

Teacher Wraparound Edition
Grade 6

Writing with **POWER**



Language

Composition

21st Century Skills

Common Core State Standards Correlation

As a writing and language program, *Writing with Power* addresses all the standards in the Writing and Language strands of the Common Core State Standards. It is especially strong in its coverage of **argumentative writing**, a key skill for college and career readiness. The treatment of argument in *Writing with Power* adheres to the principles of teaching argument put forward by Peter Smagorinsky, Senior Consultant, along with Larry R. Johannessen, Elizabeth A. Kahn, and Thomas M. McCann, in *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School* (Heinemann, 2010). They write:

Argument is an element in various kinds of writing: reports, exposition, persuasion, analysis, thesis papers, and so forth. Influenced by Toulmin . . . , we define argument as thinking presented by way of a claim, grounds (i.e., data, examples, or evidence), warrants, backing, rebuttal, and response. In order to produce mature arguments, a writer needs to be able to think clearly and write logically according to the social conventions for persuading others of an opinion. Even so, students as young as fourth graders have knowledge that can inform their efforts to make argumentative points. . . .

Writing with Power is the only major program to approach argument in this way and with terminology that reflects both Stephen Toulmin’s model (*The Uses of Argument*, 1958) and the vocabulary of the Common Core Standards. Students are instructed in building logical, well-developed arguments not only when doing persuasive writing but also when writing about literature or composing research reports. No other program provides coverage of the development of logical arguments in as much depth.

Because it is a project-based program, and each writing project includes a reading selection as a mentor text and/or a springboard for content creation, *Writing with Power* also addresses standards in the Literature and Informational Writing strands. Further, since the projects are all collaborative, the Speaking and Listening strands are also addressed as students work together, from start to finish, on a writing project that grows out of 1) a common reading, 2) abundant speaking and listening with partners, small groups, and the whole class, and 3) both free and focused writing.

Both the reading selections that are part of each writing project and the writing projects themselves enable students to work at a level of rigor in alignment with the Common Core Standards. The **rigor** of each lesson was assured by

- profession-leading experts with their own teaching and curriculum experience who were part of the reading selection process and who designed the writing activities. Senior consultant Peter Smagorinsky, for example, was a classroom teacher for fifteen years before moving into teacher education at the University of Georgia. Constance Weaver has been a leader in literacy education for thirty years.
- a panel of teacher-reviewers with broad experience in leading students past the comfortable and into the challenging
- evaluation of the complexity of each mentor text qualitatively, quantitatively, and in consideration of how it would be used in relation to the writing task accompanying it
- consideration of the range of student writing activities included across the program to guarantee breadth and variety

Writing with Power strongly supports the Common Core Standards with its emphasis on **argumentative writing** and the elements of arguments—claims, evidence, and warrants; with its unique two-chapter coverage of the **research process and research strategies**; and with its commitment to the **rigor** called for in each grade level’s Common Core Standards. Further, *Writing with Power* sets the standard for comprehensive coverage of **language conventions** and vocabulary acquisition and use.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)

WRITING

Text Types and Purposes

W.1 Write arguments to support claims with clear reasons and relevant evidence.	Student Edition (SE): 236, 238, 241, 243, 247–248, 249, 251, 253, 255 Teacher Wraparound Edition (TWE): 236, 238, 241, 243, 247–248, 249, 251, 253, 255
(a) Introduce claim(s) and organize the reasons and evidence clearly.	SE: 247–248, 251, 253, 255 TWE: 247–248, 251, 253, 255
(b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE: 236, 238, 241, 243, 249 TWE: 236, 238, 241, 243, 249
(c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE: 5, 20, 246, 247, 248, 251 TWE: 5, 20, 246, 247, 248, 251
(d) Establish and maintain a formal style.	SE: 38, 42, 149 TWE: 38, 42, 149
(e) Provide a concluding statement or section that follows from the argument presented.	SE: 251, 253, 254–255 TWE: 251, 253, 254–255
W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE: 5, 20, 106–107, 113, 118, 214–215, 217–218, 221, 227, 232–235 TWE: 5, 20, 106–107, 113, 118, 214–215, 217–218, 221, 227, 232–235
(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 aiding comprehension.	SE: 5, 20, 50, 67, 106–107, 113, 116, 118, 126, 214–215, 217–218, 221, 227, 232–235, 444–449 TWE: 5, 20, 50, 67, 106–107, 113, 116, 118, 126, 214–215, 217–218, 221, 227, 232–235, 444–449
(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: 5, 20, 106, 113, 217–218, 232–235 TWE: 5, 20, 106, 113, 217–218, 232–235
(c) Use appropriate transitions to clarify the relationships among ideas and concepts.	SE: 5, 88, 92, 189, 326–327, 713 TWE: 5, 88, 92, 189, 326–327, 713
(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 23, 25, 38, 42, 149, 215–217, 227, 265, 402, 404–405, 408, 409–412 TWE: 23, 25, 38, 42, 149, 215–217, 227, 265, 402, 404–405, 408, 409–412
(e) Establish and maintain a formal style.	SE: 8–10, 38–40, 42, 149 TWE: 8–10, 38–40, 42, 149
(f) Provide a concluding statement or section that follows from the information or explanation presented.	SE: 120, 122, 123, 215, 217, 218, 227, 233 TWE: 120, 122, 123, 215, 217, 218, 227, 233

