

Grade 6 ▶

Unit Seven

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> dangling phrase identification <input type="checkbox"/> modifying phrase identification	Expository: Comparison
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Identify, evaluate, restructure.

NOTES

Both revision skills will likely be new to students. The genre focus should be more familiar.

The two skills are revised similarly. The writer needs to identify a sentence's phrases, identify the target of each phrase (i.e., the thing being modified by the phrase), consider the phrase's position in relation to the target, and restructure, if necessary, to clarify meaning.

ADDITIONAL NOTES

The revision skills in this unit can be effectively taught simultaneously.

The pattern, *Identify, evaluate, restructure*, can be illustrated through humorous photographs showing something in an overtly different setting than normal. For example, a photograph of a man sitting in a recliner in the middle of a field shows something "out of place." Dangling and misplaced elements can be humorous for the same reason: they appear in a different place in the sentence than they should; they are out of place.

The pattern can also be illustrated in a gymnasium. Give a student a basketball. Ask the student what he has (a ball) and what the goal typically is (to get the ball

into the basket). Then have the student evaluate his position in relation to the basket. Is there a position that offers a better chance of success (evaluate)? If so, have the student move to it and shoot the ball (restructure). Either (or both) illustration could initiate the EXperience strand (EX-ex).

The students can then discuss the following questions (EX-co):

- What role did location play in each scenario? In what way did each scenario illustrate the idea, "Placement matters"?
- How would restructuring, or moving some elements, have made each scenario more natural or successful?
- Before you restructured either scenario, what would you need to do? Try to list the steps as a series of verbs.

Using additional questioning and rephrasing of student responses, the teacher leads the students to recognize the pattern statement (EX-el). Have the students identify examples that illustrate the pattern. List and post any effective illustrations (EX-ap).

REVISION SKILLS

DANGLERS and MISPLACED MODIFIERS			
Objective		Checklist	
<p>DANGLERS</p> <p>With teacher prompting and support, student identifies dangling phrases and revises the sentence to eliminate all dangles (e.g., Walking to the bus stop, a squirrel stole my lunch revised to While I was walking to the bus stop a squirrel stole my lunch; While outside for recess, it is a good idea to practice good sportsmanship revised to While outside for recess, you should practice good sportsmanship).</p> <p>MISPLACED MODIFIERS</p> <p>With teacher prompting and support, student identifies and revises sentences containing misplaced modifiers (e.g., The team executed successful plays Friday while wearing new uniforms that surprised their opponents revised to While wearing new uniforms, the team executed successful plays that surprised their opponents).</p>		<p>DANGLERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify phrases. <input type="checkbox"/> Examine each phrase. If a phrase lacks connection to another sentence component, revise the sentence to make the connection obvious by adding the connection to the phrase, placing the connection in an position where the relationship is obvious, or by moving the phrase to follow the sentence's main clause. <p>MISPLACED MODIFIERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify modifying phrases. <input type="checkbox"/> Check the location of each modifying phrase and its intended "target." <input type="checkbox"/> If the "target" is missing, rewrite the sentence to include it. <input type="checkbox"/> If the modifying phrase and target are separated by other possible "targets," restructure the sentence to keep modifying phrases and targets together. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features well-structured sentences throughout. No dangling or misplaced modifiers affect the writer's intended meaning or the reader's ease of understanding it. ▶ The modifying phrases add clarity, strength, or interest to the writer's intended message. Very few or no phrases are unnecessary. ▶ Additional revisions may improve the text, but modifying phrase selection and placement has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no dangling or misplaced modifiers that make sections of the text difficult to understand. ▶ Some modifying phrases are unnecessary. They add little or nothing to the writer's intended message. The text would be stronger if these phrases were removed. ▶ Additional revisions could improve modifying phrase selection. 	<ul style="list-style-type: none"> ▶ Writing features few (three or fewer) dangling or misplaced modifiers that make sections of the text difficult to understand. ▶ Additional revisions could improve sentence structure and phrase placement. 	<ul style="list-style-type: none"> ▶ Writing features many dangling or misplaced modifiers making the text confusing. ▶ Additional revisions could significantly improve sentence structure and phrase placement.

