This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/6/19.
VISION STATEMENT

In accordance with the National Council of Teachers of English (NCTE), the English department adopts the Council’s philosophy which “promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.”

Our goals are to encourage students to critically read and write, with a particular focus on the state assessment program. We seek to prepare the students for the state assessment by focusing on a variety of literary and informational texts.

In its focus upon the five Student Learning Standards, the department emphasizes several important skills:

**Reading Informational Text/Reading Literature**
As a result of reading, the students gain a broader vocabulary and general knowledge base.

**Writing**
As a result of their analysis of literature and informational texts throughout the course, students are able to identify and employ effective writing techniques through several modes of writing, including narrative, persuasive, and expository essays.

**Speaking and Listening**
As a result of class discussion, students are able to communicate their thoughts clearly and develop an ability to clarify and refine their own ideas.

**Language**
As a result of reading and writing exercises throughout the course, students will gain a command of the English language and an understanding of conventional grammar, vocabulary, and figurative language in context.
MISSION STATEMENT

The mission of 6th Grade Writing is to engage students in meaningful writing experiences that will build and strengthen literacy and communication skills, ultimately preparing them to be responsible, self-motivated citizens of the twenty-first century.

Throughout the course of the year, students will construct various types of writing: expository, persuasive, narrative, and descriptive. They will routinely engage in the writing process (prewriting, drafting, revising, editing, and publishing) to produce clear, coherent, and thoughtful pieces, utilizing language that is specific to audience and purpose.

In order to expand knowledge of English language conventions, students will study grammatical concepts including spelling, capitalization, punctuation usage, and correct sentence structure. They will define, identify, and apply the eight major parts of speech in others’ writing in addition to in their own.

The craft and structure of writing across multiple genres will be addressed through various mini-lessons, mentor texts, and model pieces. Students will learn to experiment with various modes of diction, syntax, and organization in order to inform, convince, narrate, and describe.

In alignment with the New Jersey Student Learning Standards, students will proficiently write, with increasing sophistication, to present the relationship between ideas and information. This mission is accomplished by the use of several major learning tools, including but not limited to:

- Marshaling textual evidence from both literary and informational texts to support the analysis of a claim
- Writing routinely over both extended and shorter time frames for a variety of tasks, purposes, and audiences
- Employing Writers’ Notebook models and techniques with a goal of encouraging informal creative writing
- Using modern technology to create and refine writing
1. To encourage students’ ability to think about writing to support claims with clear intentions and relative evidence.
2. To develop students’ awareness of writing, in which the development, organization, and style are appropriate to task, purpose, and audience.
3. To develop students’ ability to utilize literary structure, techniques, and devices within writing of various genres.
4. To develop students’ ability to analyze mentor texts and convey their ideas and appropriate style, through written and oral reflection.
5. To develop students’ ability to comprehend, analyze, and cite evidence from a variety of texts.
6. To emphasize writing instruction in the following writing modes: persuasive, comparative, informative/explanatory, and narrative, using the writing process (brainstorming, drafting, revising, editing, and publishing).
7. To prepare students for the NJSLA by familiarizing them with the test format, skills covered, and expectations for achievement.
8. To provide opportunities for students to hone their questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions.
9. To develop student listening comprehension and active listening skills.
10. To increase student competency in the conventions of standard English, including spelling, grammar, word choice, phrasing, capitalization, punctuation, and correct sentence structure.
STUDENT PROFICIENCIES

The student will be able to:

Writing
1. Communicate ideas clearly and coherently through writing.
2. Develop and produce narrative writing to recount true personal experiences and stories through the writing process of brainstorming, drafting, revising, editing, and publishing.
3. Develop and produce narrative writing to create imagined experiences and events that clearly and logically follow a plot diagram through the writing process of brainstorming, drafting, revising, editing, and publishing.
4. Develop and produce argumentative paragraphs to support a claim and argumentative essays to support a thesis through the writing process of brainstorming, drafting, revising, editing, and publishing.
5. Develop and produce persuasive paragraphs to support a claim and persuasive essays to support a thesis through the writing process of brainstorming, drafting, revising, editing, and publishing.
6. Write a variety of poems, employing a variety of different forms and styles.

