Grade 6 Writing Standards

MICHIGAN

Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
W.6.1	Write arguments to support claims with clear reasons and relevant evidence, introducing claim(s) and organizing the reasons and evidence clearly, supporting claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text, using words, phrases, and clauses to clarify the relationships among claim(s) and reasons, establishing and maintaining a formal style, and providing a concluding statement or section that follows from the argument presented.	49-76
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, introducing a topic and organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect (including formatting, graphics, and multimedia when useful), developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples, using appropriate transitions to clarify the relationships among ideas and concepts, using precise language and domain-specific vocabulary to inform about or explain the topic, establishing and maintaining a formal style, and providing a concluding statement or section that follows from the information or explanation presented.	22-48
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, engaging and orienting the reader by establishing a context and introducing a narrator and/or characters and organizing an event sequence that unfolds naturally and logically, using narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events, and providing a conclusion that follows from the narrated experiences or events.	77-98

Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1-98
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	19-20, 46-47, 74-75, 87, 89-90
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	—

Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	—
W.6.8	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.	—
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 6 Reading standards to literature (e.g., comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics) and to literary nonfiction (e.g., tracing and evaluating the argument and specific claims in a text, distinguishing supported claims from unsupported ones).	29-37, 56-64, 91-97

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1-98