

LINCOLN PUBLIC SCHOOLS  
English Language Arts Learning Expectations: Grade 6

Massachusetts  
Standards

Strand:  
Writing

Students will be able  
to:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Standard 4)*

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Standard 10)*

Big Ideas

- Through forms of writing, writers develop their ability to reason, communicate and defend ideas, and convey an experience to their audience.
- Writers who know how to change the organizational structures, word choice and tones of the texts they create are better able to convey the messages they intend.
- Effective writing requires both imaginative thinking and the ability to step back and critique one's creation in order to improve it.
- Use of standard English conventions are essential to a writer's success in conveying a message.
- Research encourages a deep and thorough exploration of a subject area in ways that build lasting knowledge and result in a more thorough understanding of the topic than that gained solely from individual sources or general reading.

Key Outcomes

Students will demonstrate an understanding of **writing** by:

- Writing arguments to support claims with clear reasons and relevant evidence. *(Standard 1)*
- Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(Standard 2)*
- Writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. *(Standard 3)*
- Demonstrating an understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (*e.g., explanations of natural phenomena; the hero's journey, quest, or task*). *(Standard 3A)*

Students will demonstrate an understanding of the **writing process** by:

- Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(Standard 5)*
- Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; *(Standard 6)*

Students will demonstrate an understanding of **investigation to gain new insight** by:

- Conducting short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. *(Standard 7)*
- Gathering relevant information from multiple print and digital sources; assessing the credibility of each source; and quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. *(Standard 8)*
- Drawing evidence from literary or informational texts to support analysis, reflection, and research. *(Standard 9)*

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### **Essential Knowledge and Skills**

**Students will:**

#### **Opinion** *(Standard 1)*

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

#### **Informative** *(Standard 2)*

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (*e.g., headings*), graphics (*e.g., charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

#### **Narrative** *(Standard 3)*

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

**Students will:**

- Improve the level of detail and precision of written language and determine where to add imagery and sensory when revising writing
- Demonstrates a command of Language standards 1–3 up to and including grade 6 when editing for conventions
- Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
- Apply grade 6 Reading standards to literature (*e.g.*, “*Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics*”).
- *Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).*
- Formulate research questions around a particular topic that guides the inquiry.
- Use a range of print and non-print sources (*atlases, data bases, electronic, online resources*) to locate information relevant to their purpose.
- Follow established criteria for evaluating the accuracy and trustworthiness of information.
- Locate specific information by using various tools (*indexes, table of contents, search tools*).
- Take notes on information contained in a variety of sources.
- Synthesize information gained from multiple sources and organize and present their research findings in a written form.