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)

<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE: 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 195, 198</p> <p>TWE: 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 195, 198</p>
<p>(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.</p>	<p>SE: 130, 132, 139, 182–183, 185, 187–188, 190, 195, 198</p> <p>TWE: 130, 132, 139, 182–183, 185, 187–188, 190, 195, 198</p>
<p>(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>SE: 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 194–195, 198</p> <p>TWE: 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 194–195, 198</p>
<p>(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>SE: 22, 25, 145, 149, 189</p> <p>TWE: 22, 25, 145, 149, 189</p>
<p>(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>SE: 42–54, 146, 163</p> <p>TWE: 42–54, 146, 163</p>
<p>(e) Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE: 130, 132, 134, 147, 149, 152, 155</p> <p>TWE: 130, 132, 134, 147, 149, 152, 155</p>
Production and Distribution of Writing	
<p>W.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>	<p>SE: 8–11, 20–32, 62, 99, 108–109, 122–123, 130–137, 140, 149–150, 153, 170, 197, 227, 231–233, 236–245, 270, 319–320, 322, 338–339, 375, 854–855, 867–873, 872</p> <p>TWE: 8–11, 20–32, 62, 99, 108–109, 122–123, 130–137, 140, 149–150, 153, 170, 197, 227, 231–233, 236–245, 270, 319–320, 322, 338–339, 375, 854–855, 867–873, 872</p>
<p>W.5 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>	<p>SE: 13–28, 26–28, 38, 42, 99, 149, 150, 197</p> <p>TWE: 13–28, 26–28, 38, 42, 99, 149, 150, 197</p>
<p>W.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>	<p>SE: 82, 210, 435–461</p> <p>TWE: 82, 210, 435–461</p>
Research to Build and Present Knowledge	
<p>W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE: 89–90, 92–93, 100, 252, 299, 301, 330–332, 349</p> <p>TWE: 89–90, 92–93, 100, 252, 299, 301, 330–332, 349</p>
<p>W.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE: 89–90, 92–93, 299, 301, 312–313, 330–332, 349, 782–783, 784</p> <p>TWE: 89–90, 92–93, 299, 301, 312–313, 330–332, 349, 782–783, 784</p>
<p>W.9 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>SE: 130–132, 157–159, 178–187, 198–200, 213–218, 227, 236–253, 258–280, 287–289, 312–313, 331, 332, 782, 783, 784</p> <p>TWE: 130–132, 157–159, 178–187, 198–200, 213–218, 227, 236–253, 258–280, 287–289, 312–313, 331, 332, 782, 783, 784</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)

<p>(a) Apply grade 6 Reading standards 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>SE: 205–208 (Reading Standard 4), 209 (Reading Standard 7), 269–273 (Reading Standards 1, 5, and 6), 272–273 (Reading Standard 3), 279–281 (Reading Standard 2)</p> <p>TWE: 205–208 (Reading Standard 4), 209 (Reading Standard 7), 269–273 (Reading Standards 1, 5, and 6), 272–273 (Reading Standard 3), 279–281 (Reading Standard 2)</p>
<p>(b) Apply grade 6 Reading standards 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>SE: 35–36 (Reading Standard 4), 86 (Reading Standard 1), 103–105 (Reading Standard 5), 237–239 (Reading Standards 2, 6, 7), 287–289 (Reading Standard 3), 299–300 (Reading Standard 7)</p> <p>TWE: 35–36 (Reading Standard 4), 86 (Reading Standard 1), 103–105 (Reading Standard 5), 237–239 (Reading Standards 2, 6, 7), 287–289 (Reading Standard 3), 299–300 (Reading Standard 7)</p>

Range of Writing

<p>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 discipline-specific tasks, purposes, and audiences.</p>	<p>SE: 4, 8–11, 17, 22–32, 38, 42, 99, 116, 128, 148–150, 153, 181, 197, 220, 263, 294, 297, 302–315, 344–345, 381, 399, 417, 425–434, 444, 867–873, 872</p> <p>TWE: 4, 8–11, 17, 22–32, 38, 42, 99, 116, 128, 148–150, 153, 181, 197, 220, 263, 294, 297, 302–315, 344–345, 381, 399, 417, 425–434, 444, 867–873, 872</p>
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SPEAKING AND LISTENING

