The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Writing strand, including:
    - Vertical alignment guidance
    - Essential vocabulary related to the standard
    - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Text Types and Purposes**
    - CCSS.W.6.1
    - CCSS.W.6.2
    - CCSS.W.6.3
- **Production and Distribution of Writing**
    - CCSS.W.6.4
    - CCSS.W.6.5
    - CCSS.W.6.6

- **Research to Build and Present Knowledge**
    - CCSS.W.6.7
    - CCSS.W.6.8
    - CCSS.W.6.9
- **Range of Writing**
    - CCSS.W.6.10

W.6.1

⚓	**Anchor Standard: Writing** *W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.*

Grade	**CCSS Domain**	**CCSS Strand**
6	**Writing (W)**	**Text Types and Purposes**

Standard	**Vertical Alignment**	
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.	*Previous Grades:* W.4.1, W.5.1	*Future Grades:* W.7.1, W.8.1

Clarification Statement	**Vocabulary for Teacher Development**
Argument writing establishes a writer's position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader's point of view, to call a reader to action, or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer's position or claim(s). By the end of 6th grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.	● **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain ● **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium ● **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

Students Who Demonstrate Understanding Can...

● identify claims, reasons, and relevant evidence within text.
● write an argument, introducing the claim and organizing the reasons and evidence clearly to support the

claim.
- determine how to introduce claim(s).
- formulate support for claims with clear reasons and relevant evidence.
- evaluate the credibility of sources used and relevance of the evidence.
- write an argument to support claims, including claims supported by clear reasons and relevant evidence, credible sources, and clear understanding of the topic or text under investigation.
- determine words, phrases, and clauses that show relationships among claim(s) and reasons.
- establish and maintain a formal style.
- plan an appropriate concluding statement that follows from the argument presented.

W.6.2

Anchor Standard: Writing
W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard	Vertical Alignment	
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 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 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.	*Previous Grades:* W.4.2, W.5.2	*Future Grades:* W.7.2, W.8.2

Clarification Statement	Vocabulary for Teacher Development
Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge	• **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole • **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium • **cause/effect** – cause: the reason(s) that something happens; effect: the

of a given topic. By the end of 6th grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.

consequences (both positive and negative) of the cause

● **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

Students Who Demonstrate Understanding Can...

● identify components of informative/explanatory text.
● write informative/explanatory texts to examine a topic, convey ideas, concepts, information through, text selection, organization, and analysis or relevant content.
● determine when to include formatting, graphics, multimedia to aid in comprehension.
● organize ideas, concepts, and information using strategies such as: definitions, classification, comparison/contrast, and cause/effect.
● use formatting, graphics, multimedia when useful in aiding comprehension.
● introduce and develop a topic in text with relevant facts, definitions, concrete details, quotations, examples and other information.
● select various transitions that clarify relationships among ideas and concepts.
● use precise language and domain-specific vocabulary in text to inform or explain a topic.
● establish and maintain a formal style when writing.
● provide a concluding statement, or section that follows, from the information or explanation presented.

W.6.3

Anchor Standard: Writing
W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard	Vertical Alignment	
Write narratives 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 narrative techniques, such as dialogue, pacing, 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, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events.	*Previous Grades:* W.4.3, W.5.3	*Future Grades:* W.7.3, W.8.3

Clarification Statement	Vocabulary for Teacher Development
Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of 6th grade, students understand how to write narratives to unfold and share real or imagined	• **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium • **descriptive details** – to explain something in words; the details necessary to give a full and precise account • **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more

experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.	

Students Who Demonstrate Understanding Can...

- convey real or imagined experiences and events through narratives.
- establish a on text within my writing by introducing a narrator and/or character.
- analyze narrative techniques such as dialogue, pacing and description to develop experiences, events, and/or characters.
- critique a variety of transition words, phrases, clauses that convey sequence and signal shifts from one-time frame or setting.
- write a narrative to develop real or imaginative experiences or events that includes a conclusion.

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W.6.4
⚓ **Anchor Standard: Writing** *W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Grade	*CCSS Domain*	*CCSS Strand*
6	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	*Previous Grades:* W.4.4, W.5.4	*Future Grades:* W.7.4, W.8.4

Clarification Statement	Vocabulary for Teacher Development
The teacher needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.	● N/A

Students Who Demonstrate Understanding Can...

- draft writing pieces that adhere to a clear topic or purpose.
- writing demonstrates clear organization around a central topic or linear narrative.

W.6.5

Anchor Standard: Writing
W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.4.5, W.5.5	*Future Grades:* W.7.5, W.8.5

Clarification Statement	Vocabulary for Teacher Development
Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students in 6th grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing	● N/A

Students Who Demonstrate Understanding Can...

- engage in all steps of the writing process, including planning, revising, editing, rewriting.
- incorporate revisions to make substantive changes to writing.
- edit writing, aligned to language standards.

W.6.6

	Anchor Standard: Writing
⚓	*W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.4.6, W.5.6	*Future Grades:* W.7.6, W.8.6

Clarification Statement	Vocabulary for Teacher Development
Students use digital tools and resources (e.g., screencast, word processing, articles, etc.) to create and share writing with audiences and to communicate and collaborate with peers (e.g., conferencing apps, etc.). Students also show proficiency in using word processing tools for writing (e.g., editing files, using spell check, formatting, etc.).	● **digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● **interact** – to act in such a manner as to influence another

Students Who Demonstrate Understanding Can...

- use technology, including the Internet, to produce and publish writing.
- select appropriate tools for communicating and collaborating.
- evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.

W.6.7

⚓

Anchor Standard: Writing
W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	*Previous Grades:* W.4.7, W.5.7	*Future Grades:* W.7.7, W.8.7

Clarification Statement	Vocabulary for Teacher Development
Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and adjust the focus of their research when needed.	● **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

Students Who Demonstrate Understanding Can...

- answer a research question through a brief investigation.
- use multiple sources.
- adjust the focus of the inquiry when necessary.
- apply multiple resources to conduct short research projects.
- conduct steps for research to answer a question.

W.6.8

Anchor Standard: Writing
W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.4.8, W.5.8	*Future Grades:* W.7.8, W.8.8

Clarification Statement	Vocabulary for Teacher Development
Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism.	● **digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats ● **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

Students Who Demonstrate Understanding Can...

- recognize a credible source.
- quote information from a source.
- gather relevant information from print and digital sources.
- identify and provide basic bibliographic information for sources.

W.6.9

Anchor Standard: Writing
W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	*Previous Grades:* W.4.9, W.5.9	*Future Grades:* W.7.9, W.8.9

Clarification Statement	Vocabulary for Teacher Development
The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic. and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.	● N/A

Students Who Demonstrate Understanding Can...

- utilize relevant evidence from literary or informational text in writing pieces.
- gather relevant information through research and notetaking.

W.6.10

	Anchor Standard: Writing
⚓	*W.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 tasks, purposes, and audiences*

Grade	CCSS Domain	CCSS Strand
6	**Writing (W)**	**Range of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.4.10, W.5.10	*Future Grades:* W.7.10, W. 8.10

Clarification Statement	Vocabulary for Teacher Development
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.	● N/A

Students Who Demonstrate Understanding Can...

- write a variety of writing pieces throughout the school year in various genres.
- engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.
- write across genres.