

E/LA Common Core Standards for Writing Grade 6

Text Type and Purposes – Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.					
<i>W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</i>					
<i>W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</i>					
<i>W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</i>					
<i>W.6.1d Establish and maintain a formal style.</i>					
<i>W.6.1e Provide a concluding statement or section that follows from the argument presented.</i>					
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.					
<i>W.6.2a 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.</i>					

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<i>W.6.2b</i> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
<i>W.6.2c</i> Use appropriate transitions to clarify the relationships among ideas and concepts.					
<i>W.6.2d</i> Use precise language and domain-specific vocabulary to inform about or explain the topic.					
<i>W.6.2e</i> Establish and maintain a formal style.					
<i>W.6.2f</i> Provide a concluding statement or section that follows from the information or explanation presented.					
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
<i>W.6.3a</i> 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.					
<i>W.6.3b</i> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					
<i>W.6.3c</i> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.					
<i>W.6.3d</i> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.					
<i>W.6.3e</i> Provide a conclusion that follows from the narrated experiences or events.					

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Production and Distribution of Writing – Anchor Standards

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
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.)					
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.					
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.					

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Research to Build and Present Knowledge – Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.					
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.					
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
<i>W.6.9a</i> 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”).					
<i>W.6.9b</i> 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 ”).					

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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.

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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.					