

**Standard 1: Writing**

**Sixth Grade**

**Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 1: The student writes narrative text using the writing process.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Understands and develops a main idea (plot, setting, characters) by writing to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>2. Uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>3. Clarifies the main idea by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>4. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>5. Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>6. Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>7. Selects transitions to connect ideas within paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>8. Writes to convey tone and personality to engage the reader. (Voice: prewriting, drafting, revising: N,E,T,P)</li> <li>9. Practices selecting words that are suitable and precise, which create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>10. Practices using vocabulary that is appropriate and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>11. Varies sentence structures and lengths. (e.g. simple, compound)</li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Provides students with a list of 8-10 transitional words. Students then compose a brief episode that uses each of the transitional words.</li> <li>• Directs students to work individually or in groups to create a timeline or chronology of events as they occur in a narrative text. Students, paying specific attention to beginning, middle, or ending sections, then rewrite or paraphrase the story.</li> <li>• Selects and reads a fantasy, myth, or fairy tale short story and then has students create their own fictional creative writing. Students are then invited to share their stories with their classmates.</li> <li>• Asks students to imagine their favorite foods. The teacher then challenges the students to describe in writing the way in which they eat those foods. The teacher also directs students to describe how the food appeals to each of the five senses.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**

**E - Expository text; Assessed at 8<sup>th</sup> grade**

**T – Technical text**

**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

<p>(Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>12. Develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>13. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>14. Uses dialogue so that it sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>15. <i>Indicator not at this grade level</i></p> <p>16. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, commas). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>17. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>18. Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>19. Indents paragraphs to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)</p>	<p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Writing**

**Sixth Grade**

**Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 2: The student writes expository text using the writing process.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>2. Clarifies the main idea by selecting logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>3. Practices writing using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3<sup>rd</sup> person pronouns in research). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>4. Expresses information in own words using evidence and examples. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>5. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>6. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>7. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>8. Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting: N,E,T,P)</li> <li>9. Writes a complete piece that contains a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>10. Arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)</li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Provides a short informational article. Students identify the main idea of the article. Then, from a random list of details provided by the teacher, students select and place facts in logical order.</li> <li>• Provides information from three sources and instructs the students to create one paragraph using information from all three. Teacher models the creation of a Works Cited page.</li> <li>• Provides students with a prompt in the form of a question such as, what was the greatest invention known to mankind? The teacher then instructs students to brainstorm answers and compose a three plus paragraph writing.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**

**E - Expository text; Assessed at 8<sup>th</sup> grade**

**T – Technical text**

**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

<ol style="list-style-type: none"> <li>11. Uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>12. Writes to convey tone and personality to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)</li> <li>13. Practices selecting words that are suitable and precisely create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>14. Practices specialized vocabulary that is appropriate for expository writing and provides for ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>15. Varies sentence structures and lengths (e.g. simple, compound) making the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>16. Develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>17. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>18. <i>Indicator not at this grade level</i></li> <li>19. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, and commas). (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>20. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>21. Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>22. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)</li> </ol>	<p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Writing**

**Sixth Grade**

**Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 3: The student writes technical text using the writing process.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>2. Clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>3. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>4. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>5. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>6. Understands and independently uses appropriate strategies to generate technical text (e.g. ,brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting: N,E,T,P)</li> <li>7. Arranges information within each paragraph or list in a logical order. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>8. Writes a piece with a useful introduction, a relevant or sequential body, and an effective conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>9. Uses transitions to connect important points within the piece (e.g. enumerated list, bullets, headings, subheadings, simple outlining elements). (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>10. Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, graphics, brochures, electronic presentation, newsletters). (Voice: prewriting, drafting, revising: N,E,T,P)</li> <li>11. Writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)</li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Provides a sample of one poem and one recipe and leads the class in a discussion about how each is organized differently (focus on organization and the author’s purpose). Teacher then instructs students to write one poem and one recipe of their own.</li> <li>• Cuts apart directions for erecting a tent and then instructs students to properly re-order the directions. The class then follows the instructions and observes the outcome (focus on transitional clues to identify sequence). Tent needed.</li> <li>• Models and instructs students on how to explain their thinking on a process in math (problem solving) and has them write the process.</li> <li>• Provides students wordy directions of how to play a simple game. Students are instructed to put the directions in compact and concise sentences. Students are then assembled in groups and instructed to test each other’s directions.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**  
**E - Expository text; Assessed at 8<sup>th</sup> grade**  
**T – Technical text**  
**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

12. Selects words that convey the writer's message plainly and precisely. (e.g. technical terms) (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Selects words appropriate for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Demonstrates correct use of mechanics and punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes). (Conventions: prewriting, drafting, revising: N,E,T,P)
16. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. Spells familiar and most unfamiliar words correctly using available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations). (Conventions: prewriting, drafting, revising: T)

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**Teacher Notes:**

**Standard 1: Writing**

**Sixth Grade**

**Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 4: The student writes persuasive text using the writing process.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Composes a thesis statement based upon an opinion or belief. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>2. Practices (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1<sup>st</sup> person in editorial). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>3. Develops details to expand the main topic and to support the writer’s position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>4. Anticipates the reader’s question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revised: N,E,T,P)</li> <li>5. Practices building a focused argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>6. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</li> <li>7. Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>8. Writes a complete piece that contains a clear introduction, reasonable body, and convincing conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>9. Arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)</li> <li>10. Uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)</li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Instructs students to research information about another state or country and then to create an advertisement persuading the public to travel to that state or country.</li> <li>• Provides students with several examples of letters to the editor from the newspaper. The students are then led in a discussion to identify the opposing views in each argument. Finally, students are instructed to select a side and write their own persuasive response to the editor.</li> <li>• Provides a list of concrete details and discusses their relationship to a main idea (topic sentence). The next day, the teacher introduces a list of commentary statements and discusses their relationship to a main idea (topic sentence). The third day the teacher provides a mixed list of concrete details and commentary statements and guides students in differentiating between the two.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**  
**E - Expository text; Assessed at 8<sup>th</sup> grade**  
**T – Technical text**  
**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

<ol style="list-style-type: none"> <li>11. Writes to convey tone and personality. (Voice: prewriting, drafting, revising: N,E,T,P)</li> <li>12. Uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>13. Practices using words that are suitable, precise, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)</li> <li>14. Varies sentence structures and lengths to make the reading pleasant and natural (e.g. simple, compound). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>15. Develops sentence beginnings that build upon previous sentences.(Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>16. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>17. Writes purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</li> <li>18. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, and commas). (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>19. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>20. Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)</li> <li>21. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)</li> </ol>	<p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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