

WRITING
GRADE SIX

The writing competencies common to all four ELA standards that students demonstrate during grade 6 are:

Spelling

- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling

Handwriting

- Use legible print and/or cursive writing

Composition

- Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts
- Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts
- Write on a wide range of topics, both student and teacher selected
- Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication
- Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience
- Write, using a variety of media such as print and electronic
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use a variety of prewriting strategies to plan and organize writing
- Review writing independently in order to revise for focus, development of ideas, organization, and language use
- Review writing independently to address editing concerns
- Write for a wide variety of audiences

- Adjust style of writing, including voice and language used, according to purpose and audience
- Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing
- Review writing with teachers and peers

Motivation to Write

- Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences
- Engage in writing voluntarily for a variety of purposes
- Engage in writing voluntarily on a range of topics
- Publish writing in a variety of presentation or display mediums, for a variety of audiences

The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Use at least three sources of information, with appropriate citations, to develop reports (UNITS 1-6)
- Take notes to record and organize relevant data, facts, and ideas (UNITS 4-6)
- State a main idea and support it with details and examples (UNITS 1-4)
- Compare and contrast ideas and information from two or three sources (UNITS 1-6)
- Adopt an organizational format, such as chronological order, that is appropriate for informational writing (UNITS 1-6)
- Use paragraphing to organize ideas and information (UNITS 1-6)
- Use paraphrasing, with assistance (UNITS 2, 5-6)
- Maintain a portfolio that includes informational writing (UNITS 1-6)
- Include relevant and exclude irrelevant information, with assistance (UNITS 1-6)

- Connect, compare, and contrast ideas and information from one or more sources, with assistance (UNITS 1-6)
- Support ideas with examples, definitions, analogies, and direct references to the text, with assistance (UNITS 1-6)
- Answer questions about informational material and write accurate and complete responses, with assistance (UNITS 1-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

- Write original literary texts
 - use organizing structures, such as stanzas, chapters, scenes, and verses (UNITS 4-5)
 - develop characters, create a setting, and establish a plot (UNIT 4)
 - use examples of literary devices, such as rhythm, rhyme, simile, and personification (UNITS 3-6)
 - establish a consistent point of view (e.g., first or third person) (UNITS 1, 3-5)
 - use vocabulary to create a desired effect (UNITS 1, 4-5)
- Write interpretive essays to
 - summarize the plot (UNITS 1, 4-6)
 - describe the characters and explain how they change (UNITS 1-6)
 - describe the setting and recognize its importance to the story (UNITS 1-6)
 - draw a conclusion about the work (UNITS 1-6)
 - interpret the impact of literary devices, such as simile and personification (UNITS 1-3, 5-6)
 - recognize the impact of rhythm and rhyme in poems (UNIT 4)
- Respond to literature, connecting the response to personal experience (UNITS 2, 5)
- Maintain a writing portfolio that includes literary, interpretive, and responsive writing (UNITS 1-6)

- Express opinions and support them through specific references to the text, with assistance (1-6)
- Demonstrate understanding of plot and theme, with assistance (UNITS 1, 4-6)
- Identify and describe characters and their motivations, with assistance (UNITS 1-6)
- Analyze the impact of the setting, with assistance (UNITS 1, 3-6)
- Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance (UNITS 1-3, 5-6)
- Draw conclusions and provide reasons for the conclusions, with assistance (UNITS 1-6)
- Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance (UNITS 1-5)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing (UNITS 1-6)
- Use supporting evidence from text to evaluate ideas, information, themes, or experiences (UNITS 1-6)
- Analyze the impact of an event or issue from personal, peer group, and school community perspectives (UNITS 1, 5)
- Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments (UNITS 1, 5)
- Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation (UNITS 3-5)
- Use precise vocabulary in writing analysis and evaluation (UNITS 3, 6)
- Maintain a writing portfolio that includes writing for critical analysis and evaluation (UNITS 1-6)
- Present clear analysis, using examples, details, and reasons from text, with assistance (UNITS 1-6)

- Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance (UNITS 1-6)
- Explain connections between and among texts to extend the meaning of each individual text, with assistance (UNITS 1-6)
- Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance (UNITS 1-5)

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get well-card or thank-you letter with a writing partner or in small groups (UNITS 2-3, 5)
- Respect the age, gender, social position, and cultural traditions of the recipient (UNITS 2-3, 5)
- Develop a personal voice that enables the reader to get to know the writer (UNITS 1-3, 5)
- Write personal reactions about experiences, events, and observations, using a form of social communication (UNITS 2-3, 5)
- Maintain a portfolio that includes writing for social communication (UNITS 1-6)

GRAMMAR USAGE MECHANICS

UNIT 1:

- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)
- Subjects (Tested)
- Predicates (Tested)
- Independent and Dependent Clauses (Tested)
- Compound and Complex Sentences (Tested)
- Common and Proper Nouns (Tested)
- Punctuation-commas, period, question mark, exclamation point (Tested)

UNIT 2:

- Regular and Irregular Plural Nouns (Tested)
- Possessive Nouns (Tested)
- Action and Linking Verbs (Tested)
- Subject Verb Agreement (Tested)
- Past, Present, and Future Tenses (Tested)
- Punctuation-apostrophes (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 3:

- Principal Parts of Regular Verbs (Tested)
- Principal Parts of Irregular Verbs (Tested)
- Verbs, Objects, and Subject Complements (Tested)
- Troublesome Verbs (Tested)
- Prepositions (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 4:

- Subject and Object Pronouns (Tested)
- Pronouns and Antecedents (Tested)
- Possessive Pronouns (Tested)
- Indefinite and Reflexive Pronouns (Tested)
- Using Who and Whom (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 5:

- Contractions and Negatives (Tested)
- Adjectives and Articles (Tested)
- Demonstrative Adjectives (Tested)
- Comparative and Superlative Adjectives (Tested)
- Adverbs (Tested)
- Punctuation-apostrophes
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 6:

- Modifiers (Tested)
- Conjunctions (Tested)
- Commas (Tested)
- Quotation and Quotation Marks (Tested)
- Punctuation (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)