

ELA - WRITING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

CONTENT AREA: ELA-WRITING - Common Core Standards with SOL Additions

Corresponds to Virginia SOL Standards W6.6, W6.7

At the sixth-grade level, students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

Text Type and Purposes - Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant usage when writing or provide sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly spelling when writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing - Anchor Standards

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge - Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing - Anchor Standard

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 tasks, purposes, and audiences.

Indicator

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.

ELA - WRITING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

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.

Virginia SOL Additions:

W.6.1SOL1 Use prewriting strategies to select and narrow topics.

W.6.1SOL2 Compose with attention to:

- central idea;
- unity;
- elaboration; and
- organization.

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, and multimedia when useful to aiding comprehension.

L6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W6.2c 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.

ELA - WRITING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

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; show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and to otherwise make sentences clearer.

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.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.6.5 Establish and maintain a formal style of writing when appropriate.

Virginia SOL Curriculum Framework Supplements:

W.6.5SOL1 Identify audience and purpose for any piece of writing.

W.6.5SOL2 Use selected prewriting techniques, such as:

- brainstorming;
- webbing;
- mapping;
- clustering;
- listing;
- organizing graphically;
- questioning; and
- outlining.

W.6.5SOL3 Write using descriptive details.

W.6.5SOL4 Write an effective thesis statement focusing, limiting, or narrowing the topic.

W.6.5SOL5 Differentiate between a thesis statement and a topic sentence.

W.6.5SOL6 Write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.

ELA - WRITING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

W.6.5SOL7 Incorporate variety into sentences, using appropriate:

- modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb
- coordination – joining words, phrases, clauses, or sentences

by using appropriate coordinating conjunctions; and

- subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.

W6.5SOL8 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

W6.5SOL9 Provide an appropriate conclusion for the purpose and mode of writing.

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.

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 information 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").

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.