

Lake Washington School District
Teaching and Learning Framework

Sixth Grade

Writing

Power Standards | August 2007

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The Writing Process

Power Standards

Applies more than one strategy for generating ideas and planning writing.

Evidence of Learning

Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorms a list, selects relevant ideas/details to include in piece of writing).

Uses a variety of prewriting strategies (e.g., story mapping, listing, webbing, jotting, outlining, free writing, brainstorming).

Gathers information from a range of resources and uses an organizer to analyze, synthesize, and/or evaluate information to plan writing.

Publishes in a format that is appropriate for specific audiences and purposes.

Selects from a variety of publishing options (e.g., trifold display, brochure, informational posters).

Publishes using a range of graphics and illustrative material (e.g., photos, charts, graphs, diagrams, maps).

Writing in a Variety of Forms for Different Audiences and Purposes

Power Standards

Demonstrates understanding of different purposes for writing.

Evidence of Learning

Writes to pursue a personal interest, to explain, or to persuade.

Writes to analyze informational and literary texts (e.g., explains the results of a character's actions; explains the steps in a scientific investigation).

Writes to learn (e.g., science notebooks, math logs, reading response journal, reflection and self-assessment).

Traits of Effective Writing

Power Standards

Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

Evidence of Learning

Narrows topic with controlling idea (e.g., thesis statement or sentence that states the narrowed topic "The ancient Romans contributed to technology in many ways.").

Selects details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, anecdotes, statistics).

Uses personal experiences, observations, and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in mathematics, science, social studies, and literature; appropriate anecdotes to explain or persuade).

Traits of Effective Writing (continued)

Power Standards

Uses an effective organizational structure.

Evidence of Learning

Writes unified, cohesive paragraphs (e.g., topic sentence with logically presented details; spatial order; chronological order).

Constructs an introduction using varying approaches (e.g., question, statistics/interesting facts, brief history).

Constructs an ending/conclusion that goes beyond a repetition of the introduction (e.g., a summary, an interesting fact, echo from the beginning of the piece).

Sequences ideas and uses transitions to link events, reasons, facts, and opinions (e.g., degree transitions, such as most important and least important, within and between paragraphs).

Organizes clearly:

explanations (e.g., cause and effect, point-by-point comparisons)

persuasion (e.g., least to most important arguments)

narratives (e.g., flashback)

poetry (e.g., stanzas/chorus)

Applies understanding that different audiences and purposes affect writer's voice.

Writes expository text using either first or third person.

Supports a position in persuasive text from first-person or third-person point of view (e.g., I think vanilla ice cream is the best; According to an expert, vanilla ice cream is the best).

Uses a variety of sentences.

Writes a variety of sentence lengths.

Writes a variety of sentence structures (e.g., uses phrases and clauses: "In the beginning, I liked ice cream. That summer, after working at the store, I didn't want to eat ice cream again.").

Evaluating Writing and Setting Goals

Power Standards

Analyzes and evaluates own writing using established criteria.

Evidence of Learning

Explains strengths and weaknesses of own writing using criteria (e.g., WASL rubric and anchor papers, checklists, content scoring guides).

Rereads own work for the craft of writing (e.g., sentence openings, sentence variety) as well as the content (e.g., clear and accurate information).