


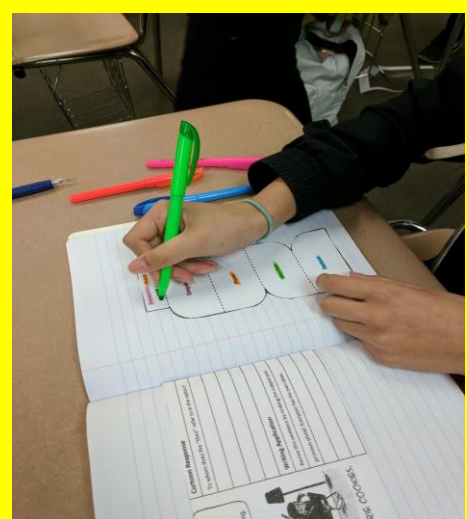

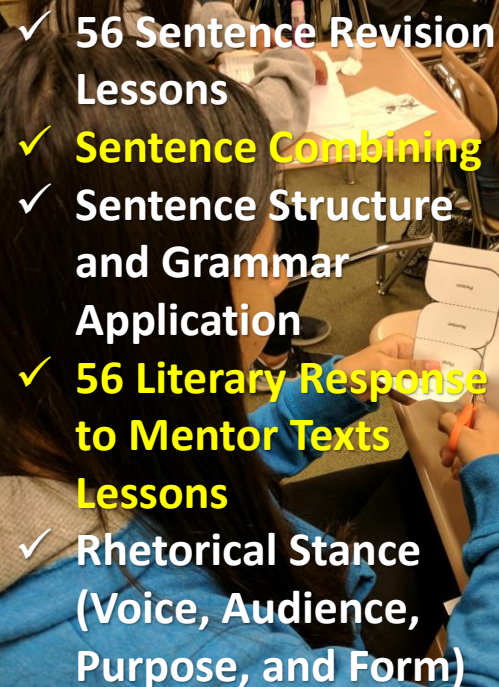


Writing Academic



Literacy Center Grade 6



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- ✓ 56 Sentence Revision Lessons
 - ✓ Sentence Combining
 - ✓ Sentence Structure and Grammar Application
 - ✓ 56 Literary Response to Mentor Texts Lessons
 - ✓ Rhetorical Stance (Voice, Audience, Purpose, and Form)



Aligned to the Common Core Standards

Writing Academic Literacy Center Grade 6

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Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
1	Precise Proper Nouns	Precise Proper Nouns	Delete the Unnecessary “Here” Words	Delete the Unnecessary “Here” and “There” Words	Delete the Unnecessary “Here” and “There” Words
2	Precise Common Nouns	Precise Common Nouns	Specific Proper Nouns	Specific Proper Nouns	Specific Proper Nouns
3	Plural Nouns and Irregular Plurals	Plural Nouns and Irregular Plurals	Delete the Unnecessary “It”	Delete the Unnecessary “It”	Delete the Unnecessary “It”
4	Precise Verbs	Precise Verbs	Pronoun Sentence Opener	Pronoun Sentence Opener	Pronoun Sentence Opener
5	Verb Tense	Verb Tense	Delete the Unnecessary “There” Words	Delete Circumlocutions	Delete Circumlocutions
6	Simple Subjects	Simple Subjects	Adjective Sentence Opener	Adjective Sentence Opener	Adjective Sentence Opener
7	Simple Predicates	Simple Predicates	Delete Unnecessary Writing References	Substitute Adjectives for Adjective Phrases	Substitute Adjectives for Adjective Phrases
8	Direct Objects	Direct Objects	Possessive Pronoun Sentence Opener	Verb before the Subject Sentence Opener	Verb before the Subject Sentence Opener
9	*Complete Sentences	Complete Sentences	Delete Unnecessary Writer References	Change “To Be” to Active Verbs	Change “To Be” to Active Verbs
10	*Fragments, Phrases, and Dependent Clauses	*Fragments, Phrases, and Dependent Clauses	Adverb Sentence Opener	Adverb Sentence Opener	Adverb Sentence Opener
11	*Run-ons and Independent Clauses	*Run-ons and Independent Clauses	Parallel Coordinating Conjunctions	Parallel Coordinating Conjunctions	Parallel Coordinating Conjunctions
12	Types of Sentences	Types of Sentences	Prepositional Phrase Sentence Opener	Prepositional Phrase Sentence Opener	Prepositional Phrase Sentence Opener
13	Revise Exclamatory into Declarative	Delete the Unnecessary “There” + “to be” Verbs	Parallel Correlative Conjunctions	Parallel Correlative Conjunctions	Parallel Correlative Conjunctions
14	Revise Declarative into Interrogative	Delete the Unnecessary “Here” + “to be” Verbs	Complete Subject Sentence Opener	Complete Subject Sentence Opener	Complete Subject Sentence Opener
15	Revise Interrogative into Imperative	Delete the Unnecessary “It” + “to be” Verbs	Delete Paired Redundancies	Delete Paired Redundancies	Delete Paired Redundancies

