Key Content/Modeling — From District packet, pages 35-38
1) The writing process is recursive, meaning it doesn’t always follow the steps in order. Consider this graphic, which shows you can move back and forth between stages of writing.

2) Watch this video on the RAFT strategy, explained on page 36 of your packet.

You Try
1) Explore possible writing topics using the chart on page 36. Share your ideas with someone at home and add any new ideas that come to mind after sharing your list. (You can also share your list with your ELA teacher by email!) THEN, circle at least one topic to do for a free-write (See page 37 - Set a timer and write without thinking too hard until the timer goes off).
2) Fill out this RAFT chart on page 36 and then this sentence frame from page 37.
   “From the perspective of a(an) [ROLE], I am writing a(an) [FORMAT] to [TOPIC] my [AUDIENCE] that [TOPIC].”
   a. Example from video above: “From the perspective of the wall, I am writing a testimony to convince the jury that I was not at fault in Humpty Dumpty falling off of me.”

Show me what you know (Proof of learning)
1) Take time (at least 30 minutes) to DRAFT your writing on a topic of your choice.
2) Fill out this Form where you will be asked to show your learning by:
   - Sharing your RAFT statement (#2) in “You Try” above
   - Typing up and sharing (or sharing a photo of) your writing draft. Your teacher will then give you feedback for revising your writing. Make sure you have edited your draft before submitting.

Self-Assessment
How clear are you on the RAFT strategy? Rate yourself on a 1-5 scale, 1 being “not clear at all” and 5 being “I could teach this.”

Priority Standard(s):
W.6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
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.

What am I learning?
• How to produce clear and coherent writing using the RAFT strategy to define a clear and appropriate purpose, and audience
• How to move from prewriting to drafting with some input from family and teacher and then how to return to and strengthen writing

How do I know I learned?
• I can fill out the RAFT sentence that clearly explains what I will be writing about.
• I can expand upon one of my ideas to write a draft that is multiple paragraphs long.
• I can make initial edits to my draft before sharing with my teacher.

Extra Learning Opportunities
**More resources on RAFT strategy can be found here.
**Opportunities to publish your writing here. Mrs. Urish would love to help you with this!