

Grade 6 Writing Standards



SOUTH CAROLINA

STRAND C: WRITTEN AND ORAL COMMUNICATIONS

Standard Code	Standard	Top Score Writing Lessons
ELA.6.C.1.1	Write arguments to support a claim with clear reasons and relevant evidence. When writing: a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; f. provide a concluding statement or section that follows from the argument presented.	49-76
ELA.6.C.2.1	Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; d. use precise language and vocabulary to inform or to explain the topic; and e. provide a concluding statement or section.	22-48
ELA.6.C.3.1	Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and f. provide an ending that follows logically from the narrated experiences or events.	77-98

Strand C: Written and Oral Communications (continued)

Standard Code	Standard	Top Score Writing Lessons
ELA.6.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing: a. apply knowledge of rules for capitalization; b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class); d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles; f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and i. consult print and multimedia sources to check and correct spelling.	Grammar: Days 1-6, 25, 28, 30, 39-43, 52-53, 56-82 (definite/indefinite articles and using print/multimedia resources to check/correct spelling not addressed)
ELA.6.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	19-20, 46-47, 74-75, 87, 89-90