

USD 368 Curriculum Guide

*KS Assessment

Subject: Writing
Grade/Course: Sixth Grade

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Indicator

The student...

1. Understands and develops a main idea (plot, setting, characters) by writing to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Clarifies the main idea by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Analyzes and understand implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
6. Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. Selects transitions to connect ideas within paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes to convey tone and personality to engage the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
9. Practices selecting words that are suitable and precise, which create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
10. Practices using vocabulary that is appropriate and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. Varies sentence structures and lengths. (e.g. simple, compound) (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. Develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. Uses dialogue so that it sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. *Indicator not at this grade level.*
16. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, commas). (Conventions: prewriting, drafting, revising: N,E,T,P)
17. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Indents paragraphs to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Indicator

The student...

1. Develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Clarifies the main idea by selecting logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Practices writing using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3rd person pronouns in research). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Expresses information in own words using evidence and examples. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Analyzes and understands implications of plagiarism (e.g. ethical, legal)> (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources)> (Organization: prewriting: N,E,T,P)
7. Writes a complete piece that contains a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
9. Uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
10. Selects original and compelling vocabulary to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
11. Practices selecting words that are suitable and precisely create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
12. Practices specialized vocabulary that is appropriate for expository writing and provides for ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Varies sentence structures and lengths (e.g. simple, compound) making the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. Develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. *Indicator not at this grade level.*
17. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, and commas). (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Indicator

The student...

1. Develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Understands and independently uses appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting: N,E,T,P)
5. Arranges information within each paragraph or list in a logical order. (Organization: prewriting, drafting, revising: N,E,T,P)
6. Writes a piece with a useful introduction, a relevant or sequential body, and an effective conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
7. Uses transitions to connect important points within the piece (e.g. enumerated list, bullets, headings, subheadings, simple outlining elements). (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, graphics, brochures, electronic presentation, newsletters). (Voice: prewriting, drafting, revising: N,E,T,P)
9. Writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
10. Selects words that convey the writer's message plainly and precisely. (e.g. technical terms) (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. Selects words appropriate for the intended task/format (e.g. persuasive, if persuading: informational, if informing, etc.). (Word Choice: prewriting, drafting, revising: N,E,T,P)
12. Writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. Demonstrates correct use of mechanics and punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes). (Conventions: prewriting, drafting, revising: N,E,T,P)
14. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
15. Spells familiar and most unfamiliar words correctly using available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
16. Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations). (Conventions: prewriting, drafting, revising: T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 4:

Indicator

The student...

1. Composes a thesis statement based upon an opinion or belief. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Practices (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1st person in editorial). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Develops details to expand the main topic and to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

4. Anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Practices building a focused argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes a complete piece that contains a clear introduction, reasonable body, and convincing conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. Arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. Uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. Writes to convey tone and personality. (Voice: prewriting, drafting, revising: N,E,T,P)
12. Uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Practice using words that are suitable, precise, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Varies sentence structures and lengths to make the reading pleasant and natural (e.g. simple, compound). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, and commas). (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)