

Grade 3 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

| MECHANICS | ACQUAINTANCE & ANALYSIS |
|---|---|
| <input type="checkbox"/> grammar: comma use—compound sentences <input type="checkbox"/> grammar: comma use—quotations <input type="checkbox"/> grammar: question mark use—quotations <input type="checkbox"/> grammar: sentence subject-verb identification <input type="checkbox"/> grammar: verb identification | <input type="checkbox"/> Story: Short Story |
| | WRITING ON DEMAND |
| | <input type="checkbox"/> ongoing, all disciplines |

PATTERN STATEMENT

Identify → rearrange → compare → choose

NOTES

Buried strength leaves weakness visible, at least in writing. A sentence reveals its strength through its subject and verb. Late-coming subjects and verbs weaken a sentence and often diminish its clarity.

For example, this sentence suffers because of its structure: *As the weather changed and the rain turned into snow, from inside the warm house, Billy and his trusty dog Bud silently and fearfully looked out the window.* The subjects (Billy, dog) and verb (looked) appear so late in the sentence that the reader can easily forget what happened. Additionally, the subjects and verbs are separated by several modifiers. This adds to the sentence’s weakness and potential confusion. Here is the same sentence, rearranged: *From inside the warm house, Billy and his trusty dog Bud looked silently and fearfully out the window as the weather changed and the rain turned to snow.* This restructuring strengthens the sentence by “hitting” the reader with the “who” and the “action” much sooner. (Note: additional revisions would further improve this sentence.)

This unit’s revision focus requires students to first recognize when a sentence has a late-appearing subject and verb, or a verb that is significantly separated from its subject. This may be the most difficult step in the process. Use coaching sessions to help students who struggle with this step. Then encourage them to take the initiative in restructuring the identified sentence(s).

ADDITIONAL NOTES

The pattern, *Identify → rearrange → compare → choose*, can be illustrated by displaying images that can be manipulated in some way (e.g., completed jigsaw puzzles, photos that can be altered with photo-editing software), and displaying them with some obvious flaw (e.g., two puzzle pieces out of place, a tree where a cloud should be). As students identify the “problem,” have them suggest actions for fixing the images. Follow through and make the changes, improving the image (EX-ex). The teacher can then lead the students in sorting and labeling the experience by asking questions, such as:

- What was the problem with each image?
- Before we could fix each one, what did we have to do? How did we know something was wrong?
- Once we recognized something was out of place, what did we do?
- How did we know the changes we made improved the images?
- Why did we decide to keep the changes we’d made? (EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *Identify → rearrange → compare → choose* (EX-el). The teacher can then engage students in identifying other illustrations of the same pattern (Ex-ap). For example, when students build with interlocking blocks, they may make adjustments, identifying a block that should be moved, restructuring their work by moving the block, comparing the change with the desired result, and choosing to keep the changes they made (or not).

REVISION SKILLS

| SUBJECT and VERB PLACEMENT | | | |
|--|--|---|--|
| Objective | | Checklist | |
| <p>With teacher prompting and support, student identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> Read the draft one sentence at a time. <input type="checkbox"/> Identify all sentences where the subject does not appear in the first three words, or where there are words between the subject and verb. <input type="checkbox"/> Shift words and phrases to move the subject and verb closer to the sentence opening. If the sentence seems stronger or clearer, keep the changes. | |
| Rubric | | | |
| EXEMPLARY | PROFICIENT | ADEQUATE | NOT YET |
| <ul style="list-style-type: none"> ▶ Writing features no sentences that would be stronger and/or clearer if the subject and/or verb were moved closer to the beginning, <p>AND</p> <p>no sentence is structured awkwardly.</p> <ul style="list-style-type: none"> ▶ Additional revisions may improve some elements but subject and verb placement has been effectively addressed. | <ul style="list-style-type: none"> ▶ Writing features no sentences that would be stronger and/or clearer if the subject and/or verb were moved closer to the beginning, <p>BUT</p> <p>some sentences have awkward structures due to partial revisions. (For example, unnecessary and/or confusing phrases left in a sentence.)</p> <ul style="list-style-type: none"> ▶ Additional revisions could strengthen the writing by improving sentences that have awkward structures. | <ul style="list-style-type: none"> ▶ Writing features few (two or fewer) sentences that would be stronger and/or clearer if the subject and/or verb were moved closer to the beginning. ▶ Additional revision could strengthen writing by restructuring sentences so that subjects and verbs appear earlier. | <ul style="list-style-type: none"> ▶ Writing features several (more than two) sentences that would be stronger and/or clearer if the subject and/or verb were moved closer to the beginning. ▶ Significant revision could strengthen writing by restructuring sentences so that subjects and verbs appear earlier. |

