Writing Standards
Common Core Standards for Literacy

1) After reading the standard, underline nouns and circle verbs. 2) Using the verbs, craft the "I Can" statement(s). 3) Note any relevant vocabulary necessary for achieving the standard.

Common Core Standards	Converted/Unpacked Standards "I Can" Statements (Student-Centered)	Vocabulary
W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.	I can… - Develop an argument - Find facts supporting that argument	Support Evidence Reasons Claim
W.6.1a – Introduce claim(s) and organize the reasons and evidence logically.	I can… - Organize my facts to support my argument - Introduce my argument	Logically Claim Evidence Introduction
W.6. 1b – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	I can… - Support my argument using reliable sources	Credible Relevant Sources
W.6.1c – Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I can… - Use transition words and phrases	Transition Clause
W.6.1d – Establish and maintain a formal style.	I can… - Write a paragraph - Write an essay	Formal

W.6.1e – Provide a concluding statement or section that follows from the argument presented.	I can… - Write a conclusion	Conclusion
W.6. 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can… - Choose an appropriate topic - Choose important facts to develop my topic - Organize my facts	Analyze Concepts
W.6.2a – 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.	I can… - Write an introduction - Choose appropriate strategy to organize my facts - Properly format - Use graphics and multimedia to support my topic	Definition Classification Cause/Effect Compare/Contrast Multimedia Formatting Graphics
W.6.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can… - Support my topic with facts	Facts Definition Details Quotation
W.6.2c – Use appropriate transitions to clarify the relationships among ideas and concepts.	I can… - Use transition words or phrases	Transition
W.6.2d- Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can… - Use topic specific vocabulary - Use descriptive vocabulary	Specific Descriptive Vocabulary

W.6.2e – Establish and maintain formal style.	I can… - Write a paragraph - Write an essay	
W.6.2f – Provide a concluding statement or section that follows from the information or explanation presented.	I can… - Write a conclusion about my topic	Conclusion
W.6.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I can… - Define Narrative - Arrange story events (plot) in chronological order - Use descriptive language in my writing	Chronological Narrative
W.6.3a – 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.	I can… - Develop and describe characters - Develop and describe setting - Develop and describe plot -	Characters Setting Plot
W.6.3b – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I can… - Correctly use dialogue - Use transitions to move through a story	Dialogue transitions
W.6.3c – Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can… - Use transition words to link events in a story	transitions
W.6.3d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I can… - Use sensory language to describe experiences and events	sensory

W.6.3e – Provide a conclusion that follows from the narrated experiences or events.	I can… - Write a conclusion that includes the lesson learned (theme)	Conclusion
W.6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can… - I can write a narrative essay using correct structure. - Identify my purpose and audience	Structure Essay
W.6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	I can… - follow the writing process - edit and revise my work for grammar - edit and revise using support from my peers	Peers
W.6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	I can… - use a word processing program to publish an essay	Publish
W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I can… - use the internet and other resources to answer questions	

W.6.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	I can… - determine if a source is credible - paraphrase and site my sources	Paraphrase Citation Source credible
W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can… - use information from sources to support an argument or idea	Sources Argument support
W.6.9a – 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").	I can… - respond to literature through writing	Literature respond
W.6.9b – 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").	I can… - respond to informational texts through writing	Respond Nonfiction informational text
W.6.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can… - write for different purposes and time lengths	Purpose Length