GENRE

EXPOSITORY: Comparison			
Definition		Objective	
Describes similarities and differences between two topics to clarify an understanding of each.		Student writes cohesive (unified and complete) and coherent (clear and logical) essay of at least three paragraphs comparing and contrasting two elements of two topics from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least three) comparing and contrasting two elements of two topics from the same subject matter ▶ Writing captures the critical or defining characteristics of the two elements being compared; the text includes all important details ▶ The text does more than list similarities and differences. The text uses comparison and contrast to effectively highlight critical details. In other words, the comparison helps the reader grasp important details of each subject. ▶ The text features an interesting beginning and satisfying conclusion; it reads like text that could potentially be published ▶ Additional revisions may minimally improve the text 	<ul style="list-style-type: none"> ▶ Writing features cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least three) comparing and contrasting two elements of two topics from the same subject matter ▶ Writing captures the critical or defining characteristics of the two elements being compared; the text includes all important details ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing features cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least three) comparing and contrasting two elements of two topics from the same subject matter ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing fails to compare two elements from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins) or lacks at least three cohesive (unified and complete) and coherent (clear and logical) paragraphs ▶ Additional revisions could significantly improve the text

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SEVENREVISION
SKILLS

Danglers

Misplaced
Modifiers

GENRE

Expository:
Comparison

PRACTICE TEXT

Walking at night, vampire bats and flying foxes scare many people. These nocturnal, furry, winged creatures love the dark with funny little faces and often seem to appear out of nowhere. Though both types of bat usually pose little danger to humans, one type can interrupt nighttime dreams and become someone's nightmare.

Where a person lives determines which, if either, of these bats might be seen. Vampire bats are found from Mexico to South America, including Chile, Argentina, and islands of Margarita and Trinidad near Venezuela. They live in a variety of settings, some dry and some humid, in both forests and open areas. They may be found in caves, mines, old wells, hollow trees, and abandoned buildings. Flying foxes, live on entirely different continents. These largest bats are found in the tropical jungles of Asia, Australia, and some islands off the coast of Africa in the world. Where flying foxes fill the night skies, do not fear a bat-related nightmare.

Flying foxes do not feed on flesh. They get nourished by the nectar, pollen, blossom, and fruit of tropical plants. They can over forty miles travel to feed. Sometimes a large group of these bats can endanger crops by eating from an orchard tons of fruit. Flying foxes may sink their teeth into a mango, but they generally leave mankind alone.

Vampire bats, on the other hand, feed only on a liquid diet: blood. Although their prey is usually mammals or birds, it occasionally includes human beings. These bats have on their noses thermo-receptors that enable them close to a prey's skin to locate blood flow. While sleeping, vampire bats use their razor sharp teeth to shave the hair off their prey and then sink their teeth into the skin. The bite cuts a blood vessel, and the bat laps the blood that flows. A special anti-clotting factor allows vampire bats in their saliva to feed for a long time. It prevents the wound from healing, so the blood continues to flow. While this sounds awful, some medicines actually use the saliva of vampire bats to help fight in human beings blood clots and strokes.

Although they are both bats, flying foxes and vampire bats are very different animals. Which one on a dark night would you like to meet?

A POSSIBLE REVISION

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

Many people fear vampire bats and flying foxes. These nocturnal, furry, winged creatures with funny little faces love the dark and often seem to appear out of nowhere. Though both types of bat usually pose little danger to humans, one type can interrupt nighttime dreams and become someone's nightmare.

Where a person lives determines which, if either, of these bats might be seen. Vampire bats are found from Mexico to South America, including Chile, Argentina, and islands of Margarita and Trinidad near Venezuela. They live in a variety of settings, some dry and some humid, in both forests and open areas. They may be found in caves, mines, old wells, hollow trees, and abandoned buildings. Flying foxes, live on entirely different continents. These largest bats in the world are found in the tropical jungles of Asia, Australia, and some islands off the coast of Africa. Where flying foxes fill the night skies, people need not fear a bat-related nightmare.

Flying foxes do not feed on flesh. They get nourished by the nectar, pollen, blossom, and fruit of tropical plants. They can travel over forty miles to feed. Sometimes a large group of these bats can endanger crops by eating tons of fruit from an orchard. Flying foxes may sink their teeth into a mango, but they generally leave mankind alone.

Vampire bats, on the other hand, feed only on a liquid diet: blood. Although their prey is usually mammals or birds, it occasionally includes human beings. These bats have thermoreceptors on their noses that enable them to locate blood flow close to a prey's skin. While victims are sleeping, vampire bats use their razor sharp teeth to shave the hair off their prey and then sink their teeth into the skin. The bite cuts a blood vessel, and the bat laps the blood that flows. A special anti-clotting factor in their saliva allows vampire bats to feed for a long time. It prevents the wound from healing, so the blood continues to flow. While this sounds awful, some medicines actually use the saliva of vampire bats to help fight blood clots and strokes in human beings.



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