

Grade 6 ▶

Unit One

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Grammar: Pronoun and Antecedent Identification ★ <input type="checkbox"/> Grammar: Sentence, Run-On Identification ★ <input type="checkbox"/> Grammar: Verb Identification (Active vs Passive vs Linking) ★ <input type="checkbox"/> Grammar: Verb Tense Identification ★ <input type="checkbox"/> Grammar: Sentence Subject-Verb Identification ■	<input type="checkbox"/> Expository: Step-by-Step How-To/How it Happens
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Active or Passive Voice

Antecedents

Repetition

Sentence Starters: *There and It*

Subject-Verb Placement

Verb Tense

GENRE FOCUS

Step-by-Step How-To/How it Happens

NOTES

This could be a meta-pattern for revision skills. The statement's second two-thirds separate revision abilities from mere knowledge of mechanics. *Consider* represents the writer's thinking about how to improve a text or why to leave it unchanged. *Improve or justify* represents the outcome of that thinking. When deciding not to make a revision, a writer should know why the text is being left untouched. Only by improving text through change or by leaving text justifiably unchanged can a writer truly be engaged in revision. To unintentionally leave a text unchanged is a failure to revise—to engage in writing's most significant process.

PATTERN STATEMENT

Find, consider, improve or justify

ADDITIONAL NOTES

This first unit reviews several mechanics prerequisites and revision skills. Students should be familiar with these skills, so multiple mini-units of review should sufficiently equip students for the writing requirement.

However, if this is the students' first year working in *Writer's Stylus*, select and thoroughly teach the skills that will have the most dramatic effect on student writing. (Be sure to teach any associated mechanics' prerequisites to equip students to complete the revision skills.) The following is a suggested prioritization:

- subject and verb placement
- active or passive voice
- verb tense
- antecedents
- sentence starter: *There and It*
- word repetition

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Antecedents



Repetition



Sentence
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Subject-Verb
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Verb Tense



GENRE

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REVISION SKILLS

ACTIVE or PASSIVE VOICE			
Objective		Checklist	
<p>Student independently revises writing, changing sentences, paragraphs, or passages from passive to active voice wherever appropriate.</p>		<p><input type="checkbox"/> Read the draft sentence by sentence to identify any written in passive voice.</p> <p><input type="checkbox"/> Unless the emphasis is intentionally placed on the receiver of the action, revise the sentence by making the subject perform an action.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no examples of ineffective passive verbs; all sentences that feature passive verbs are appropriate for the sentence's meaning (e.g., the subject is done unto and therefore the passive verb makes sense). ▶ While additional revision may be possible, it would do little to improve the author's use of active and passive voice; evidence of revision indicates a thorough understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features few examples of ineffective passive verbs; most sentences that feature passive verbs are appropriate for the sentence's meaning (e.g., the subject is done unto and therefore the passive verb makes sense). ▶ Additional revision could improve the author's use of active and passive voice in a few sentences; however, evidence of revision exists, indicating a good understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features examples of ineffective passive verbs; some sentences that feature passive verbs are appropriate for the sentence's meaning (e.g., the subject is done unto and therefore the passive verb makes sense), but many could be improved. ▶ Additional revising could improve the author's use of active and passive voice in a several sentences; however, evidence of revision exists, indicating a basic understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features pervasive use of ineffective passive verbs; many sentences could be improved by being changed from passive to active voice.

