

Reteach: see two different writing moves

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These miniature examples are teaching models. The following practice pages use different texts.

A Tray at the Window

Asha placed her clay animals on a narrow stool. One animal hung over the edge. She moved all three to a broad tray by the window. None hung over the tray's edge, and people could see all three from the doorway.

Why was the broad tray a better place for Asha's animals than the stool?

The broad tray gave Asha's animals enough room and kept them visible. One animal hung over the stool's edge, but none hung over the tray's edge after the move. This comparison shows the tray held the animals without an overhanging one. People could also see all three from the doorway, so the new position worked for viewing. The tray met both needs in this display.

The answer selects edge and viewing evidence, explains the links, and ends within this display. The source does not say an animal fell or broke; adding that would invent evidence.

The Ribbon Box

Leo kept ribbons in a box and patterns in a folder. It was under it. He moved it to the desk. The ribbons stayed in the box, and the folder stayed on the shelf.

Intended meaning: The ribbon box was under the pattern folder. Leo moved the box to the desk. The ribbons stayed inside it. The folder stayed on the shelf. Preserve these facts; no new outcome is stated.

Leo kept ribbons in a box and patterns in a folder. The box was under the folder. He moved the box to the desk, keeping the ribbons inside it. The folder stayed on the shelf.

Why this revision helps: I named the box as the object Leo moved, so readers do not mistake the folder for it. I kept the folder on the shelf and did not invent a result such as quicker work.

For your own work, use evidence to justify a claim in writing; clarify wording without inventing facts in revision.

Route Reteach: evidence paragraph

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Name / local code: _____ Date: _____ Response mode: _____ Supports used: _____

Original fictional source · G6W01-TEXT-PRACTICE-W

The Sound Collection

The listening club recorded short descriptions of objects from home. Alina described a wooden spoon that her uncle had carved. She named its material, its curved handle and the tiny leaf cut into the end. Her first recording put those details close together.

Miro listened once. He remembered the spoon but could not say which part had the leaf. Alina played the recording louder. Miro still confused the handle with the end. Dev suggested background music to make it interesting.

Alina made a new recording. She slowed the sentence about the handle and left a short pause before naming the leaf at the end. She kept all three details and used no music. Miro listened once more and described the handle and leaf in their correct places. A second listener, Elif, also named the leaf's location.

The new recording was longer. The club shortened the spoken introduction so the whole collection would fit its listening period. Alina kept the slower description and pause. She had tested this description with two listeners, not with everyone who would attend.

G6W01-TASK-ROUTE-RETEACH-W

Why did Alina keep the slower description and pause in the Sound Collection?

Write one focused paragraph answering the question. Use at least two accurate, relevant details from this source, quote briefly or paraphrase precisely, and explain how the details support your claim. Organize the ideas so a reader can follow them, and end by completing your answer. Reasoning may connect details together; no fixed sentence formula is required. Keep claims within the story. Use the miniature models on page 1 first. On this different practice story, jot a claim, two evidence details and how they support it. Use those notes to write a full paragraph. A detail and its explanation have different jobs; varied ordering is welcome.

Use these full-width lines, type in the editable file, or continue on labeled paper. Keep your own claim, evidence and wording choices. Reading aloud, oral rehearsal or dictation may be arranged with your teacher; record the mode and help used.

Route Reteach: writing space

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Response to G6W01-TASK-ROUTE-RETEACH-W

Optional plan: claim / two relevant details / how they support the claim. These notes do not replace the paragraph.

Your complete evidence paragraph

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Route Reteach: meaning-preserving revision

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Original fictional draft · G6W01-TEXT-PRACTICE-R

The Costume Crates

The drama group stored hats in a small crate and scarves in a tall crate. It stood behind it. The hats were easy to find, but they were hard to reach. Omar moved it beside it. The scarves were easier to reach afterward. Both crates stayed in the costume room, and the small crate kept its lid.

Task conditions: intended meaning

Intended meaning to preserve: the tall scarf crate stood behind the small hat crate. The hats were easy to find, but the scarves were hard to reach. Omar moved the tall crate beside the small crate; the scarves were easier to reach afterward. Both crates remained in the costume room, and the small crate kept its lid. Keep every fact and result; add no cause beyond the draft.

G6W01-TASK-ROUTE-RETEACH-R

Rewrite the whole draft for clear references and connected ideas. Preserve every stated fact and result in the intended-meaning box. Use readable wording; clear pronouns and varied sentence order are allowed. Add no new event, cause or result. Then explain one meaningful change and what it helps the reader understand. Punctuation alone is not the revision target. Use the miniature reference model first. For the different Costume Crates draft, identify the two containers and track where each starts and ends. Rewrite the whole draft, preserving the distinct finding/reaching facts. Explain one change beyond punctuation.

Your complete revised draft

Route Reteach: explain and check the revision

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Revision explanation for G6W01-TASK-ROUTE-RETEACH-R

Name at least one meaningful change. Quote or describe the old/new wording, and explain what the reader can understand more clearly.

Fact/result self-check

Compare your revision with the intended-meaning box. Record any fact or result you restored, or explain how your revision kept them all.

Use these full-width lines, type in the editable file, or continue on labeled paper. Keep your own claim, evidence and wording choices. Reading aloud, oral rehearsal or dictation may be arranged with your teacher; record the mode and help used.