

Grade 3 ▶

Unit One

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Capitalization: Days and Months ★ <input type="checkbox"/> Capitalization: Place Names ★ <input type="checkbox"/> Apostrophe Use: Contractions ◆ <input type="checkbox"/> Apostrophe Use: Possessives ▲ <input type="checkbox"/> Grammar: Sentence, Run-On Identification ●	<input type="checkbox"/> Expository: Step-by-Step How-To/How It Happens
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILL

Sentence Content

GENRE FOCUS

Expository: Step-by-Step How-To/How It Happens

NOTES

Most sentences should be limited to one main idea and sentence should present more than two ideas. Sentences that exceed these limits either become run-on sentences or sentences that are too complex for readers to easily comprehend. Constructing good sentences is the foundation of learning to write well. Sentences are the basic building block of written expression.

An important, cautionary insight must be inserted here. Professional writers occasionally break this rule intentionally. Sometimes a phrase—a fragment—can convey an idea sufficiently and elegantly. Sometimes a run-on can convey a flood of ideas, such as a character’s stream of consciousness. Students need to understand how to recognize and construct good sentences. However, do not react in horror when an author breaks the “rule.” Students need to see that when done intentionally, a break from standard form can effectively communicate an author’s meaning.

PATTERN STATEMENT

Containers have limits

ADDITIONAL NOTES

The pattern, *Containers have limits*, may seem unusual, but it provides a concrete reference point for understanding a basic principle of sentence construction. When thought of as a container, it makes sense that a sentence follows the “Goldilocks’ principle”: not too much, not too little,

but just right. A “just right” sentence conveys at least one complete thought but not more than two complete thoughts.

The pattern can be illustrated by having students work with containers of various sizes and items that are either too few or too many for a given container. For example, one group of students could be given a small, plastic, kitchen container with more crayons than can possibly fit in it. Another group could have a large bucket but only a couple pencils to fit in it. Having the groups switch containers so that everyone gets one appropriate for their items further illustrates the principle (EX-ex). The students could then discuss the following questions (EX-co):

- What was each group given?
- What problems developed because of what each group had?
- What happened when containers were switched between groups?
- What relationship do we notice between a container and the number of items we want to put into it?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Containers have limits* (EX-el). The EXperience strand can conclude with students identifying various containers and discussing their limits (EX-ap). For example, a backpack that can’t hold all the books needed to complete homework. The teacher should use this discussion to expand students’ thinking about containers. As instruction moves into the COmprehension strand, the teacher can present a sentence as a type of container that needs not too much, not too little, but a just right number of items.

3

grade

unit
ONE

REVISION
SKILL

Sentence
Content



GENRE

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Step-by-Step
How-To/How It
Happens

REVISION SKILLS

SENTENCE CONTENT			
Objective		Checklist	
With teacher prompting, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).		<input type="checkbox"/> Read the draft sentence by sentence and identify the main idea(s) of each sentence. <input type="checkbox"/> If the sentence contains more than one (or two) main ideas, break it into more than one sentence.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons), <p>AND</p> <ul style="list-style-type: none"> ▶ The writing features sentence variety, giving it a smooth feel. ▶ Additional revisions may improve some elements but sentence content has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ The writing lacks sentence variety, giving it a choppy feel. ▶ Additional revisions could strengthen the writing by increasing sentence variety (length, structure). 	<ul style="list-style-type: none"> ▶ Writing features few (2 or fewer) incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ Additional revision could strengthen writing by reducing sentence content errors. 	<ul style="list-style-type: none"> ▶ Writing features incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ Significant revision could strengthen writing by improving sentence content.

GENRE

EXPOSITORY: Step-by-Step How-To/How It Happens			
Definition		Objective	
Presents clear explanation or directions for a complete process		<p>Student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, concrete process, such as how to do the hokey-pokey or how to make a peanut butter and jelly sandwich.</p> <p>Student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for an observable, content-related process, such as how a seed grows into a plant or how a chick hatches from an egg.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions/ explanation for a process. ▶ Directions/Explanation flows. ▶ Steps/Ideas are connected and allow for smooth reading. ▶ Directions/Explanation features elements of interestingness, such as connections to the reader through similes or comparisons with familiar ideas/objects. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions/ explanation for a process. ▶ Directions/Explanation flows. ▶ Steps/Ideas are connected and allow for smooth reading. ▶ Additional development or revision may increase the writing's interestingness. 	<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions/ explanation for a process. ▶ Directions/Explanation read(s) like a list in sentence form— lacks flow and/or interestingness, OR ▶ While cohesive and coherent, the directions/explanation lack(s) connections between steps/ideas. The writing seems choppy, disconnected. ▶ Additional development or revision could significantly improve the essay's flow and/or interestingness. 	<ul style="list-style-type: none"> ▶ Writing fails to present cohesive (unified and complete) and coherent (clear and logical) directions/ explanation for a process. ▶ Additional development or revision could significantly improve content and/or clarity of the essay.

3
grade

unit
ONE

REVISION
SKILL

Sentence
Content

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3

grade

unit
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SKILLSentence
Content■
GENREExpository:
Step-by-Step
How-To/How It
Happens**PRACTICE TEXT**

If you are hungry for a hot lunch, then why not try a crispy, toasted cheese sandwich? Spray a small skillet with non-stick spray, butter two slices of bread, and lay one slice, buttered side down, in the skillet, then place two slices of cheese on the bread and top with the other slice of bread, buttered side up. With an adult's help, turn the burner on medium high and set the skillet on the burner, and after two minutes, lift the corner of the sandwich with a spatula and check for browning. When the first side is golden brown, carefully turn the sandwich and brown the other side, but be careful because the sandwich may burn before you realize what is happening. After about five minutes, be sure to turn off the burner and enjoy your tasty, hot lunch with a dill pickle and your favorite veggies or chips.

A POSSIBLE REVISION

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

Are you hungry for a hot lunch? Why not try a crispy, toasted cheese sandwich? Spray a small skillet with non-stick spray. Butter two slices of bread. Lay one slice, buttered side down, in the skillet. Place two slices of cheese on the bread and top with the other slice of bread, buttered side up. With an adult's help, turn the burner on medium high and set the skillet on the burner. After two minutes, lift the corner of the sandwich with a spatula and check for browning. When the first side is golden brown, carefully turn the sandwich and brown the other side. Be careful because the sandwich may burn before you realize what is happening. After about five minutes, be sure to turn off the burner and enjoy your tasty, hot lunch with a dill pickle and your favorite veggies or chips.