

# Grade 6 Writing: Grade Level Expectations

## Essential Academic Learning Requirements [EALR] for Writing K-10

### **EALR 1: The student understands and uses a writing process**

Component 1.1 Prewrites to generate ideas and plan writing.

Component 1.2 Produces Drafts.

Component 1.3 Revises to improve text.

Component 1.4 Edits Text.

Component 1.5 Publishes text to share with audience.

Component 1.6 Adjusts writing processes as necessary.

### **EALR 2: The student writes in a variety of forms for different audiences and purposes**

Component 2.1 Adapts writing for a variety of audiences.

Component 2.2 Writes for different purposes.

Component 2.3 Writes in a variety of forms/genres.

Component 2.4 Writes for career applications.

### **EALR 3: The student writes clearly and effectively**

Component 3.1 Develops ideas and organizes writing.

Component 3.2 Uses appropriate style.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

### **EALR 4: The student analyzes and evaluates the effectiveness of written work.**

Component 4.1 Analyzes and evaluates others' and own writing.

Component 4.2 Sets goals for improvement.

Cited from Washington State's Essential Academic Learning Requirements:  
<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

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## GRADE 6

In sixth grade, students approach writing with purpose and maintain their focus. They use form, content, technique, and conventions flexibly to meet their own purposes or assignment requirements. Competence is evident in skills of paragraphing, summarizing, and synthesizing in exposition, persuasion, and content-area writing, whereas fiction writing reflects an awareness of its role to entertain, explore human relationships, and persuade. Students work toward precision in spelling in all writing and evaluate honestly both their own work and the work of others, making a concerted effort to improve weak traits. Students consider writing to be an important and effective tool for furthering their own learning.

### **EALR 1: The student understands and uses a writing process**

#### **Component 1.1 Uses pictures and talk for thinking about planning writing.**

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

- 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).
- Maintains a journal or an electronic log to collect and explore ideas; records observations, dialogue, and/or description for later use as a basis for informational or literary 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

#### **Component 1.2 Produces Drafts.**

1.2.1 Produces multiple drafts.

- Refers to prewriting plan.
- Drafts by hand and/or electronically.
- Rereads text and continues drafting over time.
- Rereads text, puts it away, and returns to it later.

#### **Component 1.3 Revises to improve text.**

1.3.1 Revises text including changing words, sentences, paragraphs, and ideas.

- Rereads work several times and has a different focus for each reading (e.g., first reading — adding transitions; second reading — deleting unnecessary details; third reading — identifying areas where evidence is lacking and adding relevant information).
- Seeks and considers feedback from adults and peers.
- Records feedback using writing group procedure (e.g., records the first four words of each sentence to encourage variation of sentence beginnings).
- Evaluates and uses feedback (e.g., “I’ll use the word transformation to improve my word choice.”).
- Uses multiple resources regularly to identify needed changes (e.g., writing guide, adult, peer, criteria and/or checklist, thesaurus)

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## **Component 1.4 Edits Text.**

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3).

- Identifies and corrects errors in conventions.
- Uses multiple resources regularly (e.g., dictionary, peer, adult, available technology, writing/style guide, textbook).
- Proofreads final draft for errors.

## **Component 1.5 Publishes text to share with audience.**

1.5.1 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).
- Publishes material in appropriate form (e.g., slide show) and format (e.g., slide layout, color, font, keywords and phrases instead of whole sentences) for visual and dramatic presentations.
- Uses different available technologies to produce a finished product (e.g., word processor, spreadsheets, multimedia)

## **Component 1.6 Adjusts writing processes as necessary.**

1.6.1 Applies understanding of the recursive nature of writing process.

- Revises at any stage of process.
- Edits as needed at any stage.

1.6.2 Uses collaborative skills to adapt writing process.

- Delegates parts of writing process to team members (e.g., during prewriting, one team member gathers Internet information while another uses the library periodicals).
- Collaborates on drafting, revising, and editing. n Collaborates on final layout and publishing/presenting

1.6.3 Uses knowledge of time constraints to adjust writing process.

- Writes for both on-demand and extended writing projects.
- Writes to meet a deadline.
- Adjusts the number of drafts to compensate for time allotted.
- Adapts amount of time spent prewriting in response to on-demand prompt. n Creates a management timeline, flow chart, or action plan for written projects (e.g., research paper).
- Increases time for prewriting, drafting, revising, and editing, while working for clarity and effective presentation.

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## **EALR 2: The student writes in a variety of forms for different audiences and purposes**

### **Component 2.1 Adapts writing for a variety of audiences.**

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

- Identifies an intended audience.
- Identifies and includes information audience needs to know (e.g., defines scientific terms, makes no assumptions about audience's prior knowledge).
- Identifies audience's interest and knowledge of topic to determine emphasis.
- Anticipates readers' questions and writes accordingly.

### **Component 2.2 Writes for different purposes.**

2.2.1 Demonstrates understanding of different purposes for writing.

- 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).
- Writes for more than one purpose using the same form (e.g., uses a poem to persuade, to tell a story, or to entertain).
- Includes more than one mode within a piece to address purpose (e.g., descriptive details or a narrative anecdote used as an example within an explanation).

