Crosswalk Between 6+1® Traits and CCSS Writing and Language Standards

education northwest
CREATING STRONG
SCHOOLS & COMMUNITIES

6+1 Traits All modes/types of writing	ARGUMENT CCSS Writing Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	INFORMATIVE/EXPLANATORY CCSS Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	NARRATIVE CCSS Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
IDEAS • Topic is narrow and focused • Support for the topic is strong and credible • Resources are relevant and accurate • Quality details go beyond the obvious • Author draws on his or her own unique experience • Reader's questions are answered • Author helps the reader make connections	• Introduce precise claims • Establish significance of claim • Develop claims/counterclaims fairly • Supply relevant evidence of each claim • Distinguish claim/counterclaim • Create cohesion and clarify relationships between claim(s) • Point out strengths/limitations of claims	• Introduce a topic • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples • Create cohesion and clarify relationships among complex ideas and concepts	• Engage and orient the reader by setting out a problem, situation, or observation and its significance • Establish one or multiple points of view • Introduce a narrator and/or characters • Create a smooth progression of experiences or events • Develop experiences (multiple plot lines), events, and/or characters
ORGANIZATION • An inviting lead draws the reader into the paper • A satisfying conclusion leaves the reader with a sense of closure and resolution • Paragraphs are connected with thoughtful transitions • Sequencing is logical and effective • Pacing is well controlled • If a title is required, it's original and captures the theme • Structure (mode) of writing matches the purpose	• Create logical sequence of claims, reasons, evidence • Vary syntax to link major sections of text • Thoughtful transitions connect ideas to clarify relationships and showcase content • Create cohesion and clarify relationships between claim(s) • Conclusion satisfies and supports	• Introduce a topic • Organize so each element builds on that which precedes it to create a unified whole • Use appropriate and varied transitions to link the major sections of text, create cohesion, and clarify relationships among complex ideas and concepts • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	• Create a smooth progression of experiences or events • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

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VOICE • Author interacts with and engages the reader • Author shows individual thinking (takes risks) • Tone is usually appropriate • Author's commitment to the topic is clear and focused • Author's enthusiasm is evident • Voice is appropriate for purpose (mode) • Voice is engaging, passionate, and compelling	• Anticipate audience knowledge level • Use appropriate style and tone for audience and discipline • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline (mode) used	• Develop the topic appropriate to the audience's knowledge of the topic • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline (mode) used	• Build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
WORD CHOICE • Words are precise and accurate • Message is easy to understand • Vocabulary is striking, powerful, and engaging • Reader can easily recall a handful of mental images • Word choice is natural yet original • Words and phrasing are unique and effective • Parts of speech are crafted to best convey the message (e.g., lively verbs, precise nouns, and modifiers that add depth)	• Use words, phrases, and clauses appropriate to topic	• Use precise language and domain-specific vocabulary to manage topic complexity • Use figurative language such as metaphors, similes, and analogy to manage topic complexity	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

CCSS Language Standards 3, 4, 5, 6

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

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SENTENCE FLUENCY • Sentences enhance meaning while being engaging and fluid • Dialogue, if present, sounds natural • Sentences are balanced in variety, beginnings, connectives, and rhythm • Varied sentence beginnings add energy • Creative and appropriate connectives relate sentences to one another • Writing has a rhythm and cadence that flows • Writing invites expressive oral reading	Sentence Fluency is not explicitly addressed in either the Writing or Language sections of the Common Core State Standards for grades 11–12. However, sentence fluency is addressed in the Language standards for earlier grades. For example, the CCSS Language standards for grade 6 mention the ability to "vary sentence patterns for meaning, reader/listener interest, and style." Similar skills are also mentioned in the grade 5 Language standards.		
CONVENTIONS • Spelling is correct • Punctuation is correct, consistent, and creative • Capitalization is thoroughly understood and consistently correct • Grammar is correct and contributes to clarity and style • Meaning is clear; piece is engaging and inviting to read • Hardly any editing is needed to publish • Author effectively manipulates conventions for stylistic effect	**CCSS Language Standards 1, 2** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
PRESENTATION • Handwriting is readable and uniformly spaced • Pride of authorship is clear • Fonts and sizes enhance readability • White space frames and balances text • Graphics are used appropriately • Paragraphs are uniformly formatted • Visuals enrich and extend meaning by focusing attention on the message • Markers extend and enrich the piece and help the reader comprehend the message		• Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	