

WRITING Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Text Type and Purposes	
Core Cluster	W.6.1.a-e Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.
Essential Elements	EE.W.6.1.a-e Write claims about topics or text. a. Write a claim about a topic or text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can write a claim on my own. 3. I can write a claim from a list of topics. 2. I can identify a claim. 1. I can participate in a group activity to identify a claim.
Text Type and Purposes	
Core Cluster	W.6.1.b-e Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Essential Elements	EE.W.6.1.b-e Write claims about topics or text. b. Write one or more reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can write one or more reasons that support a claim about a topic or text. 3. I can write a reason that supports a claim about a topic or text. 2. I can identify a reason that supports a claim about a topic or text. 1. I can participate in a group to select a reason to support a claim about a topic or text.

WRITING Anchor Standard 2: Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Text Type and Purposes	
Core Cluster	W.6.2.a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Essential Elements	EE.W.6.2.a-f Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can select a topic and write to convey ideas and information about it using visual, tactual, or multimedia on my own. 3. I can choose a topic and write to convey ideas and information about it using visual, tactual, or multimedia. 2. I can write to convey ideas and information about a given topic about it using visual, tactual, or multimedia. 1. I can participate in shared writing to convey ideas and information about a given topic about it using visual, tactual, or multimedia.

Text Type and Purposes	
Core Cluster	W.6.2.b-f Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Essential Elements	EE.W.6.2.b-f Write to share information supported by details. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Not applicable e. Not applicable f. Not applicable
I Can Learn Level 4	4. I can put details in order to support the topic.
I Can Learn Level 3	3. I can provide facts, details or other information related to the topic.
I Can Learn Level 2	2. I can select facts, details, or other information related to the topic.
I Can Learn Level 1	1. I can identify objects, artifacts or other information related to the topic.

WRITING Anchor Standard 3: *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*

Text Types and Purposes	
Core Cluster	W.6.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
Essential Elements	EE.W.6.3.a-e Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. b. Not applicable
I Can Learn Level 4	4. I can write about a real or imagined experience and include three or more events.
I Can Learn Level 3	3. I can write about a real or imagined experience and include two events.
I Can Learn Level 2	2. I can write about a real or imagined experience and include one event.
I Can Learn Level 1	1. I can participate in shared writing about a real or imagined experience.

Text Types and Purposes	
Core Cluster	W.6.3.c-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Essential Elements	EE.W.6.3.c-e Write about events or personal experiences. c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event. e. Not applicable
I Can Learn Level 4	4. I can use words that establish a time frame.
I Can Learn Level 3	3. I can use words or illustrations that establish a time frame.
I Can Learn Level 2	2. I can choose from a list of words or illustrations that establish a time frame.
I Can Learn Level 1	1. I can point to a word or illustration that establishes a time frame.

Text Types and Purposes	
Core Cluster	W.6.3.d-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Essential Elements	EE.W.6.3.d-e Write about events or personal experiences. d. Use words that convey specific details about the experience or event. e. Not applicable
I Can Learn Level 4	4. I can use words that give details about the experience or event.
I Can Learn Level 3	3. I can use words or illustrations that give details about the experience or event.
I Can Learn Level 2	2. I can choose from a list of words or illustrations that give details about the experience or event.
I Can Learn Level 1	1. I can point to a word or illustration that gives details about the experience or event.

WRITING Anchor Standard 4: *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Production and Distribution of Writing	
Core Cluster	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Essential Elements	EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.
I Can Learn Level 4	4. I can write a piece that is appropriate for the task, purpose, and audience.
I Can Learn Level 3	3. I can write a piece that is appropriate for the task, purpose, or audience.
I Can Learn Level 2	2. I can write a piece from a template that is appropriate for a variety of purposes.
I Can Learn Level 1	1. I can participate in a shared writing activity that is appropriate for a variety of purposes.

WRITING Anchor Standard 5: *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

Production and Distribution of Writing	
Core Cluster	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.
Essential Elements	EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.
I Can Learn Level 4	4. I can plan and revise my writing using a rubric.
I Can Learn Level 3	3. I can plan and revise my writing through brainstorming.
I Can Learn Level 2	2. I can plan by brainstorming.
I Can Learn Level 1	1. I can participate in shared brainstorming activities.

WRITING Anchor Standard 6: *Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.*

Production and Distribution of Writing	
Core Cluster	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.
Essential Elements	EE.W.6.6 Use technology, including the Internet, to produce writing while interacting and collaborating with others.
I Can Learn Level 4	4. I can use technology and the internet to produce writing with a partner.
I Can Learn Level 3	3. I can use technology and the internet to produce writing while working in a group.
I Can Learn Level 2	2. I can use the internet to produce writing in a group.
I Can Learn Level 1	1. I can use technology to produce writing in a group.

WRITING Anchor Standard 7: *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

Research to Build and Present Knowledge	
Core Cluster	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Essential Elements	EE W.6.7 Conduct short research projects to answer a question.
I Can Learn Level 4	4. I can conduct a short research project using three or more sources to answer a question.
I Can Learn Level 3	3. I can conduct a short research project using two sources to answer a question.
I Can Learn Level 2	2. I can conduct a short research project using a source to answer a question.
I Can Learn Level 1	1. I can participate with a group using multiple sources to answer a research question.

WRITING Anchor Standard 8: *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Research to Build and Present Knowledge	
Core Cluster	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.
Essential Elements	EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.
I Can Learn Level 4	4. I can gather information on a topic from three or more print and digital sources.
I Can Learn Level 3	3. I can gather information on a topic from two print and digital sources.
I Can Learn Level 2	2. I can gather information on a topic from print or digital sources on a topic.
I Can Learn Level 1	1. I can participate in gathering information on a topic from print and digital sources.

WRITING Anchor Standard 9: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Research to Build and Present Knowledge	
Core Cluster	W.6.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”). a. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”).
Essential Elements	EE.W.6.9.a-b Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).
I Can Learn Level 4	4. I can write to compare a text with an audio, video, or live version.
I Can Learn Level 3	3. I can compare a text with an audio, video, or live version using a graphic organizer.
I Can Learn Level 2	2. I can compare a text with an audio, video, or live version using a graphic organizer in a group.
I Can Learn Level 1	1. I can participate in a group activity to compare a text and video.
Research to Build and Present Knowledge	
Essential Elements	EE.W.6.9.b Use information from literary and informational text to support writing. b. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”).
I Can Learn Level 4	4. I can produce an argument by organizing the claims and the supporting reasons and evidence.
I Can Learn Level 3	3. I can identify a claim from a text and support it with a reason.
I Can Learn Level 2	2. I can choose a claim from a text and support it with a reason.
I Can Learn Level 1	1. I can communicate a claim.

WRITING Anchor Standard 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 tasks, purposes, and audiences.*

Range of Writing	
Core Cluster	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.
Essential Elements	EE.W.6.10 Write routinely for a variety of tasks, purposes, and audiences.
I Can Learn Level 4	4. I can write routinely with details for a variety of tasks, purposes, and audiences.
I Can Learn Level 3	3. I can write routinely for a variety of tasks, purposes, and audiences.
I Can Learn Level 2	2. I can write routinely for a variety of tasks, purposes, and audiences using graphic organizers.
I Can Learn Level 1	1. I can communicate routinely for a variety of tasks, purposes, and audiences.