

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 6

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W6: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>	<p>Writing Process</p>	<p>Use a prewriting format appropriate to the writing task (1a)</p> <p>Select language that reflects awareness of audience (1b)</p> <p>Compose a multi-paragraph piece of writing that includes an introduction, body, a conclusion, and transitional words/ phrases (1c)</p> <p>Elaborate by naming, describing, explaining, and/or comparing (1d)</p> <p>Edit elements identified in Power Standard #2 (1e)</p>
1.6	<p>W6: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, nonstandard usage, <u>irregular plurals, sentence fragments and run-ons</u> • Applying basic capitalization rules • Using punctuation to clarify meaning 	<p>Writing Conventions</p>	<p>Use appropriate end punctuation to clarify meaning (2a)</p> <p>Use commas to separate two adjectives preceding a noun and to separate items/phrases in a series (2b)</p> <p>Apply correct capitalization to beginning of sentences and proper nouns (2c)</p> <p>Use quotation marks to indicate exact words spoken (2d)</p> <p>Use apostrophe for contractions and singular possessive nouns (2e)</p>

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<p>1.6</p>	<p>W6: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> • <u>Independently</u> applying spelling knowledge in proofreading and editing of writing • Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling or phonological changes) • <u>Correctly spelling grade-appropriate word groups that share a common root</u> (e.g., “<u>report</u>,” “<u>imported</u>,” “<u>transportation</u>,” “<u>portable</u>”) 	<p>Writing Conventions</p>	<p>Use resources to check and correct spelling (2f)</p>
<p>5.18</p>	<p>W6: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> • Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) • Using the paragraph form: indenting, main idea, supporting details • Recognizing organizational text structures <i>within</i> paragraphs EXAMPLES: description, chronology, proposition/support, compare/ contrast • <u>Using a format and text structure appropriate to the purpose of the writing</u> 	<p>Structures of Language</p>	<p>Use correct paragraph formatting (2g)</p>

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<p>1.7, 5.11, 5.13</p>	<p>W6: 5 In response to literary or informational text, students show understanding of plot/ ideas/ concepts by...</p> <ul style="list-style-type: none"> • Selecting appropriate information to set context/background • Summarizing key ideas • Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts 	<p>Writing in Response to Literary or Informational Text</p>	<p>Summarize context (story or key ideas) (3a)</p> <p>Make connections to prior knowledge and other texts (3b)</p>
<p>1.7, 5.11, 5.13</p>	<p>W6: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus (purpose), <u>a firm judgment, or a point of view</u> when responding to a given question • Using specific details and references to text or <u>relevant citations to support focus or judgment</u> • Making inferences about the relationship(s) among content, events, characters, setting, or common themes 	<p>Writing in Response to Literary or Informational Text</p>	<p>Provide evidence including direct citation(s) from text to support analytical judgment (3c)</p> <p>Make inferences about content and events (3d)</p>
<p>1.7, 5.11, 5.13</p>	<p>W6: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> • Organizing ideas using transition words/phrases and writing a conclusion that provides closure • Addressing the reader's possible questions EXAMPLE: Clarifying the context when using a citation • Using <u>effective</u> voice and tone (word choice sentences with embedded phrases and clauses) 	<p>Writing in Response to Literary or Informational Text</p>	

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<p>1.8, 1.19</p>	<p>W6: 8 In reports, students organize information/ concepts by...</p> <ul style="list-style-type: none"> • Using an organizational text structure appropriate to focus/controlling idea EXAMPLES: description, chronology, proposition/support, compare/ contrast • Selecting appropriate information to set context, <u>which may include a lead/hook</u> EXAMPLES: startling statistic, anecdote/scenario, general to specific, quotation • Using transition words or phrases appropriate to organizational text structure • Writing a conclusion that provides closure • Obtaining information from <u>multiple locations or sources</u> when appropriate EXAMPLES: Locations—library, Internet, electronic media; Sources—almanacs, magazine/news articles, books, encyclopedia, interviews, surveys, video/TV, sidebars, charts • Listing sources at end of a report, if appropriate 	<p>Informational Writing: Reports</p>	
<p>1.8, 1.19</p>	<p>W6: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus/ controlling idea (purpose) on a topic 	<p>Informational Writing: Reports</p>	
<p>1.8, 1.19</p>	<p>W6: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and excluding extraneous information • Including sufficient details or facts for appropriate 	<p>Informational Writing: Reports</p>	

