# ORE WritingtoTexts

#### **Meets All Grade 6** Writing Standards V

CCSS	Grade 6 Writing Standards	
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.	v
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 or 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.	1
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 of events 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.	v
W.6.4	Provide 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.)	
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 where 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 and 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.	~

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# GRADE

# ORE WritingtoTexts

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# Introduction

# What Is the Common Core?

The Common Core State Standards are an initiative by states to set shared, consistent, and clear criteria for what students are expected to learn. This helps teachers and parents know what they need to do to help students. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that young people need for success in college and careers.

If your state has joined the Common Core State Standards Initiative, then teachers are required to incorporate these standards into their lesson plans. Students need targeted practice in order to meet grade-level standards and expectations, and thereby be promoted to the next grade.

# What Does It Mean to Write to Texts?

One of the most important instructional shifts in the Common Core State Standards is writing to texts, or sources. What exactly does this mean? Haven't standardized assessments always used reading texts as a springboard to writing? Yes, but the required writing hasn't always been DEPENDENT on the key ideas and details in a text.

A prompt that is non-text-dependent asks students to rely on prior knowledge or experience. In fact, students could likely carry out the writing without reading the text at all. The writing does not need to include ideas, information, and key vocabulary from the text.

Writing to texts requires students to analyze, clarify, and cite information they read in the text. The writing reveals whether students have performed a close reading, because it is designed to elicit ideas, information, and key vocabulary from the text as well as students' own evidence-based inferences and conclusions. These are all skills that prepare them for the grades ahead, college, the workplace, and real-world applications in their adult daily lives.

An example of a passage with non-text-dependent and text-dependent sample prompts is provided on page 3.

#### **Sample Passage**

#### **Simple and Compound Machines**

- A simple machine is a tool that does work with one movement. Like all machines, a simple machine makes work easier. It has few or no moving parts and uses energy to do work. A lever, a wedge, a screw, a pulley, a wheel and axle, and an inclined plane are all simple machines.
- 2. You use simple machines all the time, too. If you have ever played on a seesaw or walked up a ramp, then you have used a simple machine. If you have opened a door, eaten with a spoon, cut with scissors, or zipped up a zipper, you have used a simple machine.
- 3. A compound machine is made of two or more simple machines. For example, the pedals, wheels, and gears on a bicycle are wheels and axles, and the hand brakes on the handlebars are levers. Cars, airplanes, watches, and washing machines are also examples of compound machines. Compound machines are very useful because they can do the work of many simple machines at the same time.
- 4. Life would be very different if we did not have machines. Work would be much harder, and playing wouldn't be as much fun.

Standard	Sample Prompt: Non-Text-Dependent	Sample Prompt: Text-Dependent
W.6.1 (Argument)	Do you prefer zippers, buttons, buckles, or another type of fastener for your clothing? Why?	The author makes three claims in the last paragraph. Choose one of the claims, tell whether you agree or disagree, and support your opinion with evidence from the text.
W.6.2 (Informative/ Explanatory)	Think about a machine you have used to do a task. How did you use it? How did using the machine make the task easier?	Compare and contrast simple and compound machines. Use details from the text to support your explanation.
W.6.3 (Narrative)	Write a story in which a character invents a machine that no one has seen or heard of before.	Imagine that all the machines mentioned in the passage disappeared for twenty-four hours. Write a journal entry about how your life was different that day and what you learned.

# **Using This Book**

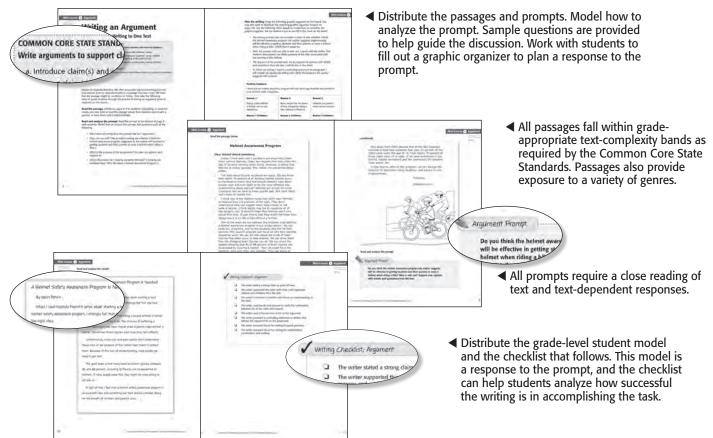
# **How Does This Book Help Students?**

This book is organized into four main sections: Writing Mini-Lessons, Practice Texts with Prompts, Graphic Organizers and Checklists, and Rubrics and Assessments. All minilessons and practice pages are self-contained and may be used in any order that meets the needs of students. The elements of this book work together to provide students with the tools they need to be able to master the range of skills and application as required by the Common Core.

