

Grade 3 ▶

Unit Six

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: comma use—appositives <input type="checkbox"/> grammar: verb identification	<input type="checkbox"/> Expository: Cause & Effect/Problem & Solution
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Having more parts than necessary makes things complicated.

NOTES

Verbs can make a sentence dynamic and powerful or mundane and disposable. The more immediate a verb's tense, the more potent effect it has on a reader.

Helping students master this revision skills presents two challenges. The first is helping students recognize complex verbs in their writing. Teaching the prerequisite (verb tense identification) thoroughly will help. However, it is less important that students be able to label a verb tense correctly (e.g., the future progressive tense) than it is that they recognize when a verb is more complex than the basic present or past tense.

The second challenge is helping students understand that they want the most immediate tense that does not change the sentence's meaning. Sometimes a more complex verb is needed to convey exactly what the writers means. At this grade level, students may not completely master either of these steps. However, practicing the principles will lay a foundation for constructing future, deeper understanding.

ADDITIONAL NOTES

The pattern, *Having more parts than necessary makes things complicated*, can be illustrated by showing students something that is obviously unnecessarily complicated. For example, many of Rube Goldberg's

illustrations feature hilariously complex contraptions doing relatively simple things. An internet image search will pull up several examples. For a life-sized, dynamic example, check out the video at <http://www.youtube.com/watch?v=RouXygRcRC4>. (The audio is not needed to get the idea.) Also, a classic game that involves catching mice with an elaborate trap provides a great example. (If the game is not available, YouTube features some simulations of it "in action.") Share as many examples as desired (EX-ex). The teacher can then lead the students in sorting and labeling the experience by asking questions, such as:

- What does the machine ultimately do?
- Why is this machine funny?
- Are there quicker and easier ways to do what the machine does?
- Why would we describe the machine as "complicated"? (EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *Having more parts than necessary makes things complicated* (EX-el). The teacher can then engage students in identifying other illustrations of the same pattern. Other fun video examples include <http://www.youtube.com/watch?v=tkzr0naZnZ0> and <http://www.youtube.com/watch?v=qybUFnY7Y8w> (Ex-ap).

REVISION SKILLS

VERB TENSE			
Objective		Checklist	
<p>With teacher prompting and support, student identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft sentence by sentence and identify any verbs that are more elaborate than simple past or present tense. <input type="checkbox"/> Reword the sentence with a more immediate verb tense. If the meaning remains constant, keep the more immediate verb tense. <input type="checkbox"/> Check each paragraph/section for consistency in verb tense. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
	<ul style="list-style-type: none"> ▶ Writing features no sentences with verbs that could be simplified by using a more immediate tense <p>AND</p> <p>no inconsistencies in verb tense or subject-verb agreement.</p> <ul style="list-style-type: none"> ▶ Additional revisions may improve some elements but verb tense has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) sentences with verbs that could be simplified by using a more immediate tense <p>AND</p> <p>few examples (two or fewer) of inconsistencies in verb tense or subject-verb agreement.</p> <ul style="list-style-type: none"> ▶ Additional revision could strengthen writing by giving each sentence the most immediate verb tense possible without changing its meaning. 	<ul style="list-style-type: none"> ▶ Writing features several (more than two) sentences with verbs that could be simplified by using a more immediate tense, <p>AND/OR</p> <p>several sentences/ paragraphs/sections feature inconsistencies in verb tense or subject-verb agreement.</p> <ul style="list-style-type: none"> ▶ Significant revision could strengthen writing by giving each sentence the most immediate verb tense possible without changing its meaning.

GENRE

EXPOSITORY: Cause & Effect/Problem & Solution			
Definition		Objective	
Explains how something occurs (e.g., how photosynthesis happens) or explains a problem and a solution to it		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple cause and effect (i.e., one cause with one effect) relationship.	
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 (or more) explaining a simple cause and effect (i.e., one cause with one effect) relationship. ▶ Writing features details and elements (e.g., an introduction, conclusion) that add interest for the reader <p>AND</p> <p>flows smoothly with ideas well developed and connected.</p> <ul style="list-style-type: none"> ▶ 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 (or more) explaining a simple cause and effect (i.e., one cause with one effect) relationship. ▶ Writing features details and elements (e.g., an introduction, conclusion) that add interest for the reader. ▶ In a few places, the writing reads like a list of actions. Additional development or connecting of ideas would help the writing read more smoothly. ▶ Additional development or revision could improve the writing's flow. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph (or more) explaining a simple cause and effect (i.e., one cause with one effect) relationship. ▶ Though cohesive and coherent, the explanation lacks interest for the reader. It reads like a list of actions or lacks details or elements (e.g., an introduction, conclusion) that would add interest for the reader. ▶ Additional development or revision could improve the writing's content and/or structure. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple cause and effect (i.e., one cause with one effect) relationship. ▶ Additional development or revision could significantly improve the writing's content and/or structure.

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SIXREVISION
SKILL

Verb Tense



GENRE

Expository:
Cause & Effect/
Problem &
Solution

PRACTICE TEXT

HOW CLOUDS FORM

They can come to form many shapes. They can change right before your eyes. They will make the sky their canvas and create temporary works of art for us to enjoy. Have you ever wondered how these up-in-the-air artworks come to be? How do clouds get formed?

It will begin with the sun. The sun heats the earth, including its huge amount of water. Water is made up of molecules. A molecule is the tiniest bit of water possible. It is a bit of water so small that you will not be able to see one without a powerful microscope. As water warms, its molecules will become more active. They will have begun to move. The molecules move farther and farther apart as they warm up. If the water gets warm enough, some molecules will actually break away and rise into the air. This is known as evaporation. When water molecules get warm enough to rise into the air, they will have evaporated. They change from water in its liquid form to water vapor.

Although you cannot see evaporation happening, you will have seen the results. Have you ever noticed how puddles of water get smaller and smaller when the sun shines on them? Where is all that water going? It's evaporating. It's getting warm enough for its molecules to rise into the air.

The molecules will continue to rise higher and higher into the air until they reach cooler air. Cool air will reverse the process. Now, instead of spreading apart, the water molecules get closer and closer together. They condense. They begin to turn back into liquid. If the air is cold enough, the water molecules will freeze and become ice, which is water in a solid form. As the water vapor condenses, clouds will have begun to form. When we look at a cloud, we will see a collection of water molecules. Some molecules may be in a liquid form, and some may be cold enough to be ice. As more molecules get added, the cloud will grow. When molecules begin to evaporate, the cloud will have shrunk. If the cloud has too many water droplets that are condensing into liquid, it will rain on the earth below.

So, the next time you notice less water in a puddle, think about the neat clouds those water molecules may create. The sun will give the sky the paint it needs to create those constantly changing works of art.

A POSSIBLE REVISION

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

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