**Grade Six Writing Standards**

**Text Types and Purposes**

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

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

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

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

**W.6.1d** Establish and maintain a formal style.

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

**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.

**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.

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

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

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

**W.6.2e** Establish and maintain a formal style.

**W.6.2f** 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.

**W.6.3a** 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.

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

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

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

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

**Production and Distribution of Writing**

**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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

**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.

**Research to Build and Present Knowledge**

**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.

**W.6.9a** 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”).

**W.6.9b** 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”).

**Range of Writing**

**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.