

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.	✓
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.	✓
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.	✓
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 <i>grade 6 Reading standards</i> 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 <i>grade 6 Reading standards</i> 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.	✓