

Grade 3 ▶

Unit Two

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Grammar: Adjective Identification ◆ <input type="checkbox"/> Comma Use: Adjectives in a Series ●	<input type="checkbox"/> Expository: Descriptive
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILL

Redundancy

GENRE FOCUS

Expository: Descriptive

NOTES

Young writers often get the impression that good writing features modifiers (adjectives and adverbs) in abundance. Acting on this misunderstanding often results in sentences with redundant ideas. For example, *At the party, Sam smiled with a joyful, happy, and glad face.* The fact that Sam smiled says all the sentence needs to say unless he smiled for some reason other than being happy—e.g., *smiled vengefully*. Students need to recognize modifiers, identify redundant ideas within a sentence, and restructure the sentence to eliminate the redundancy. For this unit, the focus is on eliminating redundant adjectives—e.g., *The huge, giant machine...* changed to *The huge machine.*

PATTERN STATEMENT

Redundancy tells nothing new

ADDITIONAL NOTES

The pattern, *Redundancy tells nothing new*, can be illustrated by having a mystery item that the teacher describes to the students, enabling them to guess what the item is. However, the teacher offers the same clue

over and over by using synonyms. For example, the item is first described as *small*, then *little*, *tiny*, *miniature*, etc. As students protest that all the clues are the same, the teacher adds another descriptor, but again follows it with synonyms—e.g., the item is *heavy*, *weighty*, *hefty*, *dense*, etc. This continues until students again protest. The teacher keeps giving clues in the same way until the item is guessed. If desired, the activity can be repeated with other mystery items (EX-ex). The students could then discuss the following questions (EX-co):

- Why did it seem like it took many clues to guess the item?
- What did the teacher do that was or was not helpful?
- Why weren't all the clues helpful?
- What did it take to get new information from the teacher?
- What made the difference between the helpful and the unhelpful clues?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Redundancy tells nothing new* (EX-el). The EXperience strand can conclude with students identifying examples of redundancy from their own experiences (EX-ap).

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REDUNDANCY			
Objective		Checklist	
<p>With teacher prompting and support, student identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy</i>).</p>		<p><input type="checkbox"/> Read each paragraph and section to identify ideas communicated more than once. Revise to eliminate the redundancy.</p> <p><input type="checkbox"/> Look for redundancy created by modifiers (e.g., <i>She smiled happily</i>.) Eliminate redundancy.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>Writing features no sentences with redundant language, AND</p> <ul style="list-style-type: none"> ▶ Writing features no redundant ideas in separate sentences (e.g., <i>Mike was happy. He smiled and felt joy.</i>) ▶ Additional revisions may improve some elements but idea redundancy has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no sentences with redundant language, BUT ▶ Writing features some redundant ideas in separate sentences (e.g., <i>Mike was happy. He smiled and felt joy.</i>) ▶ Additional revisions could strengthen the writing by reducing redundancy of ideas. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) sentences with redundant language. ▶ Additional revision could strengthen writing by reducing redundancy within sentences. 	<ul style="list-style-type: none"> ▶ Writing features several (more than two) sentences with redundant language. ▶ Significant revision could strengthen writing by reducing redundancy within sentences.

GENRE

EXPOSITORY: Descriptive			
Definition		Objective	
Describes, either objectively or subjectively, in such detail that the reader can visualize the subject		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes enough traits to make the reader feel like he knows the character or setting, and it includes examples that illustrate specifics. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes the most important traits of the character or setting. ▶ Additional development or revision may make the character more understandable for the reader. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads like a list in sentence form. It lacks flow and/or interestingness, OR ▶ Description repeats ideas by overusing synonyms. ▶ Additional development or revision could significantly improve the essay's flow and/or interestingness, AND/OR ▶ Additional revision could eliminate repetition. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Additional development or revision could significantly improve content and/or cohesiveness of the essay.

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PRACTICE TEXT

In 1887, the long, seemingly unending journey from Boston, Massachusetts to Tuscumbia, Alabama, finally ended in a carriage ride up the drive to a simple, plain, white house with dark black shutters. Miss Anne Sullivan climbed the brick stairs leading to a small little porch. The Kellers greeted and welcomed her into a very wide hallway with polished, shiny wood floors, leading to four very large rooms on the first floor—a formal parlor, a dining room, and two spacious, roomy bedrooms. Upstairs on the second floor was the boys' bedroom, a trunk room, and the bedroom that Annie was to share with Helen Keller, her blind and deaf student. A quick glance out back behind the house revealed a water pump and a two-room building housing the cooking kitchen and the cook's bedroom. A charming, small, two-room cottage was a few short steps away from the main house. The cooling canopy of magnolia trees, green English boxwoods, mimosa trees, accented by blooming roses, honeysuckle, and green English ivy made sense since Miss Sullivan's new home was called "Ivy Green."

A POSSIBLE REVISION

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

In 1887, the long journey from Boston, Massachusetts to Tuscumbia, Alabama, ended in a carriage ride up the drive to a simple white house with black shutters. Miss Anne Sullivan climbed the brick stairs leading to a small porch. The Kellers welcomed her into a wide hallway with polished wood floors, leading to four large rooms on the first floor—a formal parlor, a dining room, and two spacious bedrooms. Upstairs was the boys' bedroom, a trunk room, and the bedroom that Annie was to share with Helen Keller, her blind and deaf student. A glance out back revealed a water pump and a two-room building housing the kitchen and the cook's bedroom. A charming two-room cottage was a few steps away from the main house. The cooling canopy of magnolia trees, English boxwoods, mimosa trees, accented by roses, honeysuckle, and English ivy certainly made sense since Miss Sullivan's new home was called "Ivy Green."

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