### **Component 2.3 Writes in a variety of forms/genres.**

2.3.1 Uses a variety of forms/genres.

- Includes more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures,
- charts/graphs, and a journal excerpt).
- Maintains a log or portfolio to track variety of forms/genres used.
- Produces a variety of new forms/genres.

Examples:

- ~ persuasive essays
- ~ narrative essays
- ~ biographies
- ~ literary analyses (e.g., explains about character or main idea)
- ~ research reports
- ~ business letters
- ~ lab reports
- ~ quatrains

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### Component 2.4 Writes for career applications.

#### 2.4.1 Produces documents used in a career setting.

- Collaborates with peers on long-term writing projects (e.g., class newspaper).
- Writes in forms associated with specific tasks or careers (e.g., application for student body office, presentation software as a visual aid).
- Selects and synthesizes information from technical and job-related documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs).

### EALR 3: The student writes clearly and effectively

#### Component 3.1 Develops ideas and organizes writing.

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

- 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).
- Varies method of developing character (e.g., how the character looks, talks, acts, and thinks) and setting (e.g., develops setting as character changes location) in narratives.

##### 3.1.2 Uses an effective organizational structure.

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).
- Varies leads, endings, and types of conflicts in narratives.
- 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)

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### Component 3.2 Uses appropriate style.

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

- Writes with a clearly defined voice appropriate to audience.
- Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., informal vs. formal voice).
- Writes expository text using either first or third person. n 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.).
- Writes in a character's voice (e.g., retells a story using the point of view and voice of a character in the story; explains a historic event in the voice of a participant in that event).

3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

- Selects and uses precise and specialized language in content writing (e.g., hypothesis in both science and social studies, hydration in health and fitness).
- Selects and uses persuasive techniques (e.g., testimonials, bandwagon).
- Selects and uses literary devices (e.g., simile, metaphor, and personification).
- Selects and uses poetic devices (e.g., repetition, rhythm, rhyme schemes).
- Searches for alternatives to commonly used words, particularly in persuasive writing and poetry

3.2.3 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.>").
- Uses rhythm and cadence in sentences and lines to influence meaning in prose and poetry (e.g., "The drums / beat on and on and on.>").

### Component 3.3 Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

- Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).

3.3.2 Spells accurately in final draft.

- Uses spelling rules and patterns from previous grades.
- Uses multiple strategies to spell.

Examples:

~ visual patterns (e.g., tough/enough/rough, right/night)

~ homophones (e.g., read and reed)

~ affixes (e.g., in-, im-, -spect, -fer)

~ roots (e.g., biology, telegraph)

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- Uses resources to correct own spelling

### 3.3.3 Applies capitalization rules.

- Uses capitalization rules from previous grades.
- Capitalizes languages, races, nationalities, and religions correctly.
- Uses resources to correct capitalization.

### 3.3.4 Applies punctuation rules.

- Uses punctuation rules from previous grades.
- Uses commas in appositives (e.g., Bob, the dog, was fun.).
- Uses commas to set off direct address (e.g., “Mom, may I go to the movies?”).
- Uses apostrophe to show quotation within a quotation in dialogue (e.g., He said, “Mom said, ‘Clean your room.’”).
- Uses parentheses correctly (e.g., “A hypothesis (prediction) is a critical component of a scientific investigation.”).
- Uses a semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test.).
- Uses resources to check punctuation.

### 3.3.5 Applies usage rules.

- Applies usage rules from previous grades.
- Shows agreement of pronoun and its referent (e.g., A person needs his or her own space.).
- Maintains consistent person.
- Uses parallel construction when listing verbs particularly in informational and technical writing.  
~ parallel: A scientist observes, hypothesizes, and analyzes.  
~ not parallel: A scientist observes, hypothesized, and analyzed.
- Uses resources to check usage.

### 3.3.6 Uses complete sentences in writing.

- May use fragments in dialogue as appropriate.

### 3.3.7 Applies paragraph conventions.

- Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).
- Provides detailed labeling, captions, headings, and subheadings when appropriate.

### 3.3.8 Applies conventional forms for citations.

- Cites sources according to prescribed format.

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**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

**Component 4.1 Analyzes and evaluates others' and own writing.**

4.1.1 Analyzes and evaluates writing using established criteria.

- Identifies aspects of the author's craft (e.g., sentence variation, voice, word choice).
- Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., firm position, statistics as support, persuasive word choice).
- Explains accuracy of content and vocabulary for specific curricular areas (e.g., why ancient peoples settled along rivers).

4.1.2 Analyzes and evaluates own writing using established criteria.

- 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).
- Uses criteria to choose and defend choices for a writing portfolio.
- Provides evidence that goals have been met (e.g., selects pieces that demonstrate growth).

**Component 4.2 Sets goals for improvement.**

4.2.1 Evaluates and adjusts writing goals using criteria.

- Evaluates and writes reflection about growth in writing and sets goals to create an improvement plan (e.g., "My word choice needs to improve. I will use more specific words to improve from a 3 to a 4 on the rubric.").
- Monitors and evaluates progress and adjusts goals over time (e.g., "My word choice has improved. Now I have to think about my conclusions.").
- Maintains a written log of goals and a portfolio of work.

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