

# 6th Grade Writing

## Writing

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3	<b>The student is seldom able to</b> write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>The student is sometimes able to</b> write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>The student usually</b> writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>The student is able to</b> write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
2	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2	<b>The student is seldom able to</b> write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>The student is sometimes able to</b> write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>The student usually</b> writes informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>The student is able to</b> write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3	Write arguments to support claims with clear reasons and relevant	<b>The student is seldom able to</b> write arguments to support claims with clear reasons and relevant evidence.	<b>The student is sometimes able to</b> write arguments to support claims with clear reasons and relevant evidence.	<b>The student usually</b> writes arguments to support claims with clear reasons and relevant evidence.	<b>The student is able to</b> write arguments to support claims with clear reasons and relevant evidence.

	evidence. W.6.1				
1, 2, 3	<b>Writes with organization, clarity, and focus as appropriate to task, purpose and audience</b> W.6.1, W.6.2, W.6.3, W.6.4, W.6.6	<b>The student is seldom able to</b> produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience; utilize technology to produce and publish writing; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>The student is sometimes able to</b> produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience; utilizes technology to produce and publish writing; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>The student usually</b> produces clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience; utilizes technology to produce and publish writing; demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>The student is able to</b> produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience; utilize technology to produce and publish writing; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
1, 2, 3	<b>Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach using grade-level expectations</b> W.6.1, W.6.2, W.6.3, W.6.5	<b>The student is seldom able to</b> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>The student is sometimes able to</b> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>The student usually</b> develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>The student is able to</b> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3	<b>Conduct research projects by gathering relevant information from multiple sources to support analysis, reflection and research</b> W.6.7, W.6.8, W.6.9	<b>The student is seldom able to</b> conduct short research projects to answer a question; gather relevant information from multiple print and digital sources and assessing the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; draw evidence from literary or	<b>The student is sometimes able to</b> conduct short research projects to answer a question; gather relevant information from multiple print and digital sources and assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; draw evidence from literary or informational texts to	<b>The student usually</b> conducts short research projects to answer a question; gathers relevant information from multiple print and digital sources and assesses the credibility of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism; draws evidence from literary or informational texts to	<b>The student is able to</b> conduct short research projects to answer a question; gather relevant information from multiple print and digital sources and assesses the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; draw evidence from literary or informational texts to

		informational texts to support analysis, reflection, and research.	support analysis, reflection, and research.	support analysis, reflection, and research.	support analysis, reflection, and research.
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Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Uses grade-level grammar and spelling L.6.1. 6.2	<b>The student is seldom able to</b> ensure that pronouns are in the proper case (subjective, objective, possessive); utilize intensive pronouns (e.g., myself, ourselves); recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; identify and use strategies to improve expression in conventional language; spell words correctly.	<b>The student is sometimes able to</b> ensure that pronouns are in the proper case (subjective, objective, possessive); utilize intensive pronouns (e.g., myself, ourselves); recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; identify and use strategies to improve expression in conventional language; spell words correctly.	<b>The student usually</b> ensures that pronouns are in the proper case (subjective, objective, possessive); utilizes intensive pronouns (e.g., myself, ourselves); recognizes and corrects inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; identifies and uses strategies to improve expression in conventional language; spells words correctly.	<b>The student is able to</b> ensure that pronouns are in the proper case (subjective, objective, possessive); utilizes intensive pronouns (e.g., myself, ourselves); recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; identify and use strategies to improve expression in conventional language; spell words correctly.
1, 2, 3	Uses grade-level punctuation and capitalization L.6.2	<b>The student is seldom able to</b> use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; demonstrate command of conventions of capitalization and punctuation.	<b>The student is sometimes able to</b> use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; demonstrate command of conventions of capitalization and punctuation.	<b>The student usually</b> uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; demonstrates command of conventions of capitalization and punctuation.	<b>The student is able to</b> use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; demonstrate command of conventions of capitalization and punctuation.
1, 2, 3	Increases knowledge and use of vocabulary	<b>The student is seldom able to</b> use knowledge of language and its conventions when writing,	<b>The student is sometimes able to</b> use knowledge of language and its conventions when writing,	<b>The student usually</b> uses knowledge of language and its conventions when writing, speaking, reading	<b>The student is able to</b> use knowledge of language and its conventions when writing, speaking, reading

	<b>L.6.3, L.6.4, L.6.6</b>	speaking, reading or listening; vary sentence patterns for meaning, interest, and style/voice; determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; use context clues, Greek or Latin affixes and roots to determine the meaning of words or phrases; consult reference materials or verify the preliminary definition based on inferred meaning; acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases.	speaking, reading or listening; varies sentence patterns for meaning, interest, and style/voice; determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; use context clues, Greek or Latin affixes and roots to determine the meaning of words or phrases; consult reference materials or verify the preliminary definition based on inferred meaning; acquire and use grade-appropriate general academic and domain-specific words and phrases accurately.	or listening; varies sentence patterns for meaning, interest, and style/voice; determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; uses context clues, Greek or Latin affixes and roots to determine the meaning of words or phrases; consults reference materials or verifies the preliminary definition based on inferred meaning; acquires and uses grade-appropriate general academic and domain-specific words and phrases accurately.	or listening; vary sentence patterns for meaning, interest, and style/voice; determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; use context clues, Greek or Latin affixes and roots to determine the meaning of words or phrases; consult reference materials or verify the preliminary definition based on inferred meaning; acquire and use grade-appropriate general academic and domain-specific words and phrases accurately.
<b>1, 2, 3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances of word meanings L.6.5</b>	<b>The student is seldom able to</b> interpret figures of speech (e.g., personification) in context; use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<b>The student is sometimes able to</b> interpret figures of speech (e.g., personification) in context; use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<b>The student usually</b> interprets figures of speech (e.g., personification) in context; uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<b>The student is able to</b> interpret figures of speech (e.g., personification) in context; use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).