

6.W.1.1 Students can **compose** narrative and descriptive text of three paragraphs.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use the writing process
- Use chronological order to develop an introduction, body, and conclusion
- Use specific details and examples to convey meaning (examples: show not tell, sensory details)
- Use specific nouns and active verbs
- Use compound sentences
- Examine ways to begin writing (examples: ask a question, fact, personal story, dialogue)
- Examine ways to end writing (examples: summary, a question, a call to action, full circle ending)
- Introduce transitions

Verbs Defined:

- Compose – put thoughts into written words

Key Terms Defined:

- Narrative text - writing that contains a sequence of events with a beginning, middle, and end
- Descriptive text - writing that describes a person, place, or object

Teacher Speak:

Students can compose (put thoughts into written words) narrative text (writing that contains a sequence of events with a beginning, middle, and end) and descriptive text (writing that describes a person, place, or object) of three paragraphs or more.

Student Speak:

I can put thoughts into written words (compose) writing that contains a sequence of events with a beginning, middle, and end (narrative text) and writing that describes a person, place or object (descriptive text) of three paragraphs or more.

Examples:

Possible resources/references:

6 + 1 Traits of Writing by Ruth Culham, Books written by Nancy Atwell

6.W.1.2 Students can **revise** the organization in narrative and descriptive writing.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Improve organization (for example: add, move, delete ideas; keep a consistent tense)
- Use feedback and peer writing groups to improve writing
- Introduce sentence fluency
- Introduce voice in writing

Verbs Defined:

- Revise - change by adding, cutting, or moving ideas and details

Key Terms Defined:

- Narrative texts -writing that contains a sequence of events with a beginning, middle, and end
- Descriptive texts - writing that describes a person, place, or object
- Organization – the internal structure of the writing

Teachers Speak:

Students can revise (change by adding, cutting, or moving ideas and details) the organization (the internal structure of the writing) in narrative texts (writing that contains a sequence of events with a beginning, middle, and end) and descriptive texts (writing that describes a person, place, or object).

Student Speak:

I can change by adding, cutting, or moving ideas and details (revise) the internal structure of the writing (organization) that contains a sequence of events with a beginning, middle, and end (narrative texts) and writing that describes a person, place, or object (descriptive texts).

Examples:

Possible resources/references:

Write Source 2000 by Patrick Sebranek, Verne Meyer, Dave Kemper

6.W.1.3 Students can **identify** purpose and audience in writing.

Blooms Level: Application

Learning targets to meet this standard:

- Review formal writing (poems, reader response to literature, autobiographical writing, editorials, business letters, and letters to the editor)
- Review informal writing (journal, e-mail, friendly letters, text messaging)
- Examine word choice in writing

Verbs Defined:

- Identify – recognize

Key Terms Defined:

- Purpose – the writer’s intent
- Audience – the intended reader

Teacher Speak:

Students can identify (recognize) purpose (the writer’s intent) and audience (the intended reader) in writing.

Student Speak:

I can recognize (identify) the writer’s intent (purpose) and the intended reader (audience) in types of writing.

Examples:

Possible resources/references:

6.W.1.4 Students can **summarize** information from references to compose text.

Blooms Level: Application

Learning targets to meet this standard:

- Use writing to summarize what is read/heard (identify topic and main ideas, summarize the most important learning)
- Use a variety of graphic tools to categorize and organize information (webbing, note-taking, diagramming, Venn diagrams)
- Select sources that support personal interpretations of information (almanacs, atlases, encyclopedias, CD-ROMS)
- Summarize and credit ideas from various sources

Verbs Defined:

- Summarize – make a statement about essential ideas

Key Terms Defined:

- References – informational text

Teacher Speak:

Students can summarize (make a statement about essential ideas) information from references (informational text) to compose text.

Student Speak:

I can make a statement about essential ideas (summarize) from informational text (references) to compose text.

Examples:

Possible resources/references:

Summarization In Any Subject by Rick Wormeli, Nonfiction Matters by Stephanie Harvey

6.W.2.1 Students can **edit** text for subject-verb agreement.

Blooms Level: Application

Learning targets to meet this standard:

- Identify and incorporate nouns and verbs
- Use available technology to edit

Verbs Defined:

- Edit – review and change a document or text

Key Terms Defined:

- Subject-verb agreement – the subject and verb must agree in number

Teacher Speak:

Students can edit (review and change a document or text) for subject-verb agreement (the subject and verb must agree in number).

Student Speak:

I can review and change a document or text (edit) to make the subject and verb agree in number (subject-verb agreement).

Examples:

Don and Jane run three miles every day.
Don or Jane runs three miles every day.
Don or the girls run three miles every day.
The girls or Don runs three miles every day.

Possible resources/references:

6.W.2.2 Students can **identify** and **incorporate** pronouns in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Identify pronouns and their antecedents
- Incorporate pronouns and their antecedents

Verbs Defined:

- Identify – tell or explain in writing
- Incorporate – use

Key Terms Defined:

- Pronoun – words that take the place of nouns

Teacher Speak:

Students can identify (tell or explain in writing) and incorporate (use) pronouns (words that take the place of nouns) in the writing process.

Student Speak:

I can tell or explain in writing (identify) and use (incorporate) words that take the place of nouns (pronouns) in the writing process.

Examples:

Possible resources/references: