

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Texts Types and Purposes	<b>Grade level:</b>	6
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### Standards Relating to Text Types and Purposes

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

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

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
- b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).

### Text Types and Purposes: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
Why do authors write?	Students will gain an understanding by using different types of writing.
How do authors get their message across to the reader?	Students will be able to communicate their message in a clear way.

## Learning Progression: Text Types and Purposes (6.W.1 6.W.2 6.W.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using grade level appropriate words, phrases, and clauses.</li> <li>d. Provide a conclusion related to the opinion presented</li> </ol>	<p><b>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</b></p> <ol style="list-style-type: none"> <li><b>a. Introduce claim(s) and organize the reasons and evidence clearly.</b></li> <li><b>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</b></li> <li><b>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</b></li> <li><b>d. Establish and maintain a formal style.</b></li> <li><b>e. Provide a concluding statement or section that follows from the argument presented.</b></li> </ol>	<p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> </ol>	<p><b>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <ol style="list-style-type: none"> <li><b>g. Introduce a topic; organize and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.</b></li> <li><b>h. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></li> <li><b>i. Use appropriate transitions to clarify the relationships among ideas and concepts.</b></li> <li><b>j. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></li> <li><b>k. Establish and maintain a formal style.</b></li> <li><b>l. Provide a concluding statement or section that follows from the information or explanation presented.</b></li> </ol>	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement</li> </ol>

		or section that follows from and supports the information or explanation presented.
<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows the narrated experiences or events.</li> </ol>	<p><b>6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <ol style="list-style-type: none"> <li><b>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.</b></li> <li><b>Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.</b></li> <li><b>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></li> <li><b>Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.</b></li> <li><b>Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).</b></li> </ol>	<p>7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).</li> </ol>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>6.W.1</b></p> <ul style="list-style-type: none"> <li>Understand argument</li> <li>Gather evidence to support claims</li> </ul> <p><b>6.W.2</b></p> <ul style="list-style-type: none"> <li>Examine information in order to be able to construct logical arguments</li> </ul>	<p><b>6.W.1</b> Writing an argument needs to be accurately supported with a given claim, relevant evidence, and reasoning.</p> <p>Formal writing is used in argumentative writing.</p> <p><b>6.W.2</b> They will learn how to understand, organize, and convey complex information in a written composition.</p>	<p><b>6.W.1</b> Discuss/debate and gain further insight into a particular issue from a text or issue surrounding the text.</p> <p>State a claim and support with credible evidence.</p> <p><b>6.W.2</b> Students can practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence.</p> <p>Students can use graphic organizers</p>

<p><b>6.W.3</b></p> <ul style="list-style-type: none"> <li>● Write narratives based upon imagined and/or real events</li> </ul>	<p><b>6.W.3</b></p> <p>They will write about conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution.</p> <p>A story must move from scene to scene with the aid of transitions.</p>	<p>to shape their thesis and support particular claims and corresponding evidence before proceeding to the paper's full development.</p> <p>To increase understanding, students may: seek to define any or all unknown terms, create charts and graphs to determine cause/effect relationships between facts, make comparisons and contrasts in terms of data, gather note-worthy quotations about the material from experts, and watch informational videos.</p> <p><b>6.W.3</b></p> <p>Students may learn how to create a narrator's techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>
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### Student Friendly Language

**6.W.1**

I can write arguments and use clear reasons and relevant evidence to support my claims.  
 I can organize my claims, reasons, and evidence clearly.  
 I can support my claims with clear reasons and relevant evidence, using appropriate sources, and showing that I truly understand the text.  
 I can use my writing to clearly explain the relationships between my claims and reasons.  
 I can establish and maintain a formal style in presenting my written arguments.  
 I can write a conclusion that follows from the arguments that I presented.

**6.W.2**

I can write informative/explanatory pieces to examine a topic and use the content and organization of my piece of writing to clearly show my information and ideas.  
 I can help readers understand the content in my writing by using good formatting such as headings and visuals.  
 I can help readers understand the content in my writing by using strategies such as definitions, classifications, comparing and contrasting, and cause and effect.  
 I can develop the topic of my writing by using appropriate facts, definitions, specific details, quotations, or other information and examples.  
 I can use appropriate transitions to present clear relationships between my ideas and concepts.  
 I can use precise language and vocabulary in my writing to help readers understand my topic more clearly.  
 I can establish and maintain a formal style in presenting information/explanatory writing.  
 I can write a conclusion that follows from the information and explanations I presented.

**6.W.3**

I can write narratives that develop real or imagined experiences using good technique, descriptive details, and a sequence of events that makes sense.  
 I can effectively engage readers by writing an introduction that explains a context and introduces a narrator and/or characters.  
 I can organize my writing so that the sequence of events occurs naturally and logically.  
 I can use dialogue, pacing and descriptive words to develop the characters and events in my narrative.  
 I can use precise language and descriptive details in my writing to help readers understand the experiences and events.  
 I can write a conclusion that follows from the experience and events I presented.

