

# Grade 6 ▶

## Unit Five

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> comma use: compound-complex sentences	<input type="checkbox"/> Narrative
<input type="checkbox"/> comma use: introductory phrases	WRITING ON DEMAND
<input type="checkbox"/> sentence: variety and identification and formation	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

Identify, scrutinize, act.

### NOTES

This skill is both critical and challenging—critical because coherent paragraphs form the building blocks of extended text, and challenging because it requires sentence-by-sentence evaluation with an understanding of a paragraph’s focus and intent. Take the time necessary for students to gain proficiency. Model the skill frequently, possibly every day, as you teach the unit. And plan significant coaching time to help individual students, especially those who struggle with the skill.

This skill will likely be new to students, even if they’ve been working in Writer’s Stylus for several years. The genre focus will be more familiar.

### ADDITIONAL NOTES

The pattern, Identify, scrutinize, act, can be illustrated through a game inspired by radio quiz show segments called “Odd Man Out.” The announcer (teacher) reads a list of items while contestants (students) must determine which item does not belong with the others and why. For example, which of the following does not belong with the others and is, therefore, the odd man out (or OMO): Bruce Wayne, Shoeshine Boy, Popeye, Peter Parker, and Clark Kent? To answer the question, you must 1) identify the “big idea” represented by the group, 2) scrutinize each item to determine whether it fits the “big idea” or not, and 3) take action by removing the item that does not fit the criteria for the group—

i.e., does not support the “big idea.” (By the way, the best answer is Popeye because all the others are alter egos for superheroes. Popeye, whether considered a superhero or not, lacks an alter ego.) Use such activities to illustrate the pattern, then begin introducing words, phrases, and sentences. Here are several examples that may be used or may spark your thinking about other possibilities (EX-ex):

- George Washington, Thomas Jefferson, Barak Obama, Patrick Henry, Gerald Ford (OMO is Patrick Henry; all the others have been US Presidents)
- Bulls, Cardinals, Hawks, Timberwolves, Hornets (OMO is Cardinals; all the others are teams in the National Basketball Association)
- Iowa, Ohio, New York, Indiana, Pennsylvania, Minnesota (OMO is Iowa; all the others have borders that touch one of the Great Lakes)
- US Airways, Continental, Delta, United, Amtrak (OMO is Amtrak; all the others are commercial airlines)

Begin introducing words and phrases, such as:

- Way to go!, Good work!, Nice job!, Oh no!, That’s the way to do it! (OMO is Oh no!; all the others are ways to compliment someone’s work)

Then move into sentences:

- Fitness is good for the brain. Research suggests that exercise can improve memory.

The brain weighs about three pounds. It also seems to help the brain make new neurons. People who exercise may have more neurons, and that may improve memory, learning, and even thinking. (OMO is The brain weighs about three pounds; all the others fit the topic of the influence fitness has on the brain)

NOTE: Paragraphs in fiction follow a different organizational scheme from those in nonfiction. In fiction, paragraphs generally do not feature topic sentences. Sentences are often grouped according to other factors, such as sequence of events, description of a setting, or other elements specific to fiction. The focus in this unit is on paragraphing within nonfiction writing.

After several “rounds,” discuss the following with students:

- What steps did you go through to determine the item that did not belong with the others?

- How would including the OMO affect the grouping of the items? In other words, why was it necessary to remove the OMO from the group? (EX-co)

Use questions and the students’ comments to guide them to the pattern statement and record it for display during the rest of the unit (EX-el). Ask the students to create OMO challenges that will engage the class in illustrating the pattern. Share and solve several of the results (EX-ap). Move into the COmprehension Strand.

As the unit progresses, model with multi-paragraph examples in which a sentence that does not belong in one paragraph does belong in another. Emphasize that deleting the misplaced sentence is not always the best action. Moving the sentence and restructuring the effected paragraphs sometimes provides excellent results.

## REVISION SKILLS

PARAGRAPH UNIT			
Objective	Checklist		
<p>With teacher prompting and support, student reviews the paragraphs within a draft and revises the draft so that each paragraph represents a cohesive and singular unit of thought.</p>	<input type="checkbox"/> Read the draft one paragraph at a time. <input type="checkbox"/> For each paragraph, ask: "What do I want to say here? What point do I want to make?" (Provost, 1985, p. 44). <input type="checkbox"/> Identify the sentence that states that idea. If no such sentence exists, consider adding one. <input type="checkbox"/> Review every sentence in the paragraph. If any do not develop or support the central idea, consider moving or deleting them.		
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ All paragraphs within the writing possess a coherent focus. Each sentence in these paragraphs relates to the focus, resulting in a coherent, well-structured paragraph.</li> <li>▶ Each paragraph features smoothly flowing transitions from sentence to sentence. Each paragraph reads easily because the sentences flow freely from one to the next.</li> <li>▶ Revision may only slightly, if at all, improve paragraph units.</li> </ul>	<ul style="list-style-type: none"> <li>▶ All paragraphs within the writing possess a coherent focus. Each sentence in these paragraphs relates to the focus, resulting in a coherent, well-structured paragraph.</li> <li>▶ Some paragraphs lack flow from sentence to sentence. The sentences all relate to the paragraph's focus, but movement from one sentence to the next lacks smoothness.</li> <li>▶ Additional revision may improve flow of sentences within a few paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most paragraphs within the writing possess a coherent focus. Each sentence in these paragraphs relates to the focus, resulting in a coherent, well-structured paragraph.</li> <li>▶ A few (two or fewer) paragraphs lack focus or contain sentences that do not relate to the paragraph's focus.</li> </ul> <p>Additional revisions could improve paragraph coherence.</p>	<ul style="list-style-type: none"> <li>▶ Writing features a majority of paragraphs that lack focus or contain sentences that do not relate to the paragraph's focus.</li> <li>▶ Additional revisions would significantly improve paragraph coherence.</li> </ul>

