

Strand 2: Writing Elements Continued:

Concept 2: **Organization**

Organization addresses the structure of the writing. Student's writing will include an inviting beginning, middle, and end. Student's ideas are linked together by thoughtful transitions. Lastly, the sequence of events are in logical order.

Concept 3: **Voice**

The voice present in student's writing will vary depending upon the writing requirement. Students will be able to choose a voice that is engaging, formal or casual, distant or personal, and appropriate to the audience.

Concept 4: **Word Choice**

Students will use a variety of specific words and phrases appropriate to the audience. Word Choice will enhance the message intended by the type of writing.

Concept 5: **Sentence Fluency**

Fluency relates to the rhythm and flow of language used to construct strong sentences. Sentences are varied in length to enhance meaning and make oral reading easy and more enjoyable.

Concept 6: **Conventions**

Conventions addresses proper usage of the mechanics of writing that make text correct and easy to read. The mechanics of writing include: capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.



For complete information on the Arizona Academic Standards go to www.ade.az.gov/standards/contentstandards.asp

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Osborn School District
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*Parents' Guide to
Grade Level
Learning Targets
for Reading,
Writing*

Grade 6

Osborn School District ***Grade Targets***

The following information will describe Arizona Academic Standards for Reading and Writing set forth by the Arizona Department of Education.

Strand 1: Reading Process

Concept 4: Vocabulary

Students will be able to identify the effects of prefixes and suffixes on new words. Context clues are used to identify the meaning of unfamiliar words and figurative language (similes, metaphors, personification and idioms)

Concept 5: Fluency

Students will be able to read from a variety of texts with accuracy, automaticity, and expression.

Concept 6: Comprehension Strategies

In order for students to better understand or comprehend text the following strategies are used: make accurate predictions of text based on prior knowledge, generate questions and use graphic organizers use organizational structures (e.g., chronological order and cause and effect).

Strand 2:

Comprehending Literary Text

Concept 1: Elements of Literature

To comprehend literary text students will use the following elements of literature: describe the plot, identify the theme, describe the motivations of major/minor characters, identify the narrative point of view, analyze the influence of the setting, and draw conclusions about the style, mood and meaning of the piece.

Concept 2: Historical and Cultural Aspects of Literature

Students will be able to describe the historical and cultural aspects in cross-cultural literature, and identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand 3:

Comprehending Informational Text

Concept 1: Expository Text

Students will use the following skills to comprehend expository text: restate and summarize the main idea, distinguish fact from opinion, identify the author's purpose, interpret graphic features (e.g., charts, maps, illustrations), identify organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships).

Concept 2: Functional Text

Students will use the following skills to comprehend functional text: interpret details and information from text to perform a procedure, and identify components of functional text (e.g., directions, illustrations, sequence).

Concept 3: Persuasive Text

To understand persuasive text students will: determine the author's specific purpose for writing, identify the facts and details that support the author's argument, and describe the effect of persuasive strategies and propaganda techniques that an author uses.

Strand 1: Writing Process

The writing process is the framework students will use to complete. The following five concepts will explain in detail the writing process.

Concept 1: Prewriting

Prewriting is developing strategies to plan and organize ideas for specific types of writing. A few of the strategies might include outlining and story mapping.

Concept 2: Drafting

Students will use a prewriting plan to develop a draft with main ideas and supporting details. The draft, or the student's first writing, will be organized in a logical sequence that is clear to the audience.

Concept 3: Revising

Revising student's writing is refining the rough draft for clarity and to enhance the style of writing. Revising the draft include evaluating the use of the Writing Elements (Strand 2), adding effective details, deleting irrelevant details, and rearrange words, sentences and paragraphs to clarify the meaning.

Concept 4: Editing

Editing is proofreading and making corrections to the rough draft for conventions: capitalization, spelling, punctuation, grammar and usage, and proper paragraph breaks (Strand 2, Writing Elements).

Concept 5: Publishing

Publishing is the last step of the Writing Process that includes formatting and presenting the final product.

Strand 2: Writing Elements

Concept 1: Ideas and Content

Student's writing is clear and focused, holding the reader's attention throughout the piece. Main ideas are evident and supported by rich detail.

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