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	<p>depth: naming, describing, explaining, comparing, use of visual images</p> <ul style="list-style-type: none"> • <u>Addressing readers' concerns (e.g., providing context)</u> 		
1.9, 5.11	<p>W6: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • Creating a clear and coherent (logically consistent) story line • Using transition words/phrases to establish clear chronology and enhance meaning • Establishing context, problem/conflict/challenge, and resolution, and <u>maintaining point of view (1st person, 3rd person, or omniscient)</u> 	<p>Expressive Writing: Narratives</p>	<p>Create a clear and coherent story line (fictional or from personal experience) (5a)</p> <p>Establish a context (setting or background information, problem/ conflict/ challenge, and resolution) (5b)</p>
1.9, 5.11	<p>W6: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • Using relevant and descriptive details <u>and sensory language</u> to advance the story line EXAMPLE: "I could hear bells ringing. It sent shivers down my spine." • Using dialogue to advance action • <u>Developing</u> characters through description, <u>speech and actions</u> • <u>Using voice appropriate to purpose</u> • <u>Maintaining focus</u> 	<p>Expressive Writing: Narratives</p>	<p>Use relevant and descriptive details and sensory language to advance the story line (5d)</p> <p>Develop characters through description, speech, and actions (5c)</p>

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<p>1.10</p>	<p>W6: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • Providing a purpose by giving context to let the reader know when the procedure is appropriate • <u>Using a variety of transitions</u> to arrange the steps in a logical manner • Using details and examples to help the reader understand <u>and visualize</u> the process EXAMPLES: imagery, analogies • Providing a list of <u>specific</u> materials, if appropriate • Providing a conclusion <u>that advances the reader's understanding or appreciation of the process</u> 	<p>Informational Writing: Procedures</p>	
<p>1.10</p>	<p>W6: 14 In written procedures, students anticipate the readers' needs by...</p> <ul style="list-style-type: none"> • <u>Addressing problems that might arise for the reader</u> (e.g., potential problems, safety) • <u>Creating</u> a format that is easy to follow EXAMPLES: <u>graphics, bullets, diagrams</u> 	<p>Informational Writing: Procedures</p>	
<p>1.11</p>	<p>W6: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> • Restating the issue or problem and stating a clear position (purpose) 	<p>Informational Writing: Persuasive Writing</p>	<p>Define a significant problem, issue, topic, or concern and state a clear position (4a)</p>
<p>1.11</p>	<p>W6: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> • Providing <u>and elaborating on with</u> appropriate facts and details • Addressing the reader's potential concerns or counterarguments 	<p>Informational Writing: Persuasive Writing</p>	<p>Anticipate and address counter arguments (4b)</p>

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1.12	<p>W6: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • Using concrete details and sensory language to establish context (purpose) • Establishing or evolving focus • Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting • Having coherent organization 	Expressive Writing: Reflective Essay	
1.23, 5.11	<p>W6: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> • Writing poems in a <u>variety of voices for a variety of audiences</u> (purpose) • Writing poems that express feeling <u>or thought</u> 	Expressive Writing: Poetry	
1.23, 5.11	<p>W6: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> • Selecting vocabulary according to purpose or for effect on audience • Using rhyme, <u>rhythm</u>, repetition, or <u>figurative language</u> EXAMPLES: <u>simile, personification</u> • Using a variety of poetic forms 	Expressive Writing: Poetry	