

# Grade 1 ▶

## Unit Seven

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable previously learned revision skill use	<input type="checkbox"/> Expository: Informative Report
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

Having too much makes a mess.

### NOTES

In this unit, first grade students begin revising their own work. The first revision skill they will use focuses on writing's basic building block: the sentence.

Many young writers write as if they were talking. This sometimes produces a draft that is one lengthy sentence. The *and*'s and *so*'s pile up until the reader is overwhelmed.

Crafting sentences will be a new concept to most first grade students. The idea of a sentence is still new, so focusing on sentence limits may prove challenging. However, this foundational understanding and skill is critical for their continued development as writers. Be sure to allow sufficient time for quality coaching sessions. Individual attention may help students construct the necessary understanding and then develop the essential skill.

To recognize the need to vary their sentence length and structures, students will likely need to hear their writing read aloud with the repetition over emphasized. Do not introduce this idea (the proficient and exemplary levels of the rubric) a student has mastered limiting sentences to one idea.

### ADDITIONAL NOTES

The pattern, *Having too much makes a mess*, can be illustrated by holding up a glass in front of the students and pouring water into it from a pitcher. The teacher can act distracted, perhaps by talking to the students, as the water reaches the top of the glass and then spills over. If possible, repeat this with other objects, such as a box and more blocks than it can hold, salt overflowing as it is poured into a smaller shaker, and applying too much hand lotion. (NOTE: For this to be effective, you need to make at least a small mess!) (Ex-ex).

As a whole group, discuss the answers to the following questions (EX-co):

- What happened?
- Why did the same thing happen every time?
- Why did what I wanted to put into a container and the size of the container cause a problem?
- What was the result?

Next, introduce the pattern, *Having too much makes a mess*, to the class and discuss how it is illustrated by the EX-ex activity (Ex-el). Finally, ask students to recall experience they have had with too much making a mess (Ex-ap).

**1**  
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**REVISION SKILL**

SENTENCE LIMITS			
Objective		Checklist	
<p>With teacher prompting and support, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence and identify the main idea(s) of each sentence.</p> <p><input type="checkbox"/> If the sentence contains more than one (or two) main ideas, break it into more than one sentence.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing is free of run-on sentences and/or sentences that contain too much information.</li> <li>▶ Writing features good sentence variety without forming run-on sentences and/or sentences that contain too much information. It flows smoothly when read aloud and is enjoyable for the reader. (For example: <i>We went to the zoo. We saw animals in their cages. It was fun.</i>)</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing is free of run-on sentences and/or sentences that contain too much information.</li> <li>▶ Writing features sentences with little variety. Sentence length and/or structure stay the same and make the reading feel repetitive. (For example: <i>We went to the zoo. We saw animals. They were in cages. It was very fun.</i>)</li> <li>▶ Additional revisions could smooth out the writing by varying sentence lengths and/or structures.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features good sentences with two or fewer examples of a run-on or a sentence containing too much information.</li> <li>▶ Additional revisions could reduce or eliminate run-on sentences or sentences that contain too much information.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing contains several (three or more) run-on sentences and/or sentences that contain too much information.</li> <li>▶ Major revisions are needed to reconstruct and limit sentences.</li> </ul>

## GENRE

EXPOSITORY: Informative Report			
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) single-paragraph informative report based on personal knowledge, such as "I want a dog..." or "Yesterday we went to the zoo..."	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent single paragraph, informative report based on student's personal knowledge. Though based on the writer's personal experience, the report reads like an interesting report. The writer tells the reader about the topic. Personal examples are used to support ideas rather than used as the main idea.</li> <li>▶ The report includes interesting details that make it enjoyable to read.</li> <li>▶ Additional revisions may minimally improve text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent single paragraph, informative report based on student's personal knowledge. Though based on the writer's personal experience, the report reads like an interesting report. The writer tells the reader about the topic. (For example: <i>Some dogs are short</i>, rather than <i>My dog is short</i>.) Personal examples are used to support ideas rather than used as the main idea. (For example: <i>Some dogs are short. My miniature dachshund is only ten inches tall</i>.)</li> <li>▶ Additional revisions may improve the report by adding interesting details.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a single paragraph, informative report based on student's personal knowledge.</li> <li>▶ Additional revisions improve the report by adding interesting details and/or by making the report less personal. (For example: <i>Voss Park Zoo is a fun place to visit</i>, rather than <i>I like Voss Park Zoo</i>.)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive and coherent single paragraph, informative report based on student's personal knowledge.</li> <li>▶ Additional development or revisions will drastically improve the intended message the writer wishes to convey to the reader.</li> </ul>

1  
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**SEVEN**REVISION  
SKILLSentence  
Limits

GENRE

Expository:  
Informative  
Report

**PRACTICE TEXT**

As you discuss this text with the students, help them identify elements that are missing, such as transition words and helpful or interesting details. They do not need to know about cranberries to recognize why the paragraph lacks clarity.

Gray Museum is a fine place and it has many things to do. On the second floor, the museum has a big marble display and there are plastic tubes and ramps that can be made into tracks for the marbles so watching the marbles roll on the tracks is fun! Then visitors can do what the marbles do. When I was at the museum, I slid down the “Gravity Slide” to get back to the first floor I was like a marble on a track! The museum gives visitors many hours of great things to do.

**A POSSIBLE REVISION**

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

Gray Museum is a fine place. It has many things to do. On the second floor, the museum has a big marble display. There are plastic tubes and ramps that can be made into tracks for the marbles. Watching the marbles roll on the tracks is fun! Then visitors can do what the marbles do. When I was at the museum, I slid down the “Gravity Slide” to get back to the first floor. I was like a marble on a track! The museum gives visitors many hours of great things to do.