#### 1. Mini-Lessons for Argument, Informative/Explanatory, and Narrative Writing

Writing mini-lessons prepare students to use writing as a way to state and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences. The mini-lessons are organized in the order of the standards, but you may wish to do them with your class in an order that matches your curriculum. For each type of writing the first mini-lesson covers responding to one text, while the second mini-lesson models how to respond to multiple texts.

### Each mini-lesson begins with a lesson plan that provides step-by-step instruction.



#### 2. Practice Texts with Prompts

Passages and prompts provide students with real experience writing to a single text and multiple texts. The first ten lessons require students to respond to one text. The last ten require students to respond to multiple texts.

Each passage or pair of passages is followed by three text-dependent

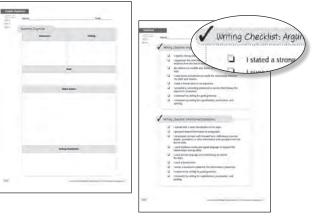
prompts: Argument, Informative/Explanatory, and

Narrative. You may wish to assign a particular prompt, have students choose one, or have them execute each type of writing over a longer period of time.

For more information on how to use this section, see page 48.

#### 3. Graphic Organizers and Checklists

For each type of writing, you can distribute a corresponding graphic organizer and checklist to help students plan and evaluate their writing.



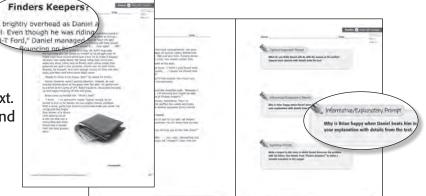
#### 4. Rubrics and Assessments

The section includes Evaluation Rubrics to guide your assessment and scoring of students' responses. Based on your observations of students' writing, use the differentiated rubrics. These are designed to help you conduct meaningful

conferences with students and will help differentiate your interactions to match students' needs.

For each score a student receives in the Evaluation Rubrics, responsive prompts are provided. These gradual-release prompts scaffold writers toward mastery of each writing type.

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Mini-Lesson **1** Argument

Common Core State Standard **W.6.1** 

# Writing an Argument

### Mini-Lesson 1: Writing to One Text

#### **COMMON CORE STATE STANDARD W.6.1**

#### Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Explain to students that they will often encounter argument-writing prompts that instruct them to respond directly to a passage they have read. Tell them that the passage might be nonfiction or fiction. Then take the following steps to guide students through the process of writing an argument piece in response to one source.

**Read the passage.** Distribute pages 8–9 to students. Depending on students' needs, you may wish to read the passage aloud, have students read it with a partner, or have them read it independently.

**Read and analyze the prompt.** Read the prompt at the bottom of page 9 with students. Model how to analyze the prompt. Ask questions such as the following:

- What form of writing does the prompt ask for? (argument)
- *How can you tell?* (The prompt is asking me whether I think the helmet awareness progress suggested by the author will succeed in getting students and their parents to wear a helmet when riding a bike.)
- *What is the purpose of the assignment?* (to state my opinion and support it)
- What information do I need to complete the task? (I need to use evidence from "Helmet Awareness Program.")

**Plan the writing.** Draw the following graphic organizer on the board. You may also wish to distribute the matching graphic organizer located on page 120. Use the following think-alouds to model how to complete the graphic organizer. Ask for student input as you fill in the chart on the board.

- The writing prompt asks me to make a claim. It asks whether I think the helmet awareness program the author suggests implementing will be effective in getting students and their parents to wear a helmet when riding a bike. I think that it would be.
- Next, the prompt asks me why or why not. I agree with the author that students and parents are likely unaware of the risks associated with not wearing a bike helmet.
- The last part of the prompt asks me to support my opinion with details and quotations from the text. I will do this in the chart.
- To finish my writing, I need a concluding statement or paragraph. I will restate my opinion by telling why I think the program the author suggests will succeed.

#### **Position Sentence:**

I think that the helmet awareness program will help encourage students and parents to wear helmets while riding bikes.

Reason 1:	Reason 2:	Reason 3:
Riding a bike without a helmet can be very dangerous.	Many people are not aware of how dangerous riding a bike without a helmet is.	Helmets can prevent many serious injuries.
Reason 1 Evidence:	Reason 2 Evidence:	Reason 3 Evidence:
Nearly 70 percent of crashes involved head/brain injuries. Brain injuries can be life- changing.	Kids don't understand what can happen when they choose not wear a helmet. Most helmet laws focus only on young people.	85 to 88 percent of brain injuries can be prevented with a helmet.

