**History:** LCMS increased the number of proficient students (scoring 3.5 or greater) from 66% (271 students) in 2012 to 70% (312 students) in 2013. LCMS increased the number of proficient students scoring a 4.0, from 47% (191 students) in 2012 to 53% (234 students) earned at least a 4.0 in 2013. LCMS increased the number of students who scored 5 or greater---from 7 % (31 students) in 2012 to 14% (62 students) in 2013.

**SMART Goal:** LCMS students will increase by 5% (from 70 % to 75 %) the number of students earning a passing score on the 2013-2014 FCAT Writing assessment.

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| Learning Goal /Task | Person Responsible | Resources | Evidence of Implementation | Results of Evaluation |
| Before leaving 6th grade, students should be able to:   * write a clear thesis statement that includes reasons for writing * write an extended response using a variety of transitions * identify and write simple and compound sentences correctly * correctly identify and write similes and metaphors * correctly identify other types of figurative language (hyperbole, idiom, personification, alliteration, onomatopoeia) * compare & contrast with textual evidence * identify Six Traits of Writing * identify the eight parts of speech * write a paragraph consisting of at least six sentences * plan, write, revise, and rewrite both narrative and expository pieces * plan writing with a variety of graphic organizers appropriate to the type of writing * to better understand the writing process, fill in a graphic organizer using a passage (for example, completing an outline or a flee map of a passage) * correctly use commonly misspelled words and homophones * Non-negotiables established at the beginning of the school year: All sentences must be complete (no fragments or run-ons) with the first word capitalized and correct ending punctuation | Student, Teacher | * Standards-Based Language Arts Program * 6+1 Traits * Teacher created materials * Writing prompts * Support from content area classes | * Classroom assessments * On-going student work samples * Self & Peer evaluations * Rubric/Scales | * 2013-2014 FCAT Writing Assessment * SCPS PMA Writing Assessments |

**Common Core Standards:**

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| **Text Types and Purposes**   * [CCSS.ELA-Literacy.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/) Write arguments to support claims with clear reasons and relevant evidence.   + [CCSS.ELA-Literacy.W.6.1a](http://www.corestandards.org/ELA-Literacy/W/6/1/a/) Introduce claim(s) and organize the reasons and evidence clearly.   + [CCSS.ELA-Literacy.W.6.1b](http://www.corestandards.org/ELA-Literacy/W/6/1/b/) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.   + [CCSS.ELA-Literacy.W.6.1c](http://www.corestandards.org/ELA-Literacy/W/6/1/c/) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.   + [CCSS.ELA-Literacy.W.6.1d](http://www.corestandards.org/ELA-Literacy/W/6/1/d/) Establish and maintain a formal style.   + [CCSS.ELA-Literacy.W.6.1e](http://www.corestandards.org/ELA-Literacy/W/6/1/e/) Provide a concluding statement or section that follows from the argument presented. * [CCSS.ELA-Literacy.W.6.2](http://www.corestandards.org/ELA-Literacy/W/6/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   + [CCSS.ELA-Literacy.W.6.2a](http://www.corestandards.org/ELA-Literacy/W/6/2/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.   + [CCSS.ELA-Literacy.W.6.2b](http://www.corestandards.org/ELA-Literacy/W/6/2/b/) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   + [CCSS.ELA-Literacy.W.6.2c](http://www.corestandards.org/ELA-Literacy/W/6/2/c/) Use appropriate transitions to clarify the relationships among ideas and concepts.   + [CCSS.ELA-Literacy.W.6.2d](http://www.corestandards.org/ELA-Literacy/W/6/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.   + [CCSS.ELA-Literacy.W.6.2e](http://www.corestandards.org/ELA-Literacy/W/6/2/e/) Establish and maintain a formal style.   + [CCSS.ELA-Literacy.W.6.2f](http://www.corestandards.org/ELA-Literacy/W/6/2/f/) Provide a concluding statement or section that follows from the information or explanation presented. * [CCSS.ELA-Literacy.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   + [CCSS.ELA-Literacy.W.6.3a](http://www.corestandards.org/ELA-Literacy/W/6/3/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.   + [CCSS.ELA-Literacy.W.6.3b](http://www.corestandards.org/ELA-Literacy/W/6/3/b/) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   + [CCSS.ELA-Literacy.W.6.3c](http://www.corestandards.org/ELA-Literacy/W/6/3/c/) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.   + [CCSS.ELA-Literacy.W.6.3d](http://www.corestandards.org/ELA-Literacy/W/6/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.   + [CCSS.ELA-Literacy.W.6.3e](http://www.corestandards.org/ELA-Literacy/W/6/3/e/) Provide a conclusion that follows from the narrated experiences or events.   **Production and Distribution of Writing**   * [CCSS.ELA-Literacy.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/) 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.) * [CCSS.ELA-Literacy.W.6.5](http://www.corestandards.org/ELA-Literacy/W/6/5/) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 [here](http://www.corestandards.org/ELA-Literacy/L/6).) * [CCSS.ELA-Literacy.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) 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.   **Research to Build and Present Knowledge**   * [CCSS.ELA-Literacy.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. * [CCSS.ELA-Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/8/) 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. * [CCSS.ELA-Literacy.W.6.9](http://www.corestandards.org/ELA-Literacy/W/6/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.   + [CCSS.ELA-Literacy.W.6.9a](http://www.corestandards.org/ELA-Literacy/W/6/9/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”).   + [CCSS.ELA-Literacy.W.6.9b](http://www.corestandards.org/ELA-Literacy/W/6/9/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”).   **Range of Writing**   * [CCSS.ELA-Literacy.W.6.10](http://www.corestandards.org/ELA-Literacy/W/6/10/) 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. |