

## Grade Level Expectations

### Grade 6 Writing Standard Matrix

Literature Standards	Academic Activities	Assessment
<p>W-6-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <p>W-6-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</p> <p>W-6-1.2 Using the paragraph form: indenting, main idea, supporting details</p> <p>W-6-1.3 Recognizing organizational structures <i>within</i> paragraphs</p> <p>W-6-1.4 <u>Applying a format and text structure appropriate to the purpose of the writing</u></p>	■	
<p>W-6-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <p>W-6-2.1 Selecting appropriate information to set context/background</p> <p>W-6-2.2 Summarizing key ideas</p> <p>W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas</p>	■	
<p><b>W-6-3 In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <p>W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question</p> <p>W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the <u>relationship(s) among them</u></p> <p>W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u></p> <p>W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure</p>		
<p><b>W-6-4 In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <p>W-6-4.1 Creating a clear and coherent (logically consistent) story line</p> <p>W-6-4.2 Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1<sup>st</sup> person, 3<sup>rd</sup> person, or omniscient)</u></p>		
<p><b>W-6-5 Students demonstrate use of narrative strategies by...</b></p> <p>W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line</p> <p>W-6-5.2 Using dialogue to advance plot/story line</p> <p>W-6-5.3 Developing characters through description, <u>dialogue, and actions</u></p> <p>W-6-5.4 <u>Using voice appropriate to purpose</u></p> <p>W-6-5.5 <u>Maintaining focus</u></p>		
<p><b>W-6-6 In informational writing, students organize ideas/concepts by</b></p> <p>W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea</p> <p>W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u></p> <p>W-6-6.3 Using transition words or phrases appropriate to organizational text structure</p> <p>W-6-6.4 Writing a conclusion that provides closure</p>		
<p>W-6-7 In informational writing, students effectively convey purpose by...</p> <p>W-6-7.2 Stating and maintaining a focus/controlling idea on a topic</p>		
<p><b>W-6-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p>W-6-8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information</p> <p>W-6-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</p> <p>W-6-8.4 <u>Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</u></p>		
<p><b>W-6-9 In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <p>W-6-9.1 <u>Applying rules of standard English usage to correct grammatical errors</u></p> <p>W-6-9.2 Applying basic capitalization rules</p> <p>W-6-9.4 Using punctuation to clarify meaning</p> <p>W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules</p>		