GENRE

| STORY: Short Story | | | |
|--|--|---|--|
| Definition | | Objective | |
| Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel. | | With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution. | |
| Rubric | | | |
| EXEMPLARY | PROFICIENT | ADEQUATE | NOT YET |
| <ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution. ▶ Story features development of elements (e.g., character, setting) that make it interesting for the reader ▶ Connections, such as the relationships between characters or the transitions between times or events, are clear. The reader is left satisfied with how the story's details connect. ▶ Additional revisions may minimally improve the story. | <ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution. ▶ Story features development of elements (e.g., character, setting) that make it interesting for the reader. ▶ Some connections, such as the relationships between characters or the transitions between times or events, are unclear. The reader is left with questions that should be answered in the story. ▶ Additional development connects the details and leaves the reader completely satisfied with the story. | <ul style="list-style-type: none"> ▶ Writing presents a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution. ▶ Though it has a believable plot, the story lacks development of other elements (e.g., character, setting) that would make it more interesting for the reader. ▶ Additional development of elements other than plot could improve the story. | <ul style="list-style-type: none"> ▶ Writing fails to present a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution. ▶ Additional development or revision could significantly improve the writing's content. |

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gradeunit
FIVEREVISION
SKILLSubject and
Verb Placement

GENRE

Story:
Short Story

PRACTICE TEXT**A SCREEN DOOR ANSWER**

As she shuffled along the woodsy path to her favorite climbing tree, “Think, think, think! What job can I find?” Samantha whispered to herself. If she would go with Jo’s family to the amusement park in July, she had to raise \$150 soon. Mom and Dad, she couldn’t believe, said she could go. Any money she could earn to pay for the trip they would match. “They don’t think I can do it,” she told herself. “I think I can if I can just come up with a good idea.” She finally reached the tree’s highest sturdy branch. As she sat swinging her legs, Samantha thought and thought. By selling her doll collection, Samantha didn’t think she could earn enough money. By baking and selling cookies, Samantha also didn’t think she had enough time to make the money. “That would take too many cookies,” she thought. By the time she headed home for supper, Samantha had imagined and rejected a whole bunch of money-making schemes.

Later, as she climbed into bed, Samantha’s face lit up with excitement. “I do like animals,” she thought. “Maybe that could work!” Finally settling on the perfect plan, she smiled and closed her eyes.

As she grabbed a granola bar and a juice box on her way out the door, Samantha called to her mom the next morning, “I’ll be back soon.” Down the block to the Bennett’s house she practically ran. While she hurried up the walk to the door, a friendly puppy jumped up on the screen. “Hello, Skippy, do you need a sitter?” she asked the squirmy brown and white mutt. As she came to the door, Mrs. Bennett called, “Why, yes he does need a sitter!”

As Samantha explained her plan, Mrs. Bennett smiled through the screen. “I know you are going on vacation soon, and I thought I might help out by taking care of Skipper while you are gone.”

“That would be wonderful!” exclaimed Mrs. Bennett. “He already loves you, and you are so good with him. In the kennel where we were going to have to put him, he gets so lonely he won’t eat. If you walk him and feed him for two weeks, we can pay you \$10.00 a day. Would \$140.00 be enough? Oh, could you water my plants too? We’ll make it \$150.00 altogether.”

Samantha’s eyes were glowing like stars. “That’s perfect!” she agreed. “Amusement Park, here I come!” she whispered to herself. As she skipped back home to tell her mom the plan, Samantha could already see herself riding the roller coaster.

A POSSIBLE REVISION

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

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