

“Teaching hasn’t happened unless learning occurs.” –Chester Finn

Standards Reference <small>*Assessed locally</small>	GRADE 6: WRITING Grade Level Expectations	Notes
TARGET 2.1	The student WRITES ABOUT A TOPIC. Student can:	
O, I/C 1.1a	Write a story or composition of two or more paragraphs with details that support the main idea/topic.	
O, I/C 1.1b	Write a topic sentence (that may include a lead or hook) that provides focus for writing.	
O 1.2 *	Organize writing in logical paragraphs / appropriately place paragraph indents or breaks.	
O, I/C 1.3 *	Organize/sequence ideas logically within and between paragraphs; use transitions to reveal order or chronology; compare/contrast.	
O 1.4	Write a story or composition with a beginning and middle and ending with a concluding statement .	
TARGET 2.2	The student WRITES FOR A VARIETY OF AUDIENCES. Student can:	
O, I/C 2.1	Incorporate story elements, and literary devices such as dialogue and descriptive details in an understandable story.	
All 2.2	Use appropriate information & structure to write non-fiction <i>including: step-by-step directions, descriptions, observations, or reports.</i>	
V 2.3 *	Use expressive language when responding to literature or producing text. (ex: writer’s notebook, memoir, poetry, plays, lyrics)	
I/C, P 2.4 *	Use diagrams, charts, or illustrations with captions/labels to support research writing and extended reports.	
TARGET 2.3	The student uses CONVENTIONS OF STANDARD ENGLISH to write and edit. Student can:	
SF 3.1	Vary beginnings, lengths, & patterns of sentences to improve flow & enhance meaning of writing.	
C 3.2	Identify and/or correct mistakes in spelling of grade-appropriate, high frequency words, contractions, & homophones.	
C 3.3a	Identify/correct errors in capitalization <i>including: first word of sentence, proper nouns, & book titles.</i>	
C 3.3b	Identify/correct errors in punctuation <i>including: commas in dates, series, & salutations/closings of letters; quotation marks in dialogue.</i>	
SF, C 3.4	Identify/correct errors in usage <i>including: subject/verb agreement, verb tense, sentence frags, run-on sentences, possessives, pronouns.</i>	
TARGET 2.4	The student REVISES WRITING. Student can:	
I/C, O 4.1	Rearrange and/or add details to improve focus, support main ideas, clarify topic sentence & sequence of events/ideas.	
All 4.2 *	Give/receive appropriate feedback about written work using established criteria. (ex: peer conferences, checklists, rubrics, scoring guides)	
SF, WC 4.3 *	Combine sentences for fluency & select precise words to improve quality & effectiveness of writing.	
TARGET 2.5	The student DOCUMENTS SOURCES. Student can:	
I/C 5.1 *	Cite title and author/source when using others’ ideas, images, and information.	
TARGET 2.6	The student USES RESOURCES. Student can:	
C, P 6.1 *	Use dictionary or software “spell-check” functions to look up definitions of words and/or choose <i>correct</i> spellings.	
WC 6.2 *	Use thesaurus to find synonyms for common words.	
P 6.3 *	Use formatting features of a word processing program to produce a final draft.	

Six-Trait correlation key: I/C = Ideas & Content; O = Organization; V = Voice; SF = Sentence Fluency; WC = Word Choice; C = Conventions; P = Presentation