CLUSTER: TEXT TYPES AND PURPOSES

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

W 6.1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.
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 Skills:

6.1.a Introduce claim(s) and organize the reasons and evidence clearly.

- **Adapt the prewriting stages of the writing process to draft an argument, including developing one or more claims, aand effectively ordering reasons that support the claim.**
  - Gather information to support claims.

- **Draft an introduction that presents a claim or claims clearly.**

6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- **Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.**
- **Locate and evaluate sources for reliability to select evidence.**
- **Compose a draft of the body with attention to:**
  - Effective organization of support for a claim or claims.
  - Subject-verb and pronoun-antecedent agreement.
  - Formation of complete sentences.
  - Varying sentence patterns.
  - Pronouns written in the proper case.
  - Recognition of inappropriate shifts in pronoun number and person.

- Correct use of frequently-confused words.*
- Correct spelling.

6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- **Combine ideas with the appropriate word or words that explain the connections between claims and reasons.**
- **Apply academic vocabulary to express relationships precisely.**
- **Apply domain-specific vocabulary to clarify ideas.**

6.1.d Establish and maintain a formal style.

- **Identify those elements that distinguish formal from informal style.**
- **Maintain consistency in style and tone.**

6.1.e Provide a concluding statement or section that follows from the argument presented.

- **Draft a conclusion that integrates key components of the argument.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure use of a variety of sentence patterns for meaning, reader/listener interest, and style.*
    Choose words and phrases for effect and to convey ideas precisely.
  - **Edit to:**
    Correct use of vague pronouns.*
    Correct use of punctuation of non-restrictive/parenthetical elements.*
    Correct inappropriate shifts in verb tense.
    Correct use of frequently confused words.*
    Correct spelling.

- **Prepare the final product for presentation and/or publication.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

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

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.

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.
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 Skills:

6.2.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.

- **Adapt the prewriting stages of the writing process to:**
  - Refine the focus of a topic.
  - Gather information on a specific topic.
  - Examine information to determine the ideas and concepts.
  - Effectively organize information within an established structure.
  - Include appropriate text features to aid understanding.

- **Draft an introduction that presents a thesis clearly.**

6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- **Gather information about a topic from a variety of reliable print and digital sources.**
- **Determine the most appropriate information gathered from a variety of reliable sources.**
- **Compose a draft of the body with attention to effective organization of information.**
  - Recognize inappropriate shifts in pronoun number and person.
  - Assure subject-verb and pronoun antecedent agreement.
  - Form complete sentences.
  - Correctly use frequently-confused words.
  - Recognize variations from standard English and use strategies to improve expression in conventional language.

6.2.c) Use appropriate transitions to clarify the relationships among ideas and concepts.

- **Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**
- **Use accurately grade-appropriate general academic and domain-specific words.**
- **Use words or phrases important to comprehension.**

6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression**
- **Consult reference materials to clarify and/or verify the precise meaning of a word or phrase.**

6.2.e) Establish and maintain a formal style.

- **Distinguish those elements that create formal from informal style.**
- **Use specific words or phrases that support a consistent formal style.**
- **Vary sentence patterns for meaning, reader/listener interest, and style.**
- **Maintain consistency in style and tone.**

6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

- **Draft a conclusion that integrates key components of the argument.**

Standards for Writing: Grade 6

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure use of a variety of sentence patterns to maintain clarity and reader/listener interest.
  - **Edit to:**
    Correct of vague pronouns.
    Correct us of punctuation of non-restrictive/parenthetical elements.
    Correct sentence fragments and run-on sentences.
    Correct inappropriate shifts in verb tense.
    Correct use of frequently confused words.
    Correct spelling.

- **Prepare the final product for presentation and/or publication.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

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

W 6.3: 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.
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 Skills:

6.3.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.

- **Apply the prewriting and planning stages of the writing process to a narrative piece to:**
  - Focus on an experience or event.
  - Begin development of a character or characters and conflict, and outline a plot.

- **Compose a draft of an introduction that:**
  - Reveals the character or characters and the conflict.
  - Establishes the beginning of a plausible plot development.
- **Establish the role of the narrator.**

6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- **Compose a draft of the body of a narrative with a plausible set of characters and events.**
- **Apply knowledge of plot development and its effect upon shifts in characterization.**

- **Compose with attention to:**
  - Subject-verb and pronoun-antecedent agreement.
  - Choosing words and phrases for effect and to convey ideas precisely.
  - Formation of complete sentences.
  - Varying sentence patterns for meaning, reader/listener interest, and style.
  - Maintaining consistency in style and tone.
  - Recognition of inappropriate shifts in pronoun number and person.
  - Using intensive pronouns correctly.

6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- **Use transition words purposefully to promote comprehension.**
- **Analyze the impact of a specific word choice on meaning.**
- **Apply academic vocabulary.**
- **Use words or phrases important to comprehension.**

6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
- **Consult print or digital reference materials to clarify the precise meaning of a word.**
- **Verify the meaning of a word or phrase by checking a dictionary.**
- **Use figures of speech.**

6.3.e Provide a conclusion that follows from the narrated experiences or events.

- **Draft a conclusion that draws together and clarifies events in the narrative.**
- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Choose words and phrases for effect and to convey ideas precisely.
    Vary sentence patterns for meaning, reader/listener interest, and style.

- **Edit to:**
  Correct use of vague pronouns.
  Correct use of punctuation of non-restrictive/parenthetical elements.
  Correct use of punctuation to separate items in a series.
  Correct use of punctuation used for effect.
  Correct sentence fragments and run-on sentences.
  Correct inappropriate shifts in verb tense.
  Correct use of frequently confused words.
- **Prepare the final product for presentation and/or publication.**

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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.)

a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

Essential Skills:

See CCSS W 6.1, 6.2, 6.3, and 6.7; of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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 Skills:

See CCSS W 6.1, 6.2, 6.3, and 6.7 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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 Skills:

- **Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**
- **Use keyboard and mouse effectively and efficiently.**
- **Use technology responsibly.**
- **Use technology to enhance learning and collaboration.**
- **Use technology for communication.**
- **Use technology to locate, evaluate, and organize information.**
- **Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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

W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Essential Skills:

- **Follow an inquiry process.**
- **Define a problem, formulate questions, and refine a problem and/or question.**
- **Locate and evaluate resources.**
- **Use safe practices when online.**
- **Locate and select sources to meet the information need.**
- **Find data and/or information within a variety of sources.**
- **Paraphrase when taking notes from sources.**
- **Use a variety of formats to prepare findings/conclusions for sharing.**
- **Share findings and/or conclusions.**
- **Differentiate between original and borrowed ideas and cite sources appropriately.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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.

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 Skills:

- **Locate and evaluate resources.**
- **Develop search terms vocabulary and searching strategies.**
- **Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions.**
- **Evaluate and analyze the quality, accuracy, and sufficiency of notes.**
- **Use appropriate bibliographic information.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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

W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. 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").
b. Apply *Grade 6 Reading standards* to literary non-fiction (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 Skills:

- **Write in response to grade-level print, non-print, and digital literary or informational text(s).**

Benchmarks:

CLUSTER: RANGE OF 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.

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 Skills:

- **Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences.**
- **Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.**

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W 6.11: Create and present a text or art work in response to a literary work.

a. Develop a perspective or theme supported by relevant details.
b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Essential Skills:

Benchmarks: