

Writing Strand	Performance Standard Reference *Assessed Locally	Six-Trait Reference	GRADE 6: WRITING Grade Level Expectations	SBA Emphasis
Write Using a Variety of Forms	PS W2.1		The student WRITES ABOUT A TOPIC. Student can:	39-47%
	[6] 2.1.1	O, I/C	Write a story of composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea, and including supporting ideas.	
	[6] 2.1.2*	O	Use paragraph form: indent or use paragraph breaks and place paragraph breaks appropriately.	
	[6] 2.1.3*	I/C	Organize and sequence ideas logically to establish clear relationships within and between paragraphs (e.g., use transition words or phrases that reveal order or chronology, comparison/contrast).	
	[6] 2.1.4	O	Write a concluding statement.	
	PS W2.2		The student WRITES FOR A VARIETY OF AUDIENCES. Student can:	
	[6] 2.2.1	O, I/C	Write an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details).	
	[6] 2.2.2	All	Write in a variety of non-fiction forms using appropriate information & structure (i.e., step-by-step directions, descriptions, observations, or report writing).	
	[6] 2.2.3*	V	Use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, lyrics).	
	[6] 2.2.4*	I/C, P	Use diagrams, charts, or illustrations with captions or labels in research projects or extended reports.	
Structures and Conventions	PS W2.3		The student uses CONVENTIONS OF STANDARD ENGLISH to write and edit. Student can:	27-32%
	[6] 2.3.1	SF	Vary the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing.	
	[6] 2.3.2	C	Identify/correct mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, contractions).	
	[6] 2.3.3	C	Identify/correct errors in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations & closings in letters, commas in a series) and capitalization.	
	[6] 2.3.4	SF, C	Identify/correct mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, pronouns).	
Revise	PS W2.4		The student REVISES WRITING. Student can:	25-30%
	[6] 2.4.1	I/C, O	Rearrange and/or add details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear.	
	[6] 2.4.2*	All	Give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics).	
	[6] 2.4.3*	SF, WC	Combine sentences for fluency and select precise, descriptive words to improve the quality and effectiveness of writing.	
Cite Sources	PS W2.5		The student DOCUMENTS SOURCES. Student can:	0%
	[6] 2.5.1*	I/C	Give credit for other's ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist).	
Uses Resources	PS W2.6		The student USES RESOURCES. Student can:	0%
	[6] 2.6.1*	C, P	Use dictionary to look up spelling or definitions of words or use software programs to correct misspellings, including choosing the correct spelling option among several choices.	
	[6] 2.6.2*	WC	Use thesaurus to find synonyms for common words.	
	[6] 2.6.3*	P	Write using a word processor using formatting features to produce a final draft.	

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