Grade 3 ➤

Unit Seven

PRE-INSTRUCTION CHECKLIST

MECHANICS		ACQUAINTANCE & ANALYSIS	
		☐ Expository: Persuasive	
		WRITING ON DEMAND	
☐ grammar: verb identification		☐ ongoing, all disciplines	

PATTERN STATEMENT

The start can determine success.

NOTES

The words *there* and *it* often weaken writing when placed at the beginning of sentences. This is caused, in part, by the need for additional words and phrases to be added to make the sentence sensible. Encouraging students to limit these weak sentence starters will have an immediate effect on the quality of their writing.

ADDITIONAL NOTES

The pattern, *The start can determine success*, can be illustrated by engaging students in several activities that feature contrasting starting arrangements. For example, have two students come to the front of the class and give each a pile of objects (e.g., games, books) to carry across the room. Make one pile easily carried, but arrange the other so that the objects are persistently out of balance. Another example: ask two students to go from one place to another but point one of them in the wrong direction. Another example: have two pairs of students each fold a flat bed sheet. As you hand the sheet to one pair, give them the corners with the sheet untangled between them. Give the other pair the corners but twist the sheet between them. Additional examples may be used, but the contrast needs to be on how the activity gets started rather than what a student does or does not have at the start (e.g., not missing a tool but starting out by using the wrong end of a tool) (EX-ex). The teacher can then lead the students in sorting and labeling the experience by asking questions, such as:

- Why was one student/group more successful than the other in each activity?

- Where did the disadvantage one student/group had begin?

- How did the disadvantage affect the student/group's success?

- Based on these examples, how can a good start help us achieve a good outcome? (EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *The start can determine success* (EX-el). The teacher can then engage students in identifying other illustrations of the same pattern, such as a football player beginning to run the wrong direction with the ball, mechanical issues like a bicycle tire not properly connected to the bike, and a runner who is distracted and unready when the starting gun fires (EX-ap).

REVISION SKILLS

3 grade

SENTENCE STARTERS: *There* and *It*	
Objective	**Checklist**
With teacher prompting and support, student identifies sentences beginning with *There are*, *There is*, *There was* or *It is*, *It was*, *It will be* and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., *There are some people who believe…* revised to *Some people believe…*, *It was Juan who said…* revised to *Juan said…*).	☐ Find each usage of *there* and *it*. If one opens a sentence and includes unnecessary phrasing, revise the sentence to eliminate there or it.

Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
‣ Writing features no sentences that begin with *There* or *It* and include unnecessary wording. ‣ No sentences feature unclear or awkward structures. The sentences flow and clearly communicate the writer's meaning. ‣ Additional revisions may improve some elements but sentence starters have been effectively addressed.	‣ Writing features no sentences that begin with *There* or *It* and include unnecessary wording. ‣ Though it eliminates *There* or *It*, the way some sentences are restructured makes the writer's meaning less clear or makes the reading awkward. For example, *Some dogs that can do tricks exist.* ‣ Additional revisions may improve the structure of awkward or unclear sentences.	‣ Writing features few (two or fewer) sentences that begin with *There* or *It* and include unnecessary wording. ‣ Additional revision could strengthen writing by restructuring the sentences that include *There* or *It* and unnecessary wording.	‣ Writing features several (more than two) sentences that begin with *There* or *It* and include unnecessary wording. For example, *There are some dogs that can do tricks* (Such a sentence is better written as *Some dogs can do tricks*.) ‣ Significant revision could strengthen writing by restructuring sentences to remove *There* or *It* and unnecessary wording.

GENRE

EXPOSITORY: Persuasive	
Definition	Objective
Presents an argument for the reader to accept the writer's premise or to take specific action. Examines an issue for the purpose of convincing the reader. While objective, persuasive writing is overtly biased; however, factual accuracy is still an important element.	With teacher prompting and support, student writes a cohesive and coherent paragraph attempting to persuade a specific reader (e.g., a parent) to take some action, detailing at least three reasonable rationale statements.

Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
‣ Writing presents a cohesive and coherent paragraph attempting to persuade a specific reader to take some action, detailing at least three reasonable rationale statements. ‣ Writing features convincing rationale statements that are clearly connected to the desired action. ‣ The writing includes details that make it interesting for the reader. The writing is not just convincing but also enjoyable to read. ‣ Additional revisions may minimally improve the writing.	‣ Writing presents a cohesive and coherent paragraph attempting to persuade a specific reader to take some action, detailing at least three reasonable rationale statements. ‣ Writing features convincing rationale statements that are clearly connected to the desired action. ‣ The writing, while structurally sound, lacks details that would make it more interesting for the reader. ‣ Additional development or revision could increase interest for the reader.	‣ Writing presents a cohesive and coherent paragraph attempting to persuade a specific reader to take some action, detailing at least three reasonable rationale statements. ‣ Although the writing includes rationale statements, they are not persuasive. The statements are related to the author's topic but do not provide a strong basis for the desired action OR The rationale is listed with little or no explanation of how it relates to or supports the desired action. (The rationale may be strong, but the writer either does not explain it enough or clearly connect it to the desired action.) ‣ Additional development or revision could increase the writing's persuasiveness by selecting or explaining stronger rationale statements.	‣ Writing fails to present a cohesive and coherent paragraph attempting to persuade a specific reader to take some action, detailing at least three reasonable rationale statements. ‣ Additional development or revision could significantly improve the writing's content and/or structure.

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grade

unit
SEVEN

REVISION SKILL

Sentence Starters: *There* and *It*

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GENRE

Expository: Persuasive

3
grade

PRACTICE TEXT

LET'S ADOPT A GREYHOUND!

There is a person who thinks our family has a loving home that we could share with a lonely greyhound. It is known that once greyhounds start losing races, many owners, who make money off of the dogs, no longer want to keep them. There is a group called the Greyhound Racing Group that saves these dogs and tries to find them good homes. We could save a dog's life by adopting a greyhound! It is said that caring for a dog is a great way to learn responsibility. I would need to feed the dog, clean up after it, and take it for walks. It can be said that I would learn to be more reliable. Besides, we have a perfect home for a greyhound. They are quiet and loyal companions, but they do love to chase squirrels and cats. It is true that we have a fenced yard, which is just what such a dog needs! It can be said that by adopting a greyhound, we can save a life, help me learn to be responsible, and share our loving home. There is an author of this paragraph who thinks we should call the Greyhound Racing Group and see if they have a dog we can adopt.

A POSSIBLE REVISION

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

LET'S ADOPT A GREYHOUND!

Our family has a loving home that we could share with a lonely greyhound. Once greyhounds start losing races, many owners, who make money off of the dogs, no longer want to keep them. The Greyhound Racing Group saves these dogs and tries to find them good homes. We could save a dog's life by adopting a greyhound! Also, caring for a dog is a great way to learn responsibility. I would need to feed the dog, clean up after it, and take it for walks. I would learn to be more reliable. Besides, we have a perfect home for a greyhound. They are quiet and loyal companions, but they do love to chase squirrels and cats. We have a fenced yard, which is just what such a dog needs! By adopting a greyhound, we can save a life, help me learn to be responsible, and share our loving home. Let's call the Greyhound Racing Group and see if they have a dog we can adopt.