

TN ELA Standards Guide Grade 6

Writing Standards

Standard 6.W.TTP.1

6.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s).
- b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- d. Use credible sources and demonstrate an understanding of the topic or source material.
- e. Craft an effective and relevant conclusion that supports the argument presented.
- f. Use precise language and content-specific vocabulary.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use varied sentence structure to enhance meaning and reader interest.
- i. Establish and maintain a formal style.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Write arguments on substantive topics that are text based, logical, well organized, and fully developed. Students at this grade level are expected to write arguments, as opposed to opinions, for the first time. Arguments are much more evidence based and fully developed than opinions. As such, this standard's expectations increase substantially at this grade level. The following are key parts of this standard that appear for the first time at this grade level: - Develop claims. - Support claims with <i>logical</i> reasoning and <i>relevant, sufficient</i> evidence. <i>Acknowledge</i> alternate or opposing claim(s).	argument - reasoning that intends to convince by establishing truth claims - statements taking a position on what is true; these are usually statements with which people can disagree. reasons/reasoning - statements of support for points or claims; these explain why the point/claim is true based on the evidence. evidence - facts, statistics, quotes, or examples used to support reasons	<i>In reading tasks:</i> Students could read an argumentative text on a specific topic (e.g., whether students should be required or encouraged to participate in middle school sports). While reading, students could be prompted to highlight at least one main claim of the text along with at least two or three reasons and accompanying evidence. <i>In speaking/listening tasks:</i> Students could generate a claim on a selected topic and then devise three reasons. Working in pairs or small groups, students could discuss the feasibility of these reasons in response to the claims and then present them to the class.

• Make clear connections between claims and reasons. • Use credible sources. • Use precise language and content-specific vocabulary. • Use transitions to create clarity and cohesion. • Use varied sentence structure to enhance meaning and reader interest. • Write argument in a formal style. It is critical that teachers <i>model</i> new and difficult elements in the sub-standards (a - i) to provide students with proper support as they learn to clearly formulate a well-supported argument. It is important to note the distinction between argumentative and informative (W 2) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification. There are several purposes for argumentative writing: • To change the reader's point of view • To call a reader to action • To convince the reader to accept the writer's explanation or evaluation of a concept, issue, or problem The sub-standards (a - i) are not intended to constrain argumentative writing to a formula but rather to denote essential elements of effective argumentative writing for this grade level.	relevant (evidence) - a determination of the degree to which the evidence presented relates to the claim(s) sufficient (evidence) - a determination of whether the amount of evidence presented is adequate to support the claim(s) alternate claims - claims that are different from (but may not necessarily oppose) the claim(s) being proposed in an argument opposing claims (aka counterclaims) - claims that rebut the claim(s) being proposed in an argument *rebuttal - a refutation of counterclaims using reasoning and evidence content-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary transitions - words/phrases that connect an idea to a subsequent one. Notable examples include "additionally," "as a result," "therefore," "however," and "similarly." cohesion - the quality of being united logically style - the writer's unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in understanding the components of argumentation.	In writing tasks: Each student may take the claim he or she has generated along with three reasons to support the claim and then seek out credible sources that provide supporting evidence. Students may then write a multi-paragraph response centered around that claim.
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Cornerstone Standard for W 1

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

Vertical Alignment

Grade Span	Standard
7	7.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s). - Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). - Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. - Use credible sources and demonstrate an understanding of the topic or source material. - Craft an effective and relevant conclusion that supports the argument presented. - Use precise language and content-specific vocabulary. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
6	6.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s). - Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). - Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. - Use credible sources and demonstrate an understanding of the topic or source material. - Craft an effective and relevant conclusion that supports the argument presented. - Use precise language and content-specific vocabulary. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
5	5.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text. - Develop an opinion through logically ordered reasons that are supported by facts and details. - Create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide a concluding statement or section related to the opinion presented. - Link opinion and reasons using words, phrases, and clauses. - Apply language standards addressed in the Foundational Literacy standards.

