

Grade 3 ▶

Unit Four

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> adverb identification	<input type="checkbox"/> Expository: Comparison
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Action can often tell us all we need to know.

NOTES

Adverbs are likely a new part of speech for most third-graders. Being able to eliminate unnecessary adverbs depends on being able to identify these modifiers. Be sure the grammar instruction preceding this unit equips students to consistently identify adverbs.

Also, though the genre objective is relatively straightforward, producing a truly informative comparison requires additional thought. Challenge your students—especially those capable of doing so—to choose and compare specifics that highlight important features of one or both subjects, and to write the essay with good flow. Many times comparative essays read like a list in paragraph form. Challenge and encourage students to say more than “This is like that,” or “This is different from that.”

ADDITIONAL NOTES

The pattern, *Action can often tell us all we need to know*, can be illustrated by showing video clips that feature people experiencing obvious emotions, such as excitement. (YouTube is a good source of such clips, e.g., <http://www.youtube.com/watch?v=rov3GCLTJpY>.) Show the

clips, at least at first, without any sound so that only the subjects’ actions are observable (EX-ex). The teacher can lead the students in sorting and labeling the experience by asking questions, such as:

- What happened in the video clip(s)?
- Can you identify how the people in the clip were feeling? If so, how—what tells you how they were feeling?
- What are some ways people show _____ (happiness, excitement, sadness, etc.)?
- What actions do we associate with various emotions? (EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *Action can often tell us all we need to know* (EX-el). The teacher can then engage students in identifying other illustrations of the same pattern, possibly having students pantomime various emotions in a charades-like way (Ex-ap).

REVISION SKILLS

SENTENCE CONTENT			
Objective		Checklist	
<p>With teacher prompting and support, student revises sentences containing adverbs by eliminating unnecessary modifiers and keeping only adverbs that clarify the sentence's meaning (e.g., It is not necessarily to say "She smiled happily" because <i>smiled</i> indicates happiness, but it is necessary to say "She smiled slyly" because smiling and being sly are not naturally associated).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Identify every adverb in the draft. <input type="checkbox"/> Question the necessity of each one. Could a stronger verb eliminate the need for an adverb? <input type="checkbox"/> Look for redundancy created by modifiers (e.g., She smiled happily.) Eliminate redundancy. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no sentences with adverbs that repeat an idea already stated or clearly implied, AND ▶ Writing features strong, well-chosen verbs and few, if any, unnecessary adverbs. ▶ Additional revisions may improve some elements but adverb use has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no sentences with adverbs that repeat an idea already stated or clearly implied, BUT ▶ Writing features some sentences with unnecessary adverbs (i.e., adverbs that do not add anything important to the meaning of the sentence). ▶ Additional revisions could strengthen the writing by reducing unnecessary adverbs. 	<ul style="list-style-type: none"> ▶ Writing features few (2 or fewer) sentences with adverbs that repeat an idea already stated or clearly implied. ▶ Additional revision could strengthen writing by reducing redundancy created by unnecessary adverbs. 	<ul style="list-style-type: none"> ▶ Writing features several (more than 2) sentences with adverbs that repeat an idea already stated or clearly implied. ▶ Significant revision could strengthen writing by reducing redundancy created by unnecessary adverbs.

GENRE

EXPOSITORY: Comparison			
Definition		Objective	
Describes similarities and differences between two topics to clarify an understanding of each.		With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).	
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 comparing and contrasting two recent experiences. ▶ Writing uses comparison of the experiences to communicate more than similarities and differences. The comparison is part of a larger idea—the writing uses comparison to develop a related idea. In other words, the comparison is not the main idea of the writing. It provides support or examples of another idea. ▶ Additional revisions may minimally improve the writing. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences. ▶ Writing flows and its ideas are effectively connected. It reads smoothly, not like a list. ▶ Additional development could make the comparison more of an example or a support for a larger idea (see Exemplary description). 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences. ▶ Writing reads much like a list, lacking some flow and connection. ▶ Additional development or revision could improve the writing by using more description of the similarities and differences, and/or by improving the writing's flow. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences. ▶ Additional development or revision could significantly improve the writing's content.

PRACTICE TEXT**A STAGE, A ZOO, AND WHAT I MIGHT DO**

From actors on a stage to apes in a cage, we have seen amazing sights! Our class recently took two field trips. One adventure took us away to the theater. The other took us away to the zoo.

Both trips made us smile happily. At the theater we saw several short plays based on stories by Dr. Seuss. I especially liked the play about the strange cat that visits some kids on a rainy day. I laughed when he stood upside-down on his head and recited rhymes.

We saw cats at the zoo that made us smile, too. We giggled when the tiger cubs played playfully with a plastic ball. We also laughed when the penguins glided smoothly on their bellies. Even the zebras put on a show. They ran quickly to the gate when a zookeeper showed up with food.

Even though we enjoyed both trips, they were different. At the theater we sat and watched the plays. The actors memorized their lines and actions before we got there. We saw the same plays that other schools would see. At the zoo, the animals did not memorize lines. They just acted like themselves, as we stood upright and watched watchfully. We probably saw things at the zoo that other schools might miss.

I liked both trips, but the zoo was my favorite. Animals make me laugh joyfully, and I like to watch them play. I learned about some of the zoo animals' diets and I enjoyed observing watchfully as the zookeepers fed them. Maybe some day I will be an animal doctor. Caring carefully for tigers, penguins, and zebras sounds like a great job!

A POSSIBLE REVISION

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

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