

Grade 6 ▶

Unit Six

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: adverb identification, including adverb phrases (review)	<input type="checkbox"/> Story: Short Story
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Survey, examine, tailor.

NOTES

Both revision skills should be familiar to students unless this is their first year in *Writer’s Stylus*. Eliminating unnecessary adverbs is relatively concrete. If students can identify adverbs, they can evaluate and eliminate them. Character authenticity is more abstract and may require significant modeling before students understand what to look for and how to improve it. Coaching for this second skill will likely make the difference in student achievement.

The genre focus should also be familiar. However, writing a short story will be a significant challenge for many students. Unlike nonfiction writing, which focuses on structuring and communicating established information, fiction writing depends on the writer’s ability to imagine and communicate a story of his own design. Doing this well requires additional attention to both concrete elements of writing (e.g., transitions) and more conceptual aspects (e.g., characterization).

ADDITIONAL NOTES

The skills of eliminating adverbs is a previously mastered skill. Review this skill as quickly as learning will allow.

The pattern, *Survey, examine, tailor*, can be illustrated by bringing in a piece of clothing (e.g., man’s dress shirt) that would. Have a student try on the clothing and

survey the results, looking at the shirt from all sides. Then examine the shirt closely, pulling on the fabric to identify places where the shirt is too large, too small, or misshapen. In other words, places where the shirt does not fit—places where, in its current form, it does not seem right for the individual wearing it. Talk about how the shirt would need to be tailored to fit the student. If the shirt is no longer needed, use a marker to highlight places the shirt would need to be taken in, let out, restructured, etc. Repeat the process with another student and get the class involved in recommending alterations. Repeat as desired (EX-ex).

- After several “rounds,” discuss the following with students:
- Why didn’t the shirt (or article of clothing) work on any of your classmates?
- Describe what the shirt looked like when it was on one of your classmates.
- Why wouldn’t the shirt be something a classmate could wear regularly?
- What did the teacher do in determining how the shirt would need to be changed in order to work? (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 identify other experiences that illustrate the three actions. For example, during a physical exam a doctor surveys a patient by asking questions to get a general idea of the patient’s health. The doctor then examines the patient. For example, the doctor uses a stethoscope to examine

the patient's heart, listening for irregularities—heart functioning that seems out of place, irregular, does not fit. If needed, the doctor creates a treatment plan for the patient tailored to the patient's specific needs. The

doctor works to make the patient's state consistent with good health. The doctor surveys, examines, and tailors (EX-ap).

REVISION SKILLS

ADVERBS: Modifiers			
Objective		Checklist	
<p>With teacher support, student revises sentences containing adverbs by adding stronger verbs and eliminating unnecessary adverbs (e.g., <i>The dog ran quickly...</i> revised to <i>The dog dashed...</i>).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Identify every adjective and adverb in the draft, including prepositional phrases acting as adjectives or adverbs. <input type="checkbox"/> Question the necessity of each one. Could a stronger verb eliminate the need for an adverb? Could a stronger noun eliminate the need for an adjective? <input type="checkbox"/> Look for redundancy created by modifiers (e.g., She smiled happily.) Eliminate redundancy. <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"> ▶ Writing features no unnecessary adverbs. ▶ Writing features fresh (not common or overused) adverbs that are appropriate for the content. ▶ Additional revisions are unlikely to improve adverb usage. 	<ul style="list-style-type: none"> ▶ Writing features no unnecessary adverbs. ▶ Some adverbs, while not creating redundancy, are common and overused. These give the writing a "heard-this-before" feel. ▶ Additional revisions could improve adverb choice. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) unnecessary adverbs. ▶ Eliminating redundancy (e.g., She smiled happily.) or using stronger verbs would further reduce unnecessary adverb usage. 	<ul style="list-style-type: none"> ▶ Writing features multiple unnecessary adverbs. ▶ Eliminating redundancy (e.g., She smiled happily.) or using stronger verbs would reduce unnecessary adverb usage.

