Grade 6 ‣

Unit Two

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

MECHANICS	ACQUAINTANCE & ANALYSIS
	☐ Expository: Cause & Effect/Problem & Solution
☐ Grammar: Prepositional Phrase Identification ★ ☐ Comma Use: Appositives ★	**WRITING ON DEMAND**
	☐ ongoing, all disciplines

REVISION SKILLS

Prepositional Phrases
Verbs to Nouns

GENRE FOCUS

Expository: Cause & Effect/Problem & Solution

NOTES

Students should have some familiarity with both revision skills (unless this is their first year working in *Writer's Stylus*). The genre focus, with its emphasis on explanation rather than direction, may be new to students. This is a critical genre for content area success. Students need to be able to explain complex phenomena clearly—e.g., How does a tornado form? What caused World War II? How can a value for x be determined? The Acquaintance and Analysis sessions will be important. Be sure the text used is truly explanatory and directional in nature; the text should explain how something develops/occurs rather than giving step-by-step directions for how to accomplish something.

This unit focuses on two revision skills that involve more than simply deleting a word or changing the tense of a verb. Both skills require alterations to sentence structures. The pattern statement—*find, alter, compare, choose*—reflects this emphasis. After finding a noun formed from a verb or a prepositional phrase overload, the student must alter the sentence to make the desired revision. For example, *The crowd's enjoyment of the show swelled to an explosion of applause* cannot be revised by simply changing the nouns back to verbs: *The crowd's enjoy of the show swelled to an explode of applause*. It does not make sense. The revision requires alteration to the sentence: *The crowd's applause exploded as it enjoyed the show.* The alteration must then be compared with the intent of the original sentence. If the alteration communicates the same idea in a better way, the alteration is kept. If not, the original sentence may be reinstated. The alteration does not complete the process. The writer must compare and evaluate the intended and communicated meanings and choose the sentence that best communicates the intended meaning.

PATTERN STATEMENT

Find, alter, compare, choose

ADDITIONAL NOTES

The pattern, *Find, alter, compare, choose,* can be illustrated by examining the before and after results of photographs that have been altered. (For some hilarious examples, do an image search on the internet for "Banff crasher squirrel.") Show several sets, asking the students to select either the original or altered image as a favorite (EX-ex). The students can then discuss the following questions (EX-co):

- What did the person who altered the photographs do? (Found the photo, changed it, etc.)

- What did you do to select either the original or the altered photo as a favorite?

- What do you think altering the photo involved?

- If we take the whole process, from finding the photo to altering it to selecting a favorite, what series of verbs result?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Find, alter, compare, choose* (EX-el). The EXperience strand can conclude with students identifying examples of things they have found, altered, compared, and chosen (e.g., a recipe alteration, a change made to an article of clothing, redecorating a bedroom) (EX-ap).

REVISION SKILLS

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REVISION
SKILL

Prepositional
Phrases

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Verbs to Nouns

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GENRE

Cause & Effect/
Problem &
Solution

PREPOSITIONAL PHRASES	
Objective	Checklist
With teacher prompting, student identifies and revises sentences comprising more than three prepositional phrases by eliminating nonessential phrases and rewording the sentence to eliminate other phrases (e.g., *Steve's visit to the farm on the prairie across the state line was filled with excitement and was too short* revised to *Steve's exciting visit to the Ohio farm was too short*).	☐ Read the draft to identify prepositional phrases. ☐ Examine each prepositional phrase, especially those in sentences that contain two or more. ☐ If possible, revise the sentence to eliminate as many prepositional phrases as possible without changing your intended meaning.

Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
‣ Writing features no sentences with excessive prepositional phrases and the intended meaning remains consistent and clear. ‣ While additional revision may be possible, it would do little to improve the author's limited use of prepositional phrases.	‣ Writing features few sentences with numerous prepositional phrases and the intended meaning remains consistent and clear. ‣ Additional revision could improve a few sentences by altering them to eliminate prepositional phrases.	‣ Writing features few sentences with numerous prepositional phrases—evidence of revision exists; however, some revisions appear to have altered the writer's intended meaning. ‣ Additional revision could clarify the writer's meaning or improve sentences by altering them to eliminate prepositional phrases.	‣ Writing features several sentences that have multiple prepositional phrases, affecting the reader's pace and the text's clarity and/or power.