Reading
1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.
2. Analyze how differences in the point of view of the writer, characters, and audience create effects that contribute to style and tone.
3. Use mentor texts and video clips to compare and contrast the overall structure of writing in different forms or genres.

Language
1. Demonstrate a command of Standard English grammar and usage when writing or speaking, including the use of proper tense, point-of-view, and parallel construction.
2. Demonstrate command of the conventions of Standard English, including capitalization, punctuation, and spelling when writing.
3. Determine or clarify the meaning of unknown and multiple meaning words or phrases, including context clues, and demonstrate dictionary and thesaurus skills.
4. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning, including connotations and denotations.

Speaking and Listening
1. Effectively engage in collaborative discussions, such as one-on-one, group, and teacher-led, relating to sixth grade topics and texts.
2. Interpret and analyze main ideas and supporting details presented in a variety of mentor texts.
3. Identify and evaluate a speaker's argument as it relates to pertinent evidence within the text.
4. Hone questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions.
5. Demonstrate command of formal English, adapting speech to a variety of contexts and tasks.
METHODS OF EVALUATION

1. Homework and classwork
2. Class participation
3. Tests and quizzes
4. Activities and projects
5. Cooperative learning assignments
6. Formal and informal writing assignments
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb’s Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice
ELL’s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504’s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies
Unit 1: The Well-Written Paragraph

Duration: 8 weeks

Overview: This unit lays the groundwork for all formal writing that will be completed throughout the year. It focuses on the stages of the writing process, the four types of writing, and the important characteristics and components of a well-written paragraph.

Standards: RL.6 1-10; RI.6 1-10; W.6 1-10; SL.6 1-6; L.6 1-6

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
- What are the stages that all writers go through in order to produce a piece of writing?
- What is the purpose of each writing type (expository, persuasive, narrative, and descriptive)?
- What are the visual, structural, and grammatical components of a well-written paragraph?

Student Learning Objectives:

Students will know and be able to...

- Define each of the four types of writing; identify the purpose(s) of each writing type.
- Formulate well-written paragraphs according to each writing type.
- Analyze model paragraphs and mentor texts for craft, word choice, and structure.
- Understand and apply each stage of the writing process (prewriting, drafting, revising, editing, and publishing) to the development of various writing assignments.
- Identify and examine the characteristics of a well-written paragraph and demonstrate the structure visually.
- Analyze the purpose of a main idea; construct a clear and coherent main idea.
- Identify and explain the strong components of a topic sentence, solid supporting details, and a closing sentence.
- Infuse vivid sensory detail into paragraphs with the assistance of the Show, Not Tell strategy.
● Draft, edit, and revise paragraphs, both individually and collaboratively, with the assistance of peer revision and teacher conferencing.
● Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
● Formal paragraphs
● Quizzes/Graded Check-ins
● Mentor Text Analysis
● Writer’s Notebook Responses

Unit 2: Narrative Writing

Duration: 5 weeks

Overview: This unit covers the craft, structure, and process of writing narratives, both fictional and nonfictional. Students will identify the elements of an effective plot diagram and apply these elements accordingly to the organization and structure of their own narrative writing. Through analyzing the craft of mentor texts, they will experiment with various writing techniques towards producing creative and engaging stories.

Standards: RL.6 1-10; W.6 3-6; SL.6 1-3; L.6 1-6

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
● What is the importance of storytelling?
● Why is it essential for writers to produce and share their stories?
● How can we connect with each other through storytelling? How can we learn more about human beings?
● What makes a story engaging for the reader?
● How do the elements of plot drive a storyline?
● What are the components of an effective narrative re: organization, development, style, and conventions?

Student Learning Objectives:
Students will know and be able to...
● Identify and define the elements of a plot diagram.
● Demonstrate knowledge of plot structure by analyzing well-known stories, mentor texts, and film clips.
● Reflect on the personal obstacles that humans experience throughout their lives.
• Identify the characteristics and qualities that make an effective protagonist.
• Apply each stage of the writing process (prewriting, drafting, revising, editing, and publishing) to the development of a narrative writing assignment.
• Organize a plot sequence that unfolds logically and naturally.
• Experiment with sensory detail and figurative language in order to produce descriptive sentences.
• Identify and apply the conventions of dialogue correctly.
• Experiment with powerful beginnings and endings through analyzing and modeling mentor texts.
• Draft, edit, and revise narratives, both individually and collaboratively, with the assistance of peer revision and teacher conferencing.
  o Provide and accept meaningful reader feedback toward the goal of improving writing; revise and edit using the praise, question, polish method.
  o Complete a self-assessment of their own writing through using a revision checklist that is aligned to the assignment rubric.
• Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
• Formal narratives
• Graded Plot Diagrams
• Quizzes/Graded Check-ins
• Mentor Text Analysis
• Writer’s Notebook Responses