AUTHENTICITY: Character			
Objective		Checklist	
<p>With teacher prompting, student evaluates the clarity and credibility of each characterization within a narrative or biographical draft by assessing the clarity and credibility of each character-related component (appearance, behavior, dialogue, thoughts, perspective held by other characters) and making desirable revisions.</p>		<p><input type="checkbox"/> Are the character's motives and desires clear?</p> <p><input type="checkbox"/> Would the character, considering background, motives, desires, and other relevant influences, say/do/think that? in that way?</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features good character authenticity; all character portrayals maintain consistency throughout the story and are sufficiently developed to support their role in the story. ▶ Additional revisions may improve some elements but the character development is excellent. 	<ul style="list-style-type: none"> ▶ Writing features good character authenticity; all character portrayals maintain consistency throughout the story. ▶ Some character(s), though consistently portrayed, lack enough development to support their role in the story. ▶ Additional revisions could improve character development. 	<ul style="list-style-type: none"> ▶ Writing features few examples of character inauthenticity (inconsistency). The few examples, while surprising the reader, do not make the story incoherent. ▶ Revising for character authenticity would improve the story. 	<ul style="list-style-type: none"> ▶ Writing features significant character inauthenticity (inconsistency). The inconsistencies are prevalent enough to make the story incoherent. ▶ Significant revision for character authenticity is needed.

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SKILLAdverbs:
ModifiersAuthenticity:
Character

GENRE

Story:
Short Story

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grade

GENRE

STORY: Short Story			
Definition		Objective	
Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel.		With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, appropriate description (e.g., of settings, character, events), appropriate evidence of "showing not telling," and an emerging theme.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events). ▶ Story possesses good flow; interaction of events, characters, and settings provide a smooth reading experience, even when read aloud, <p style="text-align: center;">AND</p> <p>story possesses good believability through its attention to elements such as character motivations.</p> <ul style="list-style-type: none"> ▶ Additional revisions may minimally improve the letter. 	<ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events). ▶ Story possesses good flow; interaction of events, characters, and settings provide a smooth reading experience, even when read aloud. ▶ Additional development or revision may increase the story's believability by development of elements such as character motivations. 	<ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events). ▶ Story lacks elements that would make it more believable, such as character motivations <p style="text-align: center;">OR</p> <p>Story reads like a sequence of disconnected events, lacking flow. This is especially apparent when the story is read aloud.</p> <ul style="list-style-type: none"> ▶ Additional development or revision could significantly improve the story's believability and/or flow. 	<ul style="list-style-type: none"> ▶ Writing fails to present a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events). ▶ Additional development or revision could significantly improve content and/or clarity of the essay.

PRACTICE TEXT

“Hey, Donny, aren’t you Mr. Hanson’s son?” Joe, a brawny football player, and his group of friends cheerfully and happily said hello to me a few days into seventh grade. “Why don’t you come and throw a few passes for us? You can be on our crew. We usually don’t play football on our free time, but the library is closed so we can’t spend time studying.”

Here were the most popular guys in the whole seventh grade, nicely asking me to play! Last year they barely knew I existed. “Thanks, that’s cool,” I said calmly, even though my heart was beating strongly. These guys were the kind of friends I had always dreamed of having.

Later that afternoon, Joe came by and playfully and teasingly threw a punch at my shoulder as I was getting stuff out of my locker. “Listen, Donny,” he said, laying his hand across my shoulder like we were true buddies. “You want to know how to be really very popular this year? Huh? All you got to do is prove your loyalty and you are in the best crew!”

Yellow flags quickly went through my mind. “Prove my loyalty?” I asked. “How do I do that?”

Joe casually moved his shoulders and grinned. “Nothin’ hard. Just a way to help out your new friends.”

“Like what?”

“You, know, just give us a little help.”

“How can *I* help *you*?”

“Well, you want us to keep our grades up so we can play football, right? And you live with the science teacher, right? I don’t live with a teacher. My dad’s a lawyer and my mom is a physical therapist. They leave for work early every morning.”

A yellow flag in my mind turned bright red! *Absolutely not! No so-called friends are worth getting involved in cheating.*

“Sorry, Joe,” I replied. “I would like to be your friend, but not if that’s what it takes. If you want me to help you prepare for tests, I’ll do that, but you guys need to earn those grades just like the rest of us. You are a big jerk for asking me to do that. I should punch your lights out!”

Joe’s eyes flashed angrily, shocked at my refusal. Then he seemed to simmer down. “Okay, cool. You can’t accusingly blame me for trying!” As he began to walk slowly away, he hesitatingly paused, then turned. “Hey, want to meet after practice tomorrow to study for tomorrow’s test?”

unit
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A POSSIBLE REVISION

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

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