ANTECEDENTS			
Objective		Checklist	
<p>Student independently identifies pronouns and their antecedents and revises any sentences in which the pronoun and antecedent are unclear (e.g., <i>Joan and John gave the dogs their sandwiches</i> revised to <i>Joan and John gave their sandwiches to the dogs</i>).</p>		<p><input type="checkbox"/> Read the draft to identify each pronoun. Then read the surrounding text to identify each antecedent.</p> <p><input type="checkbox"/> If the pronoun-antecedent is confusing or vague, revise by using a noun in place of the antecedent or by restructuring the text so that the pronoun-antecedent relationship is clear.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>▶ Writing features no examples of unclear pronoun-antecedent relationships that distract the reader from the author's meaning.</p> <p>While additional</p> <p>▶ revision may be possible, it would do little to improve the author's pronoun-antecedent usage; evidence of revision indicates a thorough understanding of the revision skill.</p>	<p>▶ Writing features only 1–2 examples of unclear pronoun-antecedent relationships that distract the reader from the author's meaning.</p> <p>▶ Additional revision could perfect the author's pronoun-antecedent usage; however, evidence of revision exists, indicating a good understanding of the revision skill.</p>	<p>▶ Writing features a few (3–4) examples of unclear pronoun-antecedent relationships that distract the reader from the author's meaning.</p> <p>▶ Additional revising could improve the author's pronoun-antecedent usage; however, evidence of revision exists, indicating a basic understanding of the revision skill.</p>	<p>▶ Writing features multiple examples (5+) of unclear pronoun-antecedent relationships, slowing reading and preventing clarity.</p>

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Active or
Passive Voice

Antecedents

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Sentence
Starters:

There and It

Subject-Verb
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Verb Tense

GENRE

Step-by-Step
How-To/How It
Happens

REPETITION			
Objective		Checklist	
<p>Student independently identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much of the repetition as possible (e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i> revised to <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators respond with enthusiastic cheering as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i>)</p>		<p><input type="checkbox"/> Read each sentence and paragraph to identify repeated words. If possible, revise to eliminate the repetition</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no examples of awkward word repetition within sentences. ▶ All repetitions, if any are used, appear intentional; while additional revision may be possible, it would not eliminate unnecessary word repetition, indicating a thorough understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features few (1–2) examples of word repetition within sentences, creating scattered but minimal awkward sections. ▶ The repetitions may be intentional but additional revising could improve the sentences by eliminating the repetition; however, evidence of revision exists, indicating a good understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features 3–4 examples of word repetition within sentences. The repetitions seem unintentional and make the writing awkward in those sections. ▶ Additional revising could eliminate the word repetitions; however, evidence of revision exists, indicating a basic understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features multiple examples of awkward word repetition within sentences; the writing appears not to have been revised for this element.

SENTENCE STARTERS: <i>There and It</i>			
Objective		Checklist	
<p>Student independently identifies sentences beginning with <i>There are, There is, There was or It is, It was, It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i>, <i>It was Juan who said...</i> revised to <i>Juan said...</i>).</p>		<input type="checkbox"/> Find each usage of <i>there</i> and <i>it</i> . If one opens a sentence and includes unnecessary phrasing, revise the sentence to eliminate <i>there</i> or <i>it</i> .	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no examples of sentences that begin with <i>It</i> or <i>There</i> followed by unnecessary phrasing. ▶ While additional revision may be possible, it would do little to improve the clarity and efficiency of the author's sentence beginnings, indicating a thorough understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features only 1–2 examples of sentences that begin with <i>It</i> or <i>There</i> followed by unnecessary phrasing. ▶ Additional revising could eliminate such sentences; however, evidence of revision exists, indicating a good understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features several examples (3–4) of sentences that begin with <i>It</i> or <i>There</i> followed by unnecessary phrasing. ▶ Additional revising could eliminate such sentences; however, evidence of revision exists, indicating a basic understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features multiple examples (5+) of sentences that begin with <i>It</i> or <i>There</i> followed by unnecessary phrasing.

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Antecedents



Repetition



Sentence
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Subject–Verb
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Verb Tense