VERBS TO NOUNS	
Objective	**Checklist**
With teacher prompting, student identifies and revises nouns (e.g., *-able, -tion, -ance, -ment*) that may be better expressed as verbs (e.g., *The movement of the snail took it across the driveway* revised to *The snail moved across the driveway*).	☐ Read the draft to identify nouns formed with a suffix. ☐ Identify the verb from which the noun was formed (e.g., *action* formed from *act*). ☐ Revise the sentence by using the verb form. If the meaning stays the same, consider keeping the revision.

Rubric

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
‣ Writing features nouns formed from verbs only where necessary to maintain the intended meaning, and the intended meaning remains consistent and clear. ‣ While additional revision may be possible, it would do little to improve the author's use of verbs and nouns formed from verbs.	‣ Writing features few nouns formed from verbs and the intended meaning remains consistent and clear. ‣ Additional revision could improve a few sentences by changing nouns formed from verbs back into their verb forms.	‣ Writing features few nouns formed from verbs—evidence of revision exists; however, some revisions appear to have altered the writer's intended meaning. ‣ Additional revision could clarify the writer's meaning or improve sentences by changing nouns formed from verbs back into their verb forms.	‣ Writing features multiple nouns formed from verbs; many sentences could be improved by additional revision.

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unit **TWO**

REVISION SKILL

Prepositional Phrases

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Verbs to Nouns

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GENRE

Cause & Effect/ Problem & Solution

GENRE

EXPOSITORY: Cause & Effect/Problem & Solution	
Definition	Objective
Explains how something occurs (e.g., how photosynthesis happens) or explains a problem and a solution to it.	With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s) (i.e., solution may feature multiple approaches or comprise multiple steps).
Rubric	

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s). ‣ Writing flows well with ideas connected by effective transitions. ‣ Writing is complete from beginning to end. It can stand on its own as an interesting and clear piece. ‣ While additional revision may be possible, it would do little to increase evidence of the writer's mastery of the genre.	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s). ‣ Writing flows well with ideas connected by effective transitions. ‣ Additional revision could improve the piece by adding elements, such as an introduction and/or conclusion, that would enable to stand on its own as an interesting work.	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s). ‣ Paragraph often reads like a list. Ideas lack connection and/or transition. ‣ Additional revision could improve the writing's flow.	‣ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s). ‣ Additional revision could significantly improve the writing so that it meets the minimum requirement for adequate work.

PRACTICE TEXT

The completion of a group project with your classmates in school for your teacher can be challenging, difficult, rewarding, and profitable all together at the same time. The challenges you might face are the planning of work times that fit into each member's schedule, making sure the contributions of everyone show in the project when it is finished, and getting the resources, like books, articles, and Web sites, that will provide material about the topic for the project for your class with your group members.

The members of the group will have to be meeting together to make a decision of when they can all meet, where they will meet, and identify what will be covered in each meeting of the group. (It may be that members will have to compromise to figure out when they can meet together with their classmates as a group.) At the first meeting, the group, the members of your class with whom you are working, might choose a person to lead the rest of the group and its members. (If you do not make this selection, your group and its members, your classmates, may not have the direction it needs for the presentation to your class in the time given.) Then you will have to find the resources you need to find the information for your project. You might divide the project into parts work in pairs to find all of the information you need. Everyone will need to record their information and bring the information back to the group for a decision and where and how to use it in the group project. Then you will decide how to present the information you found and who will present each part of the group project to the class and your teacher for your grade on the project. With some flexibility, cooperation, and working together, you might see that working on a group project can be a very good and positive experience.

A POSSIBLE REVISION

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

Completing a group project with classmates can be challenging and rewarding. The challenges include planning work times that fit into each member's schedules, making sure the contributions of each group member are represented, and getting resources, like books, articles, and Web sites, that will provide material about the topic.

The group members will need to decide when and where they will meet and identify what will be covered in each meeting. (Some may have to compromise to find a time the group can meet.) At the first meeting, the members might choose a leader to provide direction for completing the project on time. The group might divide the project into parts and work in pairs to complete the necessary research. Everyone will need to record information and bring it back to the group. Then the group will decide how to organize and present the information and who will present each part of the project. With some flexibility and cooperation, working on a group project can be a positive experience.

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