> | Conduct research assignments and tasks to build knowledge about the research process and the topic under study.                                                                                                                                    |                                                                           |
|              | a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).                                                                                                                                                |                                                                           |
|              | b. Gather relevant information from multiple sources and annotate sources.                                                                                                                                                                         |                                                                           |
|              | c. Assess the credibility of each source.                                                                                                                                                                                                          |                                                                           |
|              | d. Quote or paraphrase the information and conclusions of others.                                                                                                                                                                                  |                                                                           |
|              | e. Avoid plagiarism and provide basic bibliographic information for sources.                                                                                                                                                                       |                                                                           |
|              | f. Present information, choosing from a variety of formats. (E)                                                                                                                                                                                    |                                                                           |
|              |                                                                                                                                                                                                                                                    | Teacher-directed using text sets                                          |

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| <b>6.W.6</b> | <p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"><li>a. Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li><li>b. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)</li></ul> | Grammar Slides<br>50-57, 67-76, 119-136,<br>140-148 179-192 |
| <b>6.W.7</b> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"><li>a. Punctuation –<ul style="list-style-type: none"><li>I. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</li><li>II. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)</li></ul></li></ul>                                       | Grammar Pages 149-158, 167-178                              |