Standard 6.W.TTP.2

6.W.TTP.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 clearly, using the introduction to prepare the reader for what is to follow.
- b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
- e. Craft an effective and relevant conclusion.
- f. Include formatting, graphics, and multimedia when appropriate.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use precise language and domain-specific vocabulary.
- i. Use varied sentence structure to enhance meaning and reader interest.
- j. Establish and maintain a formal style.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately. This standard's expectations increase substantially at this grade level. The following are key parts of this standard that appear for the first time at this grade level: - Thoroughly and accurately explain and elaborate on the evidence used. - Use transitions to create clarity and cohesion. - Use varied sentence structure to enhance meaning and reader interest. - Write text in a formal style. It is critical that teachers <i>model</i> new and difficult elements in the sub-standards (a - j) to provide	analysis - the critical examination of the components of something to understand its meaning and/or nature as a whole cohesion - the quality of being united logically evidence - facts, statistics, quotes, or examples used to support reasons multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art. transitions - words and phrases that are used to indicate a shift from one topic, idea, etc., to another; also refers to words and phrases that are used to connect one part of a text (sentence, paragraph,	In reading tasks: Students may read a published news article and annotate key ideas, concepts, and information. Students may give particular attention to how the organization of the ideas and information helps the reader to understand the content more clearly. In speaking/listening tasks: Students may work in groups to craft a presentation to the class of the information in the article they are assigned. Each group could read a different article that is topically related. Presentations may focus on using precise language and clear organization to present the ideas. In writing tasks: After hearing the group presentations, each student could write an informational essay that synthesizes the information from each presentation. Essays may focus on using

students with proper support in understanding and creating an appropriate structure for informative/explanatory texts. It is important to note the distinction between informative and argumentative (W 1) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification. There are several purposes for informative/explanatory writing: • To increase the reader's knowledge of a subject/topic • To help readers understand a procedure or process • To provide readers with an enhanced comprehension of a concept The sub-standards (a - j) are not intended to constrain informative writing to a formula but rather to denote the essential elements of effective informative writing for this grade level.	section, etc.) to another and that highlight the relationship and/or connection between them domain-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary style - the writer's unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.	precise language, clear organization, and using appropriate transitions to connect ideas.
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Cornerstone Standard for W 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.

Vertical Alignment

Grade Span	Standard
7	7.W.TTP.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 clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.
6	6.W.TTP.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 clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.

5	5.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
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Standard 6.W.TTP.3

6.W.TTP.3 - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.
- Organize an event sequence that unfolds naturally and logically.
- Create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Write well-crafted and engaging narratives to convey real or imagined experiences. The following are key parts of this standard that appear for the first time at this grade level: - Establish a point of view. - Use a variety of words, phrases, and clauses to signal shifts and show relationships among experiences and events. - Craft an effective and relevant conclusion that reflects on the narrative. It is critical that teachers <i>model</i> new and difficult elements in the sub-standards (a - g) to provide students with proper support in understanding how to write a narrative that moves in logical order and uses vivid, descriptive details that engage the reader. Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.	narratives - writing that conveys experience, either real or imaginary, and uses time as its core structure fiction - imagined texts, typically applied to written works of prose such as novels and short stories. Fiction may draw on actual events or real people, but it is primarily derived from the author's imagination. literary (or narrative) nonfiction - fact-based texts that employ literary techniques typically associated with fiction or poetry. Examples include certain types of personal essays, memoirs, autobiographies, and works of creative nonfiction. details - words or phrases in a narrative that are used to vividly convey the text elements to the reader point of view - in narrative, POV is the vantage point from which a story is told (viz., first-person, second-person, third person, and the variations of those). This is a technical choice that may or may not reflect the	In reading tasks: Students may read a short story or book excerpt and be prompted to use a graphic organizer to list the genre (e.g., fantasy, mystery, science fiction, etc.) and explain the reasoning, as well as to describe some common fictional elements from that specific story: setting, character(s), plot, outcome/resolution, and theme. In speaking/listening tasks: Students could work in pairs or small groups to discuss the potential for changing some element of a narrative they had read, adding some originality, while still maintaining some elements of the original story. Students might talk about how adding another character to a story or changing a character's actions in a story would change the plot. They could discuss how changing the setting would impact the story. After recasting the narrative, students could present their outcomes to the class. In writing tasks: Students could practice rewriting these narratives by integrating the elements they

The sub-standards (a - g) are not intended to constrain narrative writing to a formula but rather to denote the essential elements of effective narrative writing for this grade level.	author's perspective (their attitude toward or outlook on the story and its meaning). narrator - the person or voice conveying a narrative. Some narratives may have multiple narrators. characters - a person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character. transitional words/phrases - words/phrases that connect an event to a subsequent one. Examples include "before," "meanwhile," "suddenly," "before long," "soon after," etc. *text elements - the essential components of a text, such as individuals/characters, events, ideas, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	noted in group discussion that might improve the narrative or at least make it equally interesting.
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Cornerstone Standard for W 3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Vertical Alignment