#### **Restate position:**

I believe that a helmet awareness program should be started to encourage students and their parents to wear helmets while riding bikes.

**Read and analyze the model.** Distribute the student writing model and checklist on pages 10–11 to students. Read them aloud. Discuss with students whether or not the writer was successful at accomplishing the task. Ask students to complete the checklist as you discuss the argument.

Common Core State Standard **W.6.1** 

#### Mini-Lesson **1** Argument

Common Core State Standard W.6.1

#### Read the passage below.

#### Helmet Awareness Program

#### Dear School Board Members,

- Lately I have seen many cyclists in our area riding their bikes without helmets. State law requires that kids under the age of 14 wear helmets while riding. However, it seems that this law is mostly ignored. This makes me concerned about safety.
- 2. The facts about bicycle accidents are scary. Did you know that nearly 70 percent of all serious crashes involve injury to the head or brain? And that bicycle helmets have been proven over and over again to be the most effective tool in preventing these injuries? Helmets are simply the most important tool we have to keep cyclists safe. But most riders don't seem to realize this.
- 3. I think one of the reasons many kids don't wear helmets is because they are unaware of the risks. They don't understand what can happen when they choose to not wear a helmet. I think adults may fail to recognize all of the dangers, too. It doesn't mean that families don't care about their kids. It just means that they might not know how dangerous it is to ride a bike without a helmet.
- 4. One of the ways we can address this problem is by starting a helmet awareness program in our school district. We can build two programs, one for the students and one for their parents. The student program can focus on why bike helmets should be worn. We can tell kids about the kinds of head injuries that often occur in bike crashes. We can show them how life-changing brain injuries can be. We can share the studies showing that 85 to 88 percent of brain injuries can be avoided by wearing a helmet. Then we could have the students work with their own families. They can share all the information they received. They can also sign a contract agreeing to wear a helmet whenever they ride a bike.
- 5. I'd also like to see our program go one step further. Even though most states have passed helmet laws, these laws are directed mostly at riders under the age of 14. While it's very important to protect this group, older riders need protection, too.

(continued)

#### (continued)

- 6. One study from 2002 showed that of the 662 bicyclists involved in fatal bike accidents that year, 21 percent of the riders were under the age of 14. That means 79 percent of those riders were 15 or older. If we raise awareness in our district, maybe lawmakers and the community will become more aware, too.
- I hope that by offering this program, we can change the behavior of more bike-riding students—and adults—in our neighborhood.

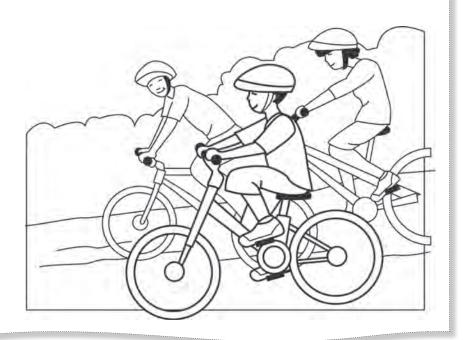
Sincerely,

Matilda French

Mini-Lesson 🕦

Argument Common Core State Standard

W.6.1



Read and analyze the prompt.

### Argument Prompt

Do you think the helmet awareness program the author suggests will be effective in getting students and their parents to wear a helmet when riding a bike? Why or why not? Support your opinion with details and quotations from the text.

#### Mini-Lesson 1 Argument

Common Core State Standard W.6.1

#### Read and analyze the model.

#### A Helmet Safety Awareness Program Is Needed

By Kevin Peters

When I read Matilda French's letter about starting a local helmet safety awareness program, I strongly felt that she had the right idea.

She correctly pointed out that riding a bicycle without a helmet is a very dangerous thing to do. The chances of suffering a serious head injury are much higher when a person rides without a helmet. Sometimes those injuries even have long-term effects.

Unfortunately, many kids and even adults don't understand these risks or are unaware of the helmet laws meant to protect them. Because of this lack of understanding, more people are likely to get hurt.

The good news is that many head and brain injuries, between 85 and 88 percent, according to French, can be prevented by helmets. If more people knew this, they might be more willing to put one on.

In light of this, I feel that a helmet safety awareness program is an excellent idea and something our town should consider doing for the benefit of children and parents alike.

Common Core State Standard

The writer stated a strong claim or point of view.
The writer supported this claim with clear, well-organized reasons and evidence from the text.
The writer's evidence is credible and shows an understanding of the topic.
The writer used words and phrases to clarify the relationship between his or her claim and reasons.
The writer used a formal voice in his or her argument.
The writer provided a concluding statement or section that follows the argument he or she presented.
The writer reviewed his or her writing for good grammar.
The writer reviewed his or her writing for capitalization, punctuation, and spelling.