

Grade 6 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> sentence and run-on identification <input type="checkbox"/> subject and verb identification <input type="checkbox"/> verb tense identification <input type="checkbox"/> verb identification: active or passive <input type="checkbox"/> pronoun and antecedent identification <input type="checkbox"/> grammar: prepositional phrase identification <input type="checkbox"/> comma use: appositives	<input type="checkbox"/> Communicative: Formal Letter
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Identify, review, choose and eliminate

NOTES

At first glance, this unit’s revision skill seems straightforward and relatively simple. However, it deals with a common error: redundancy. You only need read a few e-mail messages to recognize this error. “I am excited and thrilled by this opportunity!” “Please find two attachments attached to this message.” “As soon as possible, please reply at your earliest opportunity.” Redundancy negatively influences brevity and clarity. In teaching the skill, be sure to model with sentences that feature redundancy separated by other phrases. For example, “The winning team beat their opponents by ten points.” (Better: The team won by ten points.) Also include common redundant adjective pairings: “My legs were fatigued and tired.” Be mindful that some sentences require restructuring to eliminate redundancy.

ADDITIONAL NOTES

Students should have some familiarity with the revision skill (unless this is their first year working in *Writer’s Stylus*). The genre focus, with its emphasis on formal communication, may be new to students.

The pattern, *Identify, review, choose and eliminate*, can be illustrated by shopping for an item that comes in more than one form or from more than one manufacturer. For example, when shopping for a new bicycle, an individual encounters several options with much redundancy. The options all have two wheels, pedals, brakes, etc. However, the individual is unlikely to purchase more than one bicycle. Instead, he will compare the options and choose the best bicycle for his needs. Similarly, redundancy in writing presents options (e.g., this adjective or that adjective), and one option usually better meets the writer’s needs.

6

grade

REVISION SKILLS

REDUNDANCY			
Objective		Checklist	
<p>With teacher prompting, student identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy.</i>).</p>		<p><input type="checkbox"/> Read each sentence to identify repeated words. If possible, revise to eliminate the repetition.</p> <p><input type="checkbox"/> Read each sentence, paragraph, and section to identify ideas communicated more than once. Revise to eliminate the redundancy.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>▶ Writing features no examples of redundancy within single sentences (e.g., <i>The movie scared and frightened the children.</i>) and no examples of idea redundancy within paragraphs or sections. Additional revision would not eliminate any redundancy.</p>	<p>▶ Writing features no examples of redundancy within single sentences (e.g., <i>The movie scared and frightened the children.</i>)</p> <p>▶ Writing features few (one or fewer) examples of idea redundancy within paragraphs or sections</p>	<p>▶ Writing features few (one or fewer) examples of redundancy within single sentences (e.g., <i>The movie scared and frightened the children.</i>)</p> <p>▶ Additional revision could eliminate idea redundancy within paragraphs or sections</p>	<p>▶ Writing features multiple (two or more) examples of redundancy within single sentences (e.g., <i>The movie scared and frightened the children.</i>)</p>

GENRE

COMMUNICATIVE: Formal Letter	
Definition	Objective
<p>Letter written to an individual or organization, characterized by clarity, conciseness, formality, and a block format, and generally written to make an inquiry, a request, or a complaint. Common components and format include:</p> <ol style="list-style-type: none"> 1. Return address in upper right hand corner 2. Date on right, aligned with return address, beneath recipient address 3. Address of recipient on left side, beneath the return address 4. Salutation, should be formal: Dear Dr. _____, Dear Ms. _____, 5. Dear Mr. _____, etc. 6. Body: an introduction that explains who the writer is and the reason for writing; a middle section that provides details that support the requested action; a closing that requests action from the recipient 7. Valediction: line before signature: Faithfully yours or Sincerely 8. Signature and printed name 9. Enclosures: number and description—e.g., Enclosures (2): resume and business card 	<p>With teacher prompting, student writes a correctly structured and appropriately worded business letter to an organization (e.g., a letter praising a company's recent new product or suggesting a change in policy).</p>

PRACTICE TEXT

6
gradeunit
THREE

redundancy



GENRE

Communicative:
Formal Letter

Sam Carter
270 Park Road
Colston, NY 13902

April 12, 2010

Mr. Richard Morgan
Mouth Health Industries
4232 Gums Hollow
Molar City, Florida 95331-8121

Dear Mister Morgan:

I am very happy and glad to let you know that I am pleased and satisfied with the recent purchase that my family made last week of your cordless, battery-operated toothbrush, the Whitener Wonder.

First of all, it is very affordable because the price is very fair and not too high. In fact, my parents bought two of them so my brother and I could each have one of our own. I also like the fact that they come in bright colors, like bright green and turquoise, because people my age who are as young as I am really like colorful items and accessories.

The Whitener Wonder is also very easy to use, too. Its rapid whirring in my mouth helps me quickly and swiftly brush my teeth in the morning before school and before I go to bed after school at night. I don't even dread it or feel bad when my mother reminds me over and over to brush after I eat candy or sweets.

All in all, I'd say your product is a success in every way. Thank you for a successful, helpful product like the Whitener Wonder. I will recommend it to everyone I meet or know.

Sincerely yours,

Sam Carter

A POSSIBLE REVISION

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

Sam Carter
270 Park Road
Colston, NY 13902

April 12, 2010

Mr. Richard Morgan
Mouth Health Industries
4232 Gums Hollow
Molar City, Florida 95331-8121

Dear Mr. Morgan:

I am pleased with my family's recent purchase of your cordless toothbrush, the Whitener Wonder. The toothbrush is affordable and fairly priced. In fact, my parents bought two so my brother and I could each have one.

I also like the fact that the Whitener Wonder comes in bright colors, like green and turquoise. (People my age really like colorful accessories!)

The Whitener Wonder is easy to use. Its whirring helps me quickly brush my teeth before school and before I go to bed. I don't even feel bad when my mother reminds me to brush after I eat sweets.

I'd say the toothbrush is a complete success. Thank you for a helpful product like the Whitener Wonder. I will recommend it to everyone I know. Please make more products like it.

Sincerely,

Sam Carter