Unit 3: Expository Writing - Evidence-Based

Duration: 5 weeks

Overview: This unit establishes the foundation for writing evidence-based literary responses, paragraphs, and essays. Students will learn how to marshal strong and relevant textual evidence from various works of literature in order to support an original claim. Students will also master the process of effectively organizing and embedding evidence in their writing using the introduce, cite, explain process.

Standards: RL.6 1-10; RI.6 1-10; W.6 1-2, 4-10; SL.6 1-6; L.6 1-6

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
• How can we connect/relate to the learning experiences of protagonists in literature?
What are the organizational elements of an evidence-based paragraph?
What makes an effective claim in a paragraph?
Why is it important to support a claim with relevant and specific evidence?

Student Learning Objectives:
Students will know and be able to...
- Draw inferences from works of literature.
- Engage in close reading practices in order to analyze key ideas/details, craft and structure, and integration of knowledge/ideas throughout works of literature.
- Define and identify theme as a literary term.
- Analyze literary elements such as character actions, conflict, mood, and plot in order to determine a theme statement.
- Construct a theme statement that is strong, effective, and insightful.
- Marshal specific and relevant textual evidence from literature to support a theme statement.
- Compose and construct a model evidence-based theme paragraph collaboratively with classmates and teacher guidance.
- Draft, edit, and revise evidence-based paragraphs using rubric criteria to self-assess work.
- Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
- Formal paragraphs
- Formal essays
- Quizzes/Graded Check-ins
- Mentor Text Analysis
- Writer’s Notebook Responses

Unit 4: Expository Writing - Comparative

Duration: 7 weeks

Overview: In this unit, students will continue to produce expository writing pieces with a focus on comparing and contrasting people, places, objects, and literary works, reviewing and building upon purpose-specific vocabulary for comparative writing. By the end of the unit, students will produce a personal comparative essay and a literary comparative essay.

Standards: RL.6 1-10; RI.6 1-10; W.6 1-2, 4-10; SL.6 1-6; L6 1-6

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8
Essential Questions:
● Why is it important to consider people’s similarities and differences?
● How can we connect/relate to the learning experiences of protagonists in literature?
● What are the organizational elements of a comparative essay?
● What makes an effective thesis in an essay? How can writers construct thesis statements that are clear, specific, and thoughtful?
● Why is it important to support a thesis with relevant and specific evidence?

Student Learning Objectives:
Students will know and be able to…
● Brainstorm for comparative writing using prewriting organizers such as venn diagrams and t-charts; organize essays through the outlining process.
● Draft comparative essays using facts, reasons, and domain-specific vocabulary to support a thesis.
● Draw inferences from works of literature.
● Engage in close reading practices in order to analyze key ideas/details, craft and structure, and integration of knowledge/ideas throughout works of literature.
● Marshal evidence from paired texts to compare/contrast two narrator views.
● Draft, revise, and produce effective thesis statements according to rubric criteria.
● Identify and apply the structural components of an effective comparative essay, including introductions, body paragraphs, and conclusions.
● Experiment with powerful hooks and “So What?” closing sentence techniques.
● Draft, edit, and revise essays, both individually and collaboratively, with the assistance of peer revision and teacher conferencing.
● Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
● Formal paragraphs
● Formal essays
● Quizzes/Graded Check-ins
● Mentor Text Analysis
● Writer’s Notebook Responses

Unit 5: Persuasive Writing

Duration: 7 weeks

Overview: This unit is based on the art of rhetoric and builds on the persuasive tools of ethos, pathos, and logos. Once these concepts are practiced and student mastery is assessed, they will be incorporated into formal writing pieces, culminating in a persuasive speech presentation.

