

Grade 6 Writing Standards



OHIO

Writing Foundations

Standard Code	Standard	Top Score Writing Lessons
WF.6.1	Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	Teacher-directed expectation
WF.6.2	Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multi-syllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	Teacher-directed expectation

Writing

Standard Code	Standard	Top Score Writing Lessons
W.6.1	Write argumentative pieces that include: a. A thesis statement, within the introduction, to present an argument; b. Clear reasons and relevant evidence to support claim(s) that are well organized and demonstrate an understanding of the topic or text; c. Words, phrases, and clauses that clarify the relationship among claim(s) and reasons; d. Precise language and domain-specific vocabulary; e. Language appropriate to the audience and purpose; f. Use of credible sources; and g. A concluding statement or section that follows from the argument presented.	49-76
W.6.2	Write informative/explanatory pieces that include: a. A thesis statement, within the introduction, to present the topic; b. Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate transitions to clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of credible sources; and i. A concluding statement or section that follows from the information or explanation presented.	22-48

Writing (continued)

Standard Code	Standard	Top Score Writing Lessons
W.6.3	Write narratives that develop real or imagined sequenced events, including an introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters, an organized event sequence, dialogue, pacing, and description to develop experiences, events, and/or characters, a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, precise language, relevant descriptive details, and sensory language, and a conclusion that follows from the narrated experiences or events.	77-98
W.6.4	Produce clear and coherent writing, in which the development and organization are appropriate to task, purpose, and audience.	1-98
W.6.5	With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	19-20, 46-47, 74-75, 87, 89-90
W.6.6	Use a variety of digital skills and tools to produce and publish writing.	—
W.6.7	Conduct independent research projects to answer a question by using multiple sources on a topic, recording relevant evidence, and evaluating and determining relevancy of evidence.	—
W.6.8	Gather and use relevant information from multiple print and digital resources, assessing the credibility of each source, accurately quoting or paraphrasing the data and conclusions of others to avoid plagiarism, and listing basic bibliographic information for sources to avoid plagiarism.	—
W.6.9	Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.	29-37, 56-64, 91-97
W.6.10	Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	1-98