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SUBJECT-VERB PLACEMENT

Objective		Checklist	
<p>Student independently identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence.</p> <p><input type="checkbox"/> Where possible, shift phrases to move the subject and verb closer to the sentence opening.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no weakening structures with subjects and verbs placed too late in a sentence. ▶ Evidence of revision exists, as demonstrated by well constructed sentences throughout. ▶ While additional revision may be possible, it would do little to improve subject and verb placement within sentences. 	<ul style="list-style-type: none"> ▶ Writing features few weakening structures with subjects and verbs placed too late in a sentence. ▶ Evidence of revision exists, as demonstrated by a large majority of well constructed sentences. ▶ Additional revision could improve the writing by restructuring a few sentences with poor subject/verb placement. 	<ul style="list-style-type: none"> ▶ Writing features some weakening structures with subjects and verbs placed too late in a sentence; however, evidence of revision exists and several sentences feature good placement of subjects and verbs. ▶ Additional revising could improve the writing through additional placement of subjects and verbs near sentence beginnings. 	<ul style="list-style-type: none"> ▶ Writing features pervasive weakening structures with subjects and verbs placed too late in a sentence; significant revisions could still be made.



VERB TENSE			
Objective		Checklist	
<p>Student independently identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft sentence by sentence and identify any verbs that are more elaborate than simple past or present tense. <input type="checkbox"/> Reword the sentence with a more immediate verb tense. If the meaning remains constant, keep the more immediate verb tense. <input type="checkbox"/> Check each paragraph/section for consistency in verb tense. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no examples of complex verb constructions that could be simplified to more immediate tenses, AND ▶ Writing features consistent verb tense usage. ▶ While additional revision may be possible, it would do little to improve the author's verb tense usage; evidence of revision indicates a thorough understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features few (1–2) examples of complex verb constructions that could be simplified to more immediate tenses. ▶ Writing features consistent verb tense usage. ▶ Additional revision could simplify the author's verb tense usage in a few sentences; however, evidence of revision exists, indicating a good understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features 3–4 examples of complex verb constructions that could be simplified to more immediate tenses, OR ▶ Writing confuses the reader through inconsistent verb tenses. ▶ Additional revising could improve the author's verb tense usage in several sentences; however, evidence of revision exists, indicating a basic understanding of the revision skill. 	<ul style="list-style-type: none"> ▶ Writing features pervasive use of complex verbs where simpler tenses would communicate better, AND/OR ▶ Writing features extensive errors in verb tenses consistency.

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EXPOSITORY: Step-by-Step How-To/How it Happens			
Definition		Objective	
Presents clear explanation or directions for a complete process		Student writes cohesive and coherent directions within a connected format for a content-based, unobservable process, such as how to read a weather map or how to find the least common denominator, or a content-based imaginary process, such as how to explore the New World or how to travel the Underground Railroad.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) directions within a connected format for a content-based, unobservable process. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ Additional revisions may minimally improve the report. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) directions within a connected format for a content-based, unobservable process. ▶ Report flows with most ideas connected. Few ideas lack connection and interrupt the writing's flow. ▶ Additional development or revision may improve flow through the entire written piece. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) directions within a connected format for a content-based, unobservable process. ▶ Report reads like a list, lacking flow and connections between ideas ▶ Additional development or revision could significantly improve the report's flow. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) directions within a connected format for a content-based, unobservable process. ▶ Additional development or revision could significantly improve the report's content and/or structure.

PRACTICE TEXT**HOW TO DO A STORY PROBLEM**

Story problems will have shown up often in mathematics books because they illustrate real-life situations. There are particular ways you can use in order to solve story problems.

First, carefully read the problem. Identify the most important details in the problem and then figure out what you needed to do with the numbers to figure out the answer. It will be important to set up your number sentence so that they represent what you will have to do to the numbers in them. Now you will have to compute for the answer and following the correct order of operations. Now label your answer with the correct label.

Now, go back to re-read the problem again. Make sure to be certain that your outcome makes sense and is sensible. You will have felt that you should be congratulated for your smart and intelligent thinking.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

Story-problems appear frequently in mathematics books because they illustrate real-life situations. You solve word problems by completing specific steps in order.

First, carefully read the problem. Identify the most important details and figure out the mathematical process you need to use to get the answer. Set up your number sentence so it accurately represents the mathematical process. Then compute the answer by following the correct order of operations. Review the problem to identify the best label and add it to your answer.

Re-read the problem and make sure your answer is sensible. If so, congratulate yourself for thinking successfully.

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