Standards: W.6.1.A, 10; RI.6.4-6; SL.6.4-6
Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:

● What is a “well-supported” argument?
● What is rhetoric?
● What are ethos, pathos, and logos as tools of persuasion? Why are these tools essential to a well-crafted persuasive argument?
● Why is it important to consider one's audience when planning a persuasive writing or speaking piece?

Student Learning Objectives:

Students will know and be able to...

● Engage in the persuasive writing process through drafting a letter with a specific purpose and audience.
● Analyze a claim and organize evidence to support a claim.
● Define ethos, pathos, and logos in persuasive writing.
● Determine how to effectively persuade an audience using the tools of persuasion (ethos, pathos, and logos).
● Brainstorm, draft, revise, edit and present a persuasive speech to their peers.
● Demonstrate grammar and conventions topics addressed throughout the year.

Possible Activities

● Formal paragraphs
● Formal essays
● Speech presentations
● Quizzes/Graded Check-ins
● Mentor Text Analysis
● Writer’s Notebook Responses

Unit 6: Poetry

Duration: 4 weeks

Overview: This unit reinforces basic poetic vocabulary as well as equips students with new poetic vocabulary and literary devices/techniques to analyze and craft poetry in multiple formats.

Standards: W.6.4-5; RL.6.1-2, 10; L.6.3.B

Technology: 8.1.8.A.1
21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Essential Questions:
● What makes an effective poem?
● What is the difference between the denotation and the connotation of a word?
● How do readers determine the style and voice of a poem?
● How do different uses of form, imagery, and sound elements develop the tone and mood of a poem?

Student Learning Objectives:
Students will know and be able to…
● Demonstrate their knowledge of poetry terms and their ability to interpret poetic text accordingly.
● Differentiate between denotation and connotation, illustrate the difference, and examine why knowing the connotation is important for writing.
● Using the writing process, compose poems according to specific criteria for different types of poetry.
● Critique mentor texts and peer writing.
● Present original poems.
● Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
● Quizzes/Graded Check-ins
● Crafting poems in multiple formats
● Analyzing peer writing in the genre
● Mentor Text Analysis
● Writer’s Notebook Responses

Unit 7: Grammar & Conventions

Duration: Ongoing

Overview: Throughout the course of the year, students will review and build upon their knowledge of the grammar and mechanics of Standard English.

Standards: W.6 1-10; L.6 1-6

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Essential Questions:
● How does correct grammar and punctuation usage improve writing?
● How do writers use the parts of speech effectively to create meaning through language?
• How can we vary sentence structure in order to improve the flow and cohesion of a writing piece?

**Student Learning Objectives:**
*Students will know and be able to...*
• Identify parts of speech and their corresponding usage:
  o Nouns (common, proper, abstract, concrete, collective)
  o Verbs (action, helping, linking)
  o Adjectives
  o Adverbs
  o Pronouns
  o Conjunctions
  o Prepositions
  o Interjections
• Determine part of speech by reading the word in a sentence.
• Identify subjects and predicates in correct sentence constructions.
• Recognize and fix fragments and run-on sentences.
• Apply the proper mechanics and formatting for dialogue in writing.
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• Employ varied sentence structures and lengths in writing.

**Possible Activities**
• Quizzes/Graded Check-ins
• Projects
• Formal writing assignments
• Mentor Text Analysis
• Writer’s Notebook Responses

**Unit 8: Writer’s Notebook**

**Duration:** Ongoing

**Overview:** Throughout the course of the year, students will establish and maintain a writer’s notebook in order to develop writing fluency through experimenting with diction, syntax, and style.

**Standards:** W.6 1-10; L.6 1-6

**Technology:** 8.1.8.A.1

**21st Century:** CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8
Essential Questions:
- Why do we write?
- Where do writers find inspiration?
- How do writers find their “voice”?
- What is the purpose of a writer’s notebook? Why is it an essential “tool of the trade”?
- How can we use mentor texts to strengthen our own craft, structure, and voice?

Student Learning Objectives:
*Students will know and be able to…*
- Analyze and apply the writing techniques/strategies employed in various mentor texts.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- Engage in various Writer’s Notebook techniques, such as perspective shifting, observation writing, writing from a word, etc.
- Share and celebrate writing pieces with peers.
- Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
- Writer’s Notebook Responses
- Mentor Text Analysis
SUGGESTED MATERIALS AND RESOURCES