Comprehension and Collaboration

<p>S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SE: 26, 104, 117, 244, 320, 380, 415–434, 592, 816</p> <p>TWE: 26, 104, 117, 244, 320, 380, 415–434, 592, 816</p>
<p>(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SE: 50, 67, 98, 116, 209, 226, 257, 275, 296, 421, 436, 437–451, 738</p> <p>TWE: 50, 67, 98, 116, 209, 226, 257, 275, 296, 421, 436, 437–451, 738</p>
<p>(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SE: 17, 26, 263, 302, 417–418</p> <p>TWE: 17, 26, 263, 302, 417–418</p>
<p>(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>SE: 41, 42, 58, 62–63, 102, 107, 109, 115, 144, 182–183, 192, 238–239, 252, 417–418</p> <p>TWE: 41, 42, 58, 62–63, 102, 107, 109, 115, 144, 182–183, 192, 238–239, 252, 417–418</p>
<p>(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE: 238–239, 252, 302</p> <p>TWE: 238–239, 252, 302</p>
<p>S.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE: 116, 168, 226, 296</p> <p>TWE: 116, 168, 226, 296</p>
<p>S.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE: 237–239, 244, 245, 428–434</p> <p>TWE: 237–239, 244, 245, 428–434</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)

Presentation of Knowledge and Ideas

S.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SE: 380, 415–425, 428–434 TWE: 380, 415–425, 428–434
S.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE: 337–339, 340, 421, 442–449 TWE: 337–339, 340, 421, 442–449
S.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE: 8–10, 39–42, 55, 77, 99, 125, 151, 171, 196, 228, 250, 276, 335, 714–725 TWE: 8–10, 39–42, 55, 77, 99, 125, 151, 171, 196, 228, 250, 276, 335, 714–725

LANGUAGE

Conventions of Standard English

L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 6, 8–10, 24, 29–30, 55, 69, 99, 125, 151, 152, 169, 171, 175, 176, 177, 196, 197, 228, 229, 233, 234, 235, 250, 251, 255, 276, 277, 278, 335, 336, 499, 610, 611, 637, 653, 746, 759, 803 TWE: 6, 8–10, 24, 29–30, 55, 69, 99, 125, 151, 152, 169, 171, 175, 176, 177, 196, 197, 228, 229, 233, 234, 235, 250, 251, 255, 276, 277, 278, 335, 336, 499, 610, 611, 637, 653, 746, 759, 803
	(a) Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE: 9, 151, 500, 652–663 TWE: 9, 151, 500, 652–663
	(b) Use intensive pronouns (e.g., myself, ourselves).	SE: 500–501, 858 TWE: 500–501, 858
	(c) Recognize and correct inappropriate shifts in pronoun number and person.	SE: 664–670, 690–691 TWE: 664–670, 690–691
	(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE: 499, 664–668 TWE: 499, 664–668
	(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	SE: 8–10, 39–40, 55, 69, 99, 125, 151, 171, 196, 228, 250, 276, 335, 448, 508, 530, 556, 574, 592, 618, 646, 672, 696, 726, 750, 774, 792, 820, 848 TWE: 8–10, 39–40, 55, 69, 99, 125, 151, 171, 196, 228, 250, 276, 335, 448, 508, 530, 556, 574, 592, 618, 646, 672, 696, 726, 750, 774, 792, 820, 848
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 TWE: 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
	(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	SE: 164, 323, 584–586, 601–602, 767–768, 814 TWE: 164, 323, 584–586, 601–602, 767–768, 814
	(b) Spell correctly.	SE: 24, 29, 33, 125, 150, 152, 169–170, 196, 229, 251, 278, 335–336, 388–389, 438, 701, 716, 824–849 TWE: 24, 29, 33, 125, 150, 152, 169–170, 196, 229, 251, 278, 335–336, 388–389, 438, 701, 716, 824–849

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)

Knowledge of Language

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 TWE: 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
(a) Vary sentence patterns for meaning, reader/listener interest, and style.	SE: 5, 64–76, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 TWE: 5, 64–76, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
(b) Maintain consistency in style and tone.	SE: 22–23, 25, 38, 42, 149 TWE: 22–23, 25, 38, 42, 149

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	SE: 29–30, 872 TWE: 29–30, 872
(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: 29–30, 392–394, 872 TWE: 29–30, 392–394, 872
(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	SE: 29–30, 394–396, 383, 872 TWE: 29–30, 394–396, 383, 872
(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE: 29–30, 386–391, 628, 701, 872 TWE: 29–30, 386–391, 628, 701, 872
(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: 29–30, 390–391, 872 TWE: 29–30, 390–391, 872
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 206, 208 TWE: 206, 208
(a) Interpret figures of speech (e.g., personification) in context.	SE: 206, 208 TWE: 206, 208
(b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE: 206, 208, 355–357 TWE: 206, 208, 355–357
(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	SE: 42, 54 TWE: 42, 54
L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 5, 69, 74–75, 145, 166, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 641–642, 646, 678–679, 691–692, 700–702, 859 TWE: 5, 69, 74–75, 145, 166, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 641–642, 646, 678–679, 691–692, 700–702, 859