

6th Grade Explanatory Writing Matrix

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| <p>4</p> | <ul style="list-style-type: none"> • I can determine the style, purpose and audience to convey my learning of a task beyond my writing class. • I can demonstrate competency in all of the content/purpose standards. | <ul style="list-style-type: none"> • I can defend my style choice for writing to an assigned task across disciplines and content areas. • I can demonstrate competency in all of the organization/structure standards. | <ul style="list-style-type: none"> • I can enhance my production and communication of knowledge with attention to the purpose and task of an assigned writing project. • I can demonstrate competency in all of the production standards. |
| <p>3 Evidence</p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can write a response (i.e. paragraph, essay) with an effective introduction, relevant supporting sentences, and a closing statement that supports the information presented. <input type="checkbox"/> I can use precise, subject-specific vocabulary to develop a topic. | | |

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| <p>3</p> <p>Proficient</p> | <ul style="list-style-type: none"> • I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2.B) • I can use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2.D) • I can provide a concluding statement or section that follows from the information or explanation presented. (W.6.2.F) | <ul style="list-style-type: none"> • I can organize ideas, concepts, and information using strategies such as definition, classification, compare and contrast, and cause and effect. (W.6.2.A) • I can vary my sentence patterns for meaning, style and the interest of the reader or listener. (L.6.3.A) • I can write in a formal style. (W.6.2.E) • I can write with consistent style and tone. (L.6.3) | <ul style="list-style-type: none"> • I can use technology, including the internet, to produce and publish writing. (W.6.6) |
| <p>2</p> <p>Evidence</p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can summarize information from multiple types of sources on the same topic. <input type="checkbox"/> I can cite evidence from the text to support my analysis of the text. | | |

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| <p>2</p> <p>Developing</p> | <ul style="list-style-type: none"> I can take evidence from literary or informational text to support analysis, reflection and research. (W.6.9.A-B) I can bring together information presented in media and texts to develop a coherent understanding of a topic or issue. (RI.6.7) | <ul style="list-style-type: none"> I can develop and organize my writing in a way that is appropriate for the task, purpose and audience. (W.6.4) I can use my knowledge of language and its rules for writing, speaking, reading or listening. (L.6.3.A) I can produce clear and coherent writing. (W.6.4) I can use commas, dashes, and parentheses to set off clauses. (L.6.2.A-B) I can use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2.C) | <ul style="list-style-type: none"> I can gather relevant information from print and digital sources and judge the credibility of each source. (W.6.8) I can quote or paraphrase others without plagiarism. (W.6.8) I can make a bibliography. (W.6.8) I can interact and collaborate with others to produce and publish writing. (W.6.6) |
| <p>1</p> <p>Evidence</p> | <p><input type="checkbox"/> I can write an effective topic sentence.</p> | | |
| <p>1</p> <p>Beginning</p> | <ul style="list-style-type: none"> I can introduce a topic. (W.6.2.A) I can use words, phrases, and clauses to clarify the relationships among claim (s) and reasons. (W.6.1.C) | <ul style="list-style-type: none"> I can show my command of English grammar and usage when writing or speaking. (L.6.1.A-E) I can show my control of capitalization, punctuation, and spelling when I'm writing. (L.6.2.A-B) | <ul style="list-style-type: none"> With some help from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) |
| | Content/Purpose | Organization/Structure | Production |