Grade Span	Standard
7	7.W.TTP.3 - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. - Organize an event sequence that unfolds naturally and logically. - Create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. - Craft an effective and relevant conclusion that reflects on the narrated experiences or events. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
6	6.W.TTP.3 - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. - Organize an event sequence that unfolds naturally and logically. - Create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. - Craft an effective and relevant conclusion that reflects on the narrated experiences or events. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5	5.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. - Orient the reader by establishing a situation, using a narrator, and/or introducing characters. - Organize an event sequence that unfolds naturally and logically. - Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Provide a conclusion that follows from the narrated experiences or events. - Use precise words and phrases and use sensory details to convey experiences and events. - Apply language standards addressed in the Foundational Literacy standards.

Standard 6.W.PDW.4

6.W.PDW.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.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard provides a framework for understanding the writing types as defined in Writing standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.	style - author's or speaker's way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.	<i>In reading tasks:</i> Students may read an informational text for a specialized audience (e.g., a science news article) and note in their reading logs some specific elements: domain-specific language, the purpose of the text, and the potential audience. <i>In speaking/listening tasks:</i> Students, after reading an informational text (e.g., a science news article) could work in small groups to discuss how the information in the text and the structure of the text is appropriate for the seemingly intended audience and how those elements help the author accomplish the article's purpose. <i>In writing tasks:</i> After having read a science news article, students could write one or more paragraphs to relay the information to a more general audience, considering that some of the domain-specific language might have to be explained in simpler terms, and the structure might have to be changed in order to simplify for a more generalized audience.

Cornerstone Standard for W 4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
7	7.W.PDW.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.)
6	6.W.PDW.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.)
5	5.W.PDW.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.)

Standard 6.W.PDW.5

6.W.PDW.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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing. There is one part of this standard that appears for the first time at this grade level: - Assess whether or not a particular writing approach works; if not, try a new approach. This standard emphasizes the importance of providing opportunities for students to receive guidance and feedback from both peers and adults as they work through each stage of the process. Guidance and support from teachers should include the following: - Modeling of each writing stage - Exemplar texts demonstrating effective writing - Feedback on each writing stage - Revisiting explicit instruction (modeling) when students struggle	planning - in this stage of writing, students select a topic and use an appropriate organizational tool to capture and logically sequence ideas. This tool is then used to create a draft. revising - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text. editing - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar. rewriting - the process of largely or wholly replacing a previous effort with a new effort that is better aligned to task, purpose, and audience. Compared to revising, rewriting is a larger-scale activity more akin to replacement than to enhancement.	In reading tasks: Students may read a couple of drafts of a mentor text and annotate what changes the author made in the second draft and the reasons why the changes may have been made. In speaking/listening tasks: Students could work in pairs and read their partner's first draft of an essay, offering feedback on writing elements such as organization, development, transitions, language choice, etc. In writing tasks: In response to the feedback provided by their partner, students could write a new draft of their previous essay and make revisions and edits. At this point, students must make decisions about the feedback and determine what changes should or should not be made.

Cornerstone Standard for W 5

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

Vertical Alignment

Grade Span	Standard
7	7.W.PDW.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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
6	6.W.PDW.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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
5	5.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)

Standard 6.W.PDW.6

6.W.PDW.6 - Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other's writing. Note that at this grade level, the phrase "with some guidance and support" has been dropped from the standard. This does not mean that teachers should discontinue modeling or demonstrations or provide fewer opportunities for feedback from peers/adults. Instead, the phrase indicates that students should have plentiful opportunities to work independently and without scaffolding when using technology to produce and publish writing. This standard is closely related to reading standard 7. In RL/RI 7, students are determining how a text's content is impacted by the format in which it is presented. In W 7, students are considering how to produce and/or present a writing product that is uniquely impacted by the digital format chosen. The interaction of technology and writing expands some of our traditional understandings of what "writing" means as content can be presented through combinations of sounds, visuals, written words, etc. This standard provides opportunities for students to present what they have written in interactive and	technology - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smart phone applications, etc. publish - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school's literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)	In reading tasks: Students may compare and contrast a digitally produced and published literary text with its written version. Students may focus on how the multimedia version is uniquely impacted by the digital format chosen. In speaking/listening tasks: Using a smart phone application, students may collaborate with a partner to create a rough draft of an informative essay that synthesizes information from several texts read in class. Student pairs may then swap drafts with another student pair and offer feedback. In writing tasks: Using the feedback from another student pair, each student pair will use digital tools to revise their original draft and prepare it for publishing online.

