

# Grade 4 ▶

## Unit One

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Grammar: Verb Identification ★ <input type="checkbox"/> Grammar: Sentence Subject and Verb Identification ◆ <input type="checkbox"/> Grammar: Sentence, Run-On Identification ▲ <input type="checkbox"/> Grammar: Verb Tense Identification ▲	<input type="checkbox"/> Expository: Comparison
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### REVISION SKILL

Sentence Limits

### GENRE FOCUS

Expository: Comparison

### NOTES

The genre will be new to students, but the revision skill should be somewhat familiar.

This unit's genre-skill combination is intentionally challenging. Young writers often cover details as if they are writing a list in sentence form: "The dachshund has short legs. The German Shepherd has long legs. The dachshund has floppy ears. The German Shepherd has pointed ears..." This produces mundane writing. The content may be accurate, but its presentation loses the reader's interest. Model several examples with revisions that move the writing up the levels of the unit's genre rubric, and use coaching sessions to help individual students recognize this problem and revise to correct it.

### PATTERN STATEMENT

*Recognize, revise, review*

### ADDITIONAL NOTES

The pattern, *Recognize, revise, review*, can be illustrated by giving a student a task to complete (e.g., sorting items into groups) and emphasizing that this is the main task to complete. As the student begins, add other, unrelated tasks—e.g., "While you are sorting those items I need you to count the number of students wearing shoes, not sneakers, today." Emphasize that the tasks must be completed simultaneously. Keep adding tasks until completing the main task becomes nearly impossible. Then ask the student what would enable completion of the main task. Emphasize that the student needs you to *recognize* you've asked for too many things to be accomplished, *revise* your instructions to enable success of the main task, and then *review* to see if the main task does get completed. *Repeat* with another student and another series of tasks.

These scenarios could be presented as the EX-ex activity. Discussion (EX-co) could initially focus on what happened to completing the main task as additional tasks were added and what the teacher needed to do to enable completion of the main task. If needed, guide students to the pattern: *Recognize, revise, review* (EX-el). Additional examples of times when *recognize, revise, review* have been necessary in the students' life experiences could provide additional reference points (EX-ap).

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REVISION  
SKILL

Sentence Limits



GENRE

Expository:  
Comparison

**REVISION SKILL**

SENTENCE LIMITS			
Objective		Checklist	
<p>With teacher prompting, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence and identify the main idea(s) of each sentence.</p> <p><input type="checkbox"/> If the sentence contains more than one (or two) main ideas, break it into more than one sentence.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no sentences that are run-on sentences or that contain too much information, and the writing features a variety of sentence structures that prevent it from becoming mundane.</li> <li>▶ Additional revisions may improve some elements but sentence construction and limits are excellent.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences that are run-on sentences or that contain too much information.</li> <li>▶ Writing lacks a variety of sentence structures, becoming mundane in places.</li> <li>▶ Additional revisions could increase the writing's interestingness by reconstructing some sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features few sentences (2 or fewer) that are either run-on sentences or that contain too much information. These sentences cause confusion for the reader.</li> <li>▶ Additional revision is needed to limit or reconstruct sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features several sentences (3 or more) that are either run-on sentences or that contain too much information. These sentences cause confusion for the reader.</li> <li>▶ Significant revision is needed to limit or reconstruct sentences.</li> </ul>

## GENRE

EXPOSITORY: Comparison			
Definition		Objective	
Describes similarities and differences between two topics to clarify an understanding of each		With teacher prompting and support, student writes cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least two) comparing and contrasting two elements of two topics from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents at least two cohesive and coherent paragraphs comparing and contrasting two elements of two topics from the same subject matter.</li> <li>▶ Essay effectively communicates why the similarities/differences should matter to the reader. The essay helps the reader see the importance of its details.</li> <li>▶ Essay features good cohesiveness from beginning to end.</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents at least two cohesive and coherent paragraphs comparing and contrasting two elements of two topics from the same subject matter.</li> <li>▶ Essay effectively communicates why the similarities/differences should matter to the reader. The essay helps the reader see the importance of its details.</li> <li>▶ Additional development or revision may increase the essay's overall cohesiveness, such as adding effective introductory and/or concluding sections.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents at least two cohesive and coherent paragraphs comparing and contrasting two elements of two topics from the same subject matter.</li> <li>▶ Essay presents comparisons as a list in sentence form. The essay fails to communicate why the similarities/differences should matter to the reader.</li> <li>▶ Additional development or revision could significantly increase the essay's meaning and importance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present at least two cohesive and coherent paragraphs comparing and contrasting two elements of two topics from the same subject matter.</li> <li>▶ Additional development or revision could significantly improve content and/or content of the essay.</li> </ul>

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**ONE**REVISION  
SKILL

Sentence Limits



GENRE

Expository:  
Comparison

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GENRE

Expository:  
Comparison**PRACTICE TEXT**

Big cats like lions and tigers have many similar characteristics, but although we watch and admire them, we may not recognize the ways they are different. Consider their habitats, for example, the lion's natural habitat is most often a dry grassland or savanna, but sometimes they are found in the bush or forest regions, mainly in Africa, but sometimes in Asia, but not in America. Tigers, on the other hand, protected by their camouflage of stripes, adapt easily to their surroundings and are found in a wide range of habitats: grasslands, forests, tropical rain forests, and mangrove swamps in Asia. In any of these habitats tigers will always be near good hiding places, plenty of prey to hunt, and water for swimming, because, unlike other cats, tigers love to swim and are strong swimmers.

Another area of contrast is in the behavior of lions and tigers, since lions are unusually social and live in family groups called prides. A pride is made up of related female lions, their cubs, and a few males. The females hunt at night, but the dominant male often takes over the kill, only allowing the female and her cubs to eat after he has eaten his fill and he fights with the other males over the food. Tigers, however, live alone and guard their territory with both males and females hunting at night. They are more likely than lions to share their kill, and males allow females and cubs to eat first. Tigers do not actually fight one another as often as lions do so they use body language and intimidation to demonstrate their dominance and control.

**A POSSIBLE REVISION**

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

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