6  
gradeunit  
**FIVE**REVISION  
SKILL  
Paragraph Unit

GENRE

Expository:  
Informative  
Report

**GENRE**

<b>EXPOSITORY: Informative Report</b>			
Definition		Objective	
Provides an objective and thorough summary of some topic. Coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact.		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).</li> <li>▶ Writing features well-chosen subtopics and details that give the reader a good understanding of the topic. The most important ideas are included in the report.</li> <li>▶ Writing flows well with smooth transitions between paragraphs.</li> <li>▶ Writing features reader-friendly elements, such as explanations that compare unknown details with things the reader probably does know. For example, "The bike's derailleur is like a chute that guides the chain from one chainring to another."</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).</li> <li>▶ Writing features well-chosen subtopics and details that give the reader a good understanding of the topic. The most important ideas are included in the report.</li> <li>▶ Writing flows well with smooth transitions between paragraphs.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).</li> <li>▶ While the report is cohesive and coherent, it includes some subtopics and details that are less important than some subtopics and details that are not included.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).</li> <li>▶ Additional revisions could significantly improve the text.</li> </ul>

**PRACTICE TEXT**

Young athletes and their parents are taking a new look at those bumps on the head that once were thought to be just an ordinary part of playing sports. Damien J. Burgess, a student at the United States Sports Academy, estimates there are 300,000 sport related traumatic brain injuries (TBIs) in the United States each year. You can get a concussion from a falling coconut. Most are mild to severe concussions, and many are repeat injuries.

With proper care a concussion can usually heal, but death may occur if the concussion is left untreated or the athlete returns to play too soon.

Concussions can be caused by a blow to the head in football, hockey, baseball, or any other sport. Sometimes a jerky motion that snaps a head backward or forward can cause the brain to shift and thus a concussion.

Repeated seemingly mild brain injuries over a short period of time can be fatal. Classification of concussions is based on severity of symptoms, and the length of treatment must be carefully determined. Grade 1 has no loss of consciousness and symptoms resolve within 15 minutes.

Grade 2 also has no loss of consciousness but with more than 15 minutes of symptoms. The most severe concussion, Grade 3, causes loss of consciousness. Brief loss indicates one to two weeks without strenuous activity. With a longer time unconscious, an athlete should be evaluated at a hospital.

A player who suffers repeated Grade 3 concussions should have CT or MRI scans and take a month or even the rest of the season to recover. Because of today's explosive weapons, brave warriors often return from battle with TBIs.

Recently, attention has been drawn to this type of injury suffered by celebrities like newsman Bob Woodruff who is recovering from injuries he received while reporting from Iraq. I saw Bob Woodruff sing once on TV. Athletes, coaches, and parents also must watch for the sometimes subtle symptoms that follow those bumps on the head at the sporting events we all enjoy.

## A POSSIBLE REVISION

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

Young athletes and their parents are taking a new look at those bumps on the head that once were thought to be just an ordinary part of playing sports. Damien J. Burgess, a student at the United States Sports Academy, estimates there are 300,000 sport related traumatic brain injuries (TBIs) in the United States each year. Most are mild to severe concussions, and many are repeat injuries. With proper care a concussion can usually heal, but death may occur if the concussion is left untreated or the athlete returns to play too soon.

Concussions can be caused by a blow to the head in football, hockey, baseball, or any other sport. Sometimes a jerky motion that snaps a head backward or forward can cause the brain to shift and thus a concussion. Repeated seemingly mild brain injuries over a short period of time can be fatal.

Classification of concussions is based on severity of symptoms, and the length of treatment must be carefully determined. Grade 1 has no loss of consciousness and symptoms resolve within 15 minutes. Grade 2 also has no loss of consciousness but with more than 15 minutes of symptoms. The most severe concussion, Grade 3, causes loss of consciousness. Brief loss indicates one to two weeks without strenuous activity. With a longer time unconscious, an athlete should be evaluated at a hospital. A player who suffers repeated Grade 3 concussions should have CT or MRI scans and take a month or even the rest of the season to recover.

Because of today's explosive weapons, brave warriors often return from battle with TBIs. Recently, attention has been drawn to this type of injury suffered by celebrities like newsman Bob Woodruff who is recovering and Natasha Richardson who died. Athletes, coaches, and parents also must watch for the sometimes subtle symptoms that follow those bumps on the head at the sporting events we all enjoy.

BIBLIOGRAPHY

“Brain Injury In Sports.” Brain Injury Resource Center. 29 August 2009. <http://www.headinjury.com/sports.htm>

Burgess, Damien. “Traumatic Brain Injuries in Sports.” United States

Sports Academy. 2002 <http://thesportdigest.com/article/traumatic-brain-injuries-sports>

Mayo Clinic Staff. “Traumatic Brain Injury.” 23 June 2009.

<http://www.mayoclinic.com/health/traumatic-brain-injury/DS00552>

“Traumatic Brain Injury.” Centers for Disease Control and Prevention. National Center for Injury Prevention and Control. 18 March 2009. <http://www.cdc.gov/ncipc/tbi/TBI.htm>

“Traumatic Brain Injury.” Wikipedia, the free encyclopedia. 30 August 2009 [http://en.wikipedia.org/wiki/Traumatic\\_brain\\_injury](http://en.wikipedia.org/wiki/Traumatic_brain_injury)



**6**  
grade