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill

Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
16	Revise Imperative into Exclamatory	Transitional Words and Phrases	Direct Object Sentence Opener	Direct Object Sentence Opener	Direct Object Sentence Opener
17	*Pronoun Antecedents: Vague References	Formal and Informal Language	Delete Restatements	Compound Sentences	Compound Sentences
18	*Pronoun Antecedents: Number References	Dialects	Compound Subject Sentence Opener	Compound Subject Sentence Opener	Compound Subject Sentence Opener
19	*Solving Pronoun Antecedents Problems	Registers	Change Complex Words to Simple Words	Complex Sentences	Complex Sentences
20	Articles	*Pronoun Antecedents: Vague References	Connective Sentence Opener	Noun Phrase Sentence Openers	Noun Clause Sentence Opener
21	Which One? Adjectives	*Pronoun Antecedents: Number References	Make Items in a List Parallel	Compound-Complex Sentences	Compound-Complex Sentences
22	How Many? Adjectives	Precise Word and Phrase Choice	Transition Word Sentence Opener	Noun Clause Sentence Opener	Gerund Sentence Opener
23	What Kind? Adjectives	Adjective Order	Parallel Structures	Change Clauses to Phrases	Change Clauses to Phrases
24	Adjective Order	Using Punctuation for Effect	Noun Phrase Sentence Opener	Verb Phrase Sentence Opener	Gerund Phrase Sentence Opener
25	Short Comparative Modifiers	Past Participle Adjectives	Interrogative Pronouns	Change Complex Words to Simple Words	Change Complex Words to Simple Words
26	Long Comparative Modifiers	Short Comparative Modifiers	Noun Clause Sentence Opener	Nominative Absolute Sentence Opener	Nominative Absolute Sentence Opener
27	Short Superlative Modifiers	Long Comparative Modifiers	Reflexive Pronouns	Make Items in a List Parallel	Make Items in a List Parallel
28	Long Superlative Modifiers	Short Superlative Modifiers	Nominative Absolute Sentence Opener	Adjectival Clause Sentence Opener	Adjectival Clause Sentence Opener
29	Past Verb Tense	Long Superlative Modifiers	Intensive Pronouns	Parallel Structures	Parallel Structures
30	Present Verb Tense	Verb Tense	Demonstrative Pronoun Sentence Opener	Adjectival Phrase Sentence Opener	Adjectival Phrase Sentence Opener
31	Future Verb Tense	Verb Tense and Time	Reciprocal Pronouns	Helping Verb Deletions	Helping Verb Deletions

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Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
32	Delete the Unnecessary “There” + “to be” Verbs	Verb Tense and Sequence	Demonstrative Adjective Sentence Opener	Modifier Sentence Opener	Past Participle Sentence Opener
33	Delete the Unnecessary “Here” + “to be” Verbs	Verb Tense and State of Being	Helping and Linking Verb Modifier Deletions	Eliminate Dangling Modifiers	Eliminate Dangling Modifiers
34	Delete the Unnecessary “It” + “to be” Verbs	Verb Tense and Condition	Adjectival Phrase Sentence Opener	Connective Sentence Opener	Past Participial Phrase Sentence Opener
35	Helping and Linking Verb Modifier Deletions	*Shifts in Verb Tense	Substitute Adjectives for Adjective Phrases	Eliminate Interruptions	Eliminate Squinting Modifiers
36	Modal Auxiliaries (Necessity and Advice)	Helping Verbs	Adjectival Clause Sentence Opener	Appositive Phrase Sentence Opener	Present Participle Sentence Opener
37	Modal Auxiliaries (Ability and Expectation)	Past Participle Verbs	Eliminate Interruptions	Change Nominalizations to Verbs	Change Nominalizations to Verbs
38	Modal Auxiliaries (Permission and Possibility)	Irregular Past Participles	Short Comparative Modifier Sentence Opener	Past Progressive Verb Tense	Present Participial Phrase Sentence Opener
39	Past Progressive Verb Tense	Linking Verbs	Rearrange in Chronological Order	Rearrange in Chronological Order	Rearrange in Chronological Order
40	Present Progressive Verb Tense	Modals	Long Comparative Modifier Sentence Opener	Present Progressive Verb Tense	Transition Word Sentence Opener
41	Future Progressive Verb Tense	*Singular subject-verb agreement	Eliminate “to be” Verbs by Rephrasing	Delete Restatements	Delete Redundant Categories
42	What Degree? Adverbs	*Plural subject-verb agreement	Short Superlative Modifier Sentence Opener	Future Progressive Verb Tense	Progressive Verb Sentence Opener
43	How? Adverbs	Progressive Verb Tense	Eliminate “to be” Verbs by Changing Nouns to Verbs	Delete Redundant Categories	Delete Redundant Categories
44	When? Adverbs	Past Perfect Verb Forms	Long Superlative Modifier Sentence Opener	Perfect Progressive Verb Form	Perfect Participle Sentence Opener