## Key Vocabulary

### 6.W.1

- Arguments
- Claims
- Clear evidence
- Relevant evidence
- Facts
- Reasons
- Details
- Credible source
- Topic
- Thesis statement
- Persuade
- Style
- Introduce
- Conclusion
- Transitions
- Supporting evidence

### 6.W.2

- Expository
- Reason
- Detail
- Fact
- Explanation
- Elaboration
- Audience
- Thesis statement
- Formal style
- Topic/theme
- Compare/contrast
- Cause/effect
- Formatting
- Heading
- Classification
- Selection
- Organization
- Analysis
- Relevant content

### 6.W.3

- Plot
- Characters
- Setting
- Resolution
- Point of view
- Sensory details
- Concrete
- Dialogue
- Rising action
- Sequence events
- Mood
- Narrator
- Descriptive language
- Transitions/story connectors

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to learn how to describe life experiences.

We need to learn how to write a speech or complete a job interview in a real-life situation.

We need to learn how to complete a scholarship application, college application/essay, or other formal writing situations.

We need to be able to justify and support arguments used in everyday occurrences--e.g., when we are debating with teachers, parents or friends about rules, wants, etc.

## Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Text Types and Purposes:

- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
- 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.

- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid 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.

- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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 literary and narrative techniques, such as dialogue, pacing, rhythm, 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, figurative and sensory language to convey experiences and events.
  - Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write one simple paragraph, demonstrating the ability to express arguments, minimally include transitional words or phrases, loosely develop evidence/reasons and elaboration or include a minimal conclusion; and write simple argument texts demonstrating minimal ability to state a claim, minimally attend to purpose, audience, and organization, create few structures and transitional strategies for coherence or identifying evidence/reasons, and include a minimal conclusion.</li> <li>Write one simple informational/explanatory paragraph, minimally demonstrating the ability to organize ideas and maintain a focus, provide minimal</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write one paragraph, applying a variety of strategies, demonstrating the ability to express arguments, partially establish and support a claim, partially organize ideas using transitional words or phrases, develop evidence/reasons and elaboration, or create a partially developed conclusion using a formal style; and write argument texts demonstrating ability to state a claim, partially attend to purpose, audience, and organization, include some structures and transitional strategies for coherence, develop evidence/reasons and elaboration, and develop a conclusion.</li> <li>Write one informational/explanatory</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write one or more paragraphs, applying a variety of strategies, demonstrating the ability to express arguments, establish and support a claim, organize ideas using transitional words or phrases, develop supporting evidence/reasons and elaboration from credible sources, or develop a conclusion using a formal style; and write full argument texts demonstrating ability to state claims, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, identify supporting evidence/reasons and elaboration from credible sources, and develop an appropriate</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write or revise more than one complex paragraph, applying a variety of strategies, demonstrating the ability to express arguments, establish and support a claim, strategically organize ideas using transitional words or phrases, develop strong supporting evidence/reasons and elaboration from credible sources, or develop a well-stated conclusion appropriate to purpose and audience using a formal style; and plan, write, revise, and edit full complex argument texts, clearly demonstrating the ability to state claims about topics or sources, effectively attend to purpose and audience, strategically organize ideas by stating a context and focus, include more complex</li> </ul>

<p>supporting evidence and some elaboration, or writing body paragraphs or an underdeveloped conclusion; and write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal organization of ideas, underdeveloped focus, structures and transitional strategies for coherence, some evidence and elaboration, and an underdeveloped conclusion.</p> <ul style="list-style-type: none"> <li>• Write one paragraph and write narrative texts demonstrating use of narrative techniques, chronology, occasional transitional strategies for coherence, some descriptive details, some sensory language to convey experiences or author’s craft appropriate to purpose, including an underdeveloped conclusion.</li> <li>• Use, with significant support, basic language and vocabulary and an emerging style appropriate to purpose and audience.</li> </ul>	<p>paragraph, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion; and write informational/explanatory texts, occasionally attending to purpose and audience, and organizing ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.</p> <ul style="list-style-type: none"> <li>• Write one paragraph and write narrative texts demonstrating use of specific narrative techniques, chronology, transitional strategies for coherence, occasional use of precise words and phrases, partial use of descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion.</li> <li>• Use, with minimal support, some precise language and vocabulary and develop style appropriate to purpose and audience when composing text.</li> </ul>	<p>conclusion.</p> <ul style="list-style-type: none"> <li>• Write one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience; and write full informational/explanatory texts, attending to purpose and audience, and organizing ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.</li> <li>• Write one or more paragraphs and write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, appropriate transitional strategies for coherence, use of precise words and phrases, and use of relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</li> <li>• Use, adequately, a broad range of precise language and vocabulary and style appropriate to purpose and audience when composing text.</li> </ul>	<p>structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration from credible sources, and develop an appropriate, well-developed conclusion.</p> <ul style="list-style-type: none"> <li>• Write or revise more than one complex informational/explanatory paragraph, using precise language and formal style to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience; and plan, write, revise, and edit full complex informational/explanatory texts on a topic, clearly attending to purpose and audience, efficiently organizing ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.</li> <li>• Write or revise more than one paragraph and well-developed narrative texts, demonstrating use of multiple specific narrative techniques, chronology, appropriate transitional strategies for coherence, use precise words and phrases, and use relevant descriptive details and sensory language to convey experiences and author’s</li> </ul>
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			<p>craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</p> <ul style="list-style-type: none"><li>• Thoroughly use an extensive range of language and vocabulary and effective style appropriate to purpose and audience when revising or composing complex texts.</li></ul>
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