engaging ways, as appropriate to the task, purpose, and audience.		
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Cornerstone Standard for W 6	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Vertical Alignment	
Grade Span	Standard
7	7.W.PDW.6 - Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
6	6.W.PDW.6 - Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
5	5.W.PDW.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

Standard 6.W.RBPK.7

6.W.RBPK.7 - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Conduct research for the purpose of building knowledge and/or solving a problem. There is one part of this standard that appears for the first time at this grade level: - When conducting research to answer a question, <i>refocus the inquiry</i> when appropriate. When students “refocus the inquiry,” they are adjusting the focus of their research in cases where the original inquiry is determined to be incomplete or insufficient after researching the topic. For instance, a refocus of the inquiry would be required when there is a lack of adequate sources to inform it or when the original inquiry is determined to be too broad.	research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.	In reading tasks: Students may begin a research project by searching for and selecting multiple sources that pertain to an inquiry. Students may scan the contents of each text and then read and annotate relevant portions of each text. In speaking/listening tasks: Once students have conducted the initial research, students may work with a partner to offer feedback on each other’s initial steps of the research project. Students may focus, in particular, on whether the research inquiry is adequate or needs to be refocused. In writing tasks: After the discussion on whether the inquiry is adequately worded, students may proceed to the next stage of the project by synthesizing information and producing an outline for writing.

Cornerstone Standard for W 7

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Vertical Alignment

Grade Span	Standard
7	7.W.RBPK.7 - Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
6	6.W.RBPK.7 - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
5	5.W.RBPK.7 - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

Standard 6.W.RBPK.8

6.W.RBPK.8 - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism. There are two parts of this standard that appear for the first time at this grade level: - Integrate <i>credible</i> information. - Provide basic bibliographic information for sources. Standard W 8 is a parallel standard to SL 2. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.	paraphrase - to express the meaning of something written or spoken using one's own words; usually intended to clarify the original text by putting it into words more easily understood	In reading tasks: After identifying several possible resources to be used in a research project, students may analyze each source to identify the information that is relevant to the inquiry they are pursuing. In speaking/listening tasks: Students could, in pairs, examine the information they have identified and begin crafting sentences that paraphrase it. Students could then practice writing sentences individually and then seek feedback from their partner. In writing tasks: Students may create a checklist of criteria that guide future searches of Internet sites. Students could also locate another site they think might be beneficial and evaluate the site using a provided or class-created checklist from discussion.

Cornerstone Standard for W 8

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Vertical Alignment

Grade Span	Standard
7	7.W.RBPK.8 - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6	6.W.RBPK.8 - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
5	5.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Standard 6.W.RBPK.9

6.W.RBPK.9 - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: When conducting and publishing research, use relevant, credible evidence from source material. Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in arguments, they also strengthen their ability to identify and use relevant, credible evidence in their own writing.	research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc. evidence - facts, statistics, quotes, or examples used to support reasons	In reading tasks: Students may read a source (e.g., a news article containing information about a research study on their selected topic) and highlight and annotate evidence that supports an analysis or interpretation that they may be considering for incorporation in a research project of their own. In speaking/listening tasks: Students could present to the class evidence that a writer uses to support his or her analyses, reflections, or interpretations. In small groups, students may discuss and evaluate the quality of that evidence. In writing tasks: Students could integrate relevant information from credible sources into an essay or project.

Cornerstone Standard for W 9

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

Vertical Alignment

Grade Span	Standard
7	7.W.RBPK.9 - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
6	6.W.RBPK.9 - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
5	5.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

Standards 6.W.RW.10

6.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Category: Range of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard is an overarching standard that encompasses all of the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.	No terms need defining for this standard.	This standard is represented when students are routinely writing in response to tasks designed to build knowledge from texts.

Cornerstone Standard for W 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.

Vertical Alignment

Grade Span	Standard
7	7.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
6	6.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
5	5.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.