

Grade 6 Writing Standards



GEORGIA

DOMAIN: Language (L)

I. BIG IDEA: Grammar Conventions (GC)

STANDARD 6.L.GC.1: Grammar, Usage, & Mechanics

Students observe, analyze, and use the structures and conventions of standard English grammar, usage, and mechanics as they interpret and construct texts.

Standard Code	Standard	Top Score Writing Lessons
6.L.GC.1	Draw from knowledge of the conventions of standard English grammar, usage, and mechanics when analyzing and constructing texts.	Grammar: Days 1-106

STANDARD 6.L.GC.2: Syntax

Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.

Standard Code	Standard	Top Score Writing Lessons
6.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.	Grammar: Days 12-16, 25-31, 56-61, 77-83
6.L.GC.2.c	Identify and use active voice in sentences, revising for subject-verb agreement.	Grammar: Days 26-27 (active voice not addressed)
6.L.GC.2.d	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.	Grammar: Days 32-43, 84-98

DOMAIN: Texts (T)

II. BIG IDEA: Structures & Style (SS)

STANDARD 6.T.SS.1: Organization

Students analyze and use organizational structures and style to shape ideas and information.
Analyze and use organizational structures to craft meaning.

Standard Code	Standard	Top Score Writing Lessons
6.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style as appropriate to purpose and audience.	2-9, 11-17, 23-44, 50-72, 99-109
6.T.SS.1.c	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.	16, 43, 71
6.T.SS.1.d	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.	6-9, 12-13, 15, 27-28, 31-42, 54-55, 58-70, 78-85, 91-97

III. BIG IDEA: Techniques (T)

STANDARD 6.T.T.1: Narrative Techniques

Students analyze and apply various techniques to comprehend and shape meaning.
Analyze and apply narrative techniques.

Standard Code	Standard	Top Score Writing Lessons
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.	77-98

STANDARD 6.T.T.2: Expository Techniques

Analyze and apply expository techniques.

Standard Code	Standard	Top Score Writing Lessons
6.T.T.2.d	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.	22-48

STANDARD 6.T.T.3: Argumentative Techniques

Analyze and apply argumentative techniques.

Standard Code	Standard	Top Score Writing Lessons
6.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.	49-76

IV. BIG IDEA: Research & Analysis (RA)

STANDARD 6.T.RA.2: Curating Sources & Evidence

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.

Standard Code	Standard	Top Score Writing Lessons
6.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.	29-30, 56-57

DOMAIN: Practices (P)

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

STANDARD 6.P.EICC.1: Reader & Writer Identity

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

Standard Code	Standard	Top Score Writing Lessons
6.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.	1-109
6.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	Modeled, guided, and partner practice in daily lessons
6.P.EICC.1.f	Develop independence and autonomy as a reader and writer.	Gradual release of responsibility across daily lessons

STANDARD 6.P.EICC.2: Engagement & Intention

Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond.

Standard Code	Standard	Top Score Writing Lessons
6.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	77-98
6.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.	22-48, 104, 106

STANDARD 6.P.EICC.4: Writing Processes

Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Standard Code	Standard	Top Score Writing Lessons
6.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.	1, 22-23, 49-50, 77-78
6.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	2-5, 25-26, 52-53, 79
6.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	2-5, 25-26, 52-53, 79
6.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	2-5, 25-26, 52-53, 79
6.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109
6.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	10-11, 18-20, 45-47, 73-75, 86-90
6.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	11, 19-20, 46-47, 74-75, 87, 89-90
6.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.	11, 19-20, 46-47, 74-75, 87, 89-90;

III. BIG IDEA: Author's Craft (AC)

STANDARD 6.P.AC.2: Writing Like a Reader

Students apply knowledge of the author's craft to enhance the interpretation and construction of texts.

Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

Standard Code	Standard	Top Score Writing Lessons
6.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109
6.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109
6.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109
6.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109

STANDARD 6.P.AC.3: Text Design

Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

Standard Code	Standard	Top Score Writing Lessons
6.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	1-98
6.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	1, 22-23, 49-50, 77-78
6.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	2-5, 25-26, 52-53, 79
6.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	2-9, 11-17, 23-44, 50-72, 78-85, 91-97, 99-109