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Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
45	Where? Adverbs	Present Perfect Verb Forms	Make Noun Constructions Parallel	Make Noun Constructions Parallel	Make Noun Constructions Parallel
46	Adverb Order	Future Perfect Verb Forms	Nonrestrictive Relative Clause Sentence Opener	Nonrestrictive Relative Clause Sentence Opener	Infinitive Sentence Opener
47	Precise Word and Phrase Choice	Adverbs	Combine Short, Choppy Sentences Using Coordination	Combine Short, Choppy Sentences Using Coordination	Combine Short, Choppy Sentences Using Coordination
48	Using Punctuation for Effect	Adverb Order	End a Sentence with a Restrictive Relative Clause	End a Sentence with a Restrictive Relative Clause	Infinitive Phrase Sentence Opener
49	Formal and Informal Language	Coordinating Conjunctions and their Functions	Change Imprecise Words to Precise Words	Change Imprecise Words to Precise Words	Change Imprecise Words to Precise Words
50	Formal and Informal Language	Correlative Conjunctions and their Functions	Combine Short, Choppy Sentences with Beginning Subordinate Clauses	Combine Short, Choppy Sentences with Beginning Subordinate Clauses	Continuous Infinitive Sentence Opener
51	Conjunction Function	Prepositional Phrases	Compound Sentences	Keep a Consistent Language Register	Change Passive to Active Voice
52	Prepositional Phrases: Relationships Sentence Openers	Dependent Clauses in Complex Sentences	Complex Sentences	Combine Short, Choppy Sentences with Ending Subordinate Clauses	Relative Adverb Clause Sentence Opener
53	Prepositional Phrases: Location Sentence Openers	Subordinating Conjunctions	Compound-Complex Sentences	Combine Choppy Sentences Using Relative Clauses	Combine Choppy Sentences Using Relative Clauses
54	Prepositional Phrases: Time Sentence Openers	Relative Pronouns	Short Sentences for Sentence Variety	Short Sentences for Sentence Variety	Adverbial Clause Sentence Opener
55	Relative Pronouns	Relative Adverbs	Change Adjectives Preceding Nouns to Appositives	Change Adjectives Preceding Nouns to Appositives	Change Adjectives Preceding Nouns to Appositives
56	Relative Adverbs	Interjections and their Functions	Delete Redundant Categories	Transition Word Sentence Opener	Adverbial Clause Sentence Opener

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Sentence Revisions #33

Helping Verb Deletions

Lesson Focus

Our language application task is to avoid putting too many words and phrases between the helping verbs (*is, am, are, was, were, be, being, been* and *has, had, have*) and the **past participle**.

A helping verb + the base form of a verb + an “_ed,” “_d,” “_t,” or “_en” ending forms the **past participle**. The past participle indicates a completed action when used as a verb form and a condition when used as an adjective (with or without a linking or helping verb). The helping verb determines past, present, or future tense.

Key Idea(s)

Example

John had, during his lunch time, started to window shop.

This sentence can be better revised as...

John had started window shopping during his lunch time.

Revise this sentence by eliminating words or phrases between the helping verb and the past participle verb form:

May and Bella had usually wanted ice cream but they had sometimes wanted pie as well.

Sentence Revision

Sentence Revisions #46

Nonrestrictive Relative Clauses

Lesson Focus

Our language application task is to use a **nonrestrictive relative clause** to make writing more concise (brief).

Nonrestrictive relative clauses serve as adjectives to tell you something about a preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without affecting the basic meaning of the sentence.

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, introduce nonrestrictive relative clauses. The *who* or *whose* refer to people and *which* refers to things. Nonrestrictive relative clauses are set off by commas.

Key Idea(s)

Examples

Peter, who always acts like the class clown, is actually very bright.

The desks, which are stacked at the back of the room, desperately need repairs.

Combine these sentences into one by using a nonrestrictive relative clause:

Edward and Rosa were much in love. They joined their friends to help feed the homeless.

Sentence Revision

Literary Response Lesson #2

Literary Quotation

“Indifference and neglect often do much more damage than outright dislike.”

J.K. Rowling (1965 –)

Definition/Explanation/Reflection: *Indifference* means to not be interested. *Neglect* means to not pay attention.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #10

Literary Quotation

“Great minds discuss ideas; Average minds discuss events; Small minds discuss people.”

Eleanor Roosevelt (1884 – 1962)

Definition/Explanation/Reflection: Gossip is the conversation topic for those with few ideas.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
3 Grade-level Academic Literacy Centers and 1 Guided Reading Literacy Center Twice per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
8 Literacy Centers Once per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 5	Literacy Center 6	Group 1	Literacy Center 7	Literacy Center 8
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 6	Literacy Center 5	Group 2	Literacy Center 6	Literacy Center 7
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 7	Literacy Center 8	Group 3	Literacy Center 5	Literacy Center 6
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 8	Literacy Center 7	Group 4	Literacy Center 8	Literacy Center 5

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers,
1 Guided Reading Literacy Center 2 Days per Week
and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.