

6th Grade Writing: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
Text Types and Purposes	
W.6.1. Write arguments to support claims with clear reasons and relevant evidence	
Introduce claim(s) and organize the reasons and evidence clearly.	I can introduce claims clearly. I can 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.	I can support claims with clear reasons and relevant evidence. I can use credible sources.
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I can use words, phrases and clauses to clarify the relationships among claims and reasons.
Establish and maintain a formal style.	I can use a formal style of writing
Provide a concluding statement or section that follows from the argument presented.	I can write a concluding statement and section that follows the argument.
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.	
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 stay focused on one topic. I can organize ideas, concepts, and information. I can include headings, charts, tables, and multimedia when appropriate.
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
Use appropriate transitions to clarify the relationships among ideas and concepts.	I can use appropriate transitions between ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about a topic.
Establish and maintain a formal style.	I can use a formal style of writing.
Provide a concluding statement or section that follows from the information or explanation presented.	I can write a concluding statement and sections that follows the information presented.

W.6.3. Write narratives 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.	<p>I can writing a strong opener.</p> <p>I can clearly introduce the characters.</p> <p>I can organize the events logically.</p>
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p>I can use dialogue effectively.</p> <p>I can use pacing effectively.</p> <p>I can use description effectively.</p>
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 and phrases to show sequence and shifts in time or place.
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<p>I can use a broad vocabulary.</p> <p>I can use sensory language effectively.</p>
Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion form the narrated experience.
Production and Distribution of Writing	
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.)	<p>I can write clearly and coherently.</p> <p>I can use appropriate organization.</p> <p>I can write to a specific purpose and audience.</p>
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.	<p>I can work with peers and adults to revise writing.</p> <p>I can work with peers and adults to edit writing.</p>
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 sitting.	<p>I can use technology to produce published writing.</p> <p>I can use technology to interact with others.</p> <p>I can type three pages in a single sitting.</p>
Research to Build and Present Knowledge	
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>I can research to answer a question.</p> <p>I can use several sources when researching.</p>

<p>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</p>	<p>I can gather information from multiple sources. I can explain how credible each source is. I can quote or paraphrase without plagiarizing. I can provide basic bibliographic information for sources.</p>
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Apply <i>grade 6 Reading standards</i> 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”).</p>	<p>I can compare and contrast texts in different forms or genres to show how their approaches to similar themes and topics compare.</p>
<p>Apply <i>grade 6 Reading standards</i> 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”).</p>	<p>I can explain the reasoning of specific claims in text. I can tell if a claim is supported by reasons.</p>
<p>Range of Writing</p>	
<p>W.6.10. 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.</p>	<p>I can write over extended time frames. I can write over shorter time frames.</p>