

Grade 4 ▶

Unit Two

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Grammar: Adjective Identification ★	<input type="checkbox"/> Expository: Descriptive
<input type="checkbox"/> Comma Use: Adjectives in a Series ▲	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILL

Repetition

GENRE FOCUS

Expository: Descriptive

NOTES

Both the genre and the revision skill will be new to students.

Repetition frequently appears in writing that has not been edited. It has several causes, including a lack of vocabulary, an overemphasis on an idea, a failure to use pronouns effectively, an attempt to avoid certain issues (e.g., repeating “the teacher” rather than using *he* or *she*), or simply forgetting that a word has been used previously within a sentence or paragraph. Some students may simply need to use a thesaurus to replace a word or two. Some students will need to restructure sentences to avoid repetition. Many will need to do both. Use the coaching sessions to tailor suggestions and offer specific ways of removing repetition.

Also, use the coaching sessions to help students improve their paragraphs, moving up the achievement levels of the genre rubric. Reaching the proficient and exemplary levels will require more than a grammatically correct paragraph that avoids repetition.

Engage students in description writing for “on demand” activities in other disciplines. This thinking/writing skill has the potential to increase student achievement in multiple subjects. Describing something (e.g., numerators, light waves, the Renaissance) requires the writer to process a topic deeply and convert ideas into

familiar language. This helps construct understanding of the thing being described.

PATTERN STATEMENT

Repetition becomes a distraction

ADDITIONAL NOTES

Depending on your age, you may recall the annoyance caused by a record player’s needle getting stuck and repeating the same clip of a recording over and over again. To a lesser degree, repetition in writing annoys readers and distracts from the writer’s desired communication. The pattern, *Repetition becomes a distraction*, can be illustrated by repeating the same step in a series of directions. For example: “Students, take out a sheet of paper and a pen or pencil. Be sure you have a pen or pencil. Use your pen or pencil to put your name at the top of the paper. Make sure you have a pen or pencil in your hand. You’ll need a pen or pencil for what we’re going to do next. Use your pen or pencil to number your paper 1-10. Take your pen or pencil and next to number 1 write the color of your shoes today. Write your answer with your pen or pencil...” Such instructions may continue as desired, continuing long enough to annoy and possibly even confuse students (EX-ex). The students can then discuss the following questions (EX-co):

- What happened? What did I (the teacher) do?
- What were you thinking as the teacher gave directions?
- Did the repeating of the same phrase annoy you? cause you to be confused?

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- Based on your experience, what can we say about repetition?

annoying repetition from their own experiences (e.g., a younger sibling saying or singing the same thing over and over, hearing the same song on the radio over and over, seeing repeated episodes of television shows) (EX-ap).

Using additional questioning, the teacher can then guide students to recognize the pattern: *Repetition becomes a distraction* (EX-el). The EXperience strand can conclude with students identifying examples of

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REVISION SKILL

REPETITION			
Objective		Checklist	
<p>With teacher prompting and support, student identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much repetition as possible—e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i></p> <p>revised to</p> <p><i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators respond with enthusiastic cheering as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i></p>		<p><input type="checkbox"/> Read each sentence and each paragraph to identify repeated words. If possible, revise to eliminate the repetition.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> Writing features no examples of unjustifiable word or idea repetition within a sentence or paragraph. Every sentence adds a new idea to the writing. Additional revisions may improve some elements but word and idea repetition has been eliminated. 	<ul style="list-style-type: none"> Writing features no examples of unjustifiable word repetition within a sentence or paragraph. Though word repetition is not present, idea repetition through synonym usage limits the ideas expressed in the writing. Additional revisions could decrease the writing's repetition of ideas. 	<ul style="list-style-type: none"> Writing features few examples (one or fewer) of unjustifiable word repetition within a sentence or paragraph. Additional revision could further reduce word repetition 	<ul style="list-style-type: none"> Writing features several examples (two or more) of unjustifiable word repetition within a sentence or paragraph. Significant revision could further reduce word repetition.

GENRE

EXPOSITORY: Descriptive			
Definition		Objective	
Describes in such detail that the reader can visualize the subject		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character, setting, or object (e.g., a time machine) invented for an original story	
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 describing a character, setting, or object (e.g., a time machine) invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes multiple ideas with no repetition. ▶ Description includes details related to multiple senses (e.g., smell, sound, feel) appropriate for the subject. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character, setting, or object (e.g., a time machine) invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes multiple ideas with minimal repeating through synonym use. ▶ Additional development or revision may remove all repetition from the writing. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character, setting, or object (e.g., a time machine) invented for an original story. ▶ Description reads like a list in sentence form. It lacks flow and/or interestingness, OR ▶ Description repeats ideas by overusing synonyms. ▶ Additional development or revision could significantly improve the essay's flow and/or interestingness, AND/OR ▶ Additional revision could eliminate repetition. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character, setting, or object (e.g., a time machine) invented for an original story. ▶ Additional development or revision could significantly improve content and/or content of the essay.

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TWOREVISION
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GENRE

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PRACTICE TEXT

As the first day of junior high arrived we felt excitement mixed with fear. Because of the frightening tales we heard from last year's class, we approached Mr. Daniel's class with fear and trembling. I noticed all my friends were fearfully slinking into the room too. I glanced quickly at this man who put the fear into us before we even knew him. He was not tall, but built with rippling muscles bulging under his school approved light blue, button-down shirt with the required red tie. His black frizzy hair with strands of silver was combed over a newly formed bald spot. Piercing blue eyes under bushy black brows stared us down until we cringed in fear. He held a wreck of a meter stick taped with duct tape in several places. We could taste our fear as we wondered what the use of such a battered stick might be. The bell rang, so we all slid into the closest seats we could find. Suddenly there was a loud crack as Mr. Daniel walloped my front-row desk with the meter stick. "Stand up!" He roared. "Who told you to sit down?" A class of frightened, naïve seventh graders lined the wall as Mr. Daniel called our names to fill the rows. I risked a quick glimpse of his scary face. Was there a slight twinkle in that icy blue eye? Was he pulling on his mustache to hide a twitch of a smirk? Was this going to be a year of daily fear—or surprising fun?

A POSSIBLE REVISION

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

As the first day of junior high arrived we felt excitement mixed with anxiety. Because of the tales we heard from last year's class, we approached Mr. Daniel's class with fear and trembling. I noticed all my friends were slinking into the room too. I glanced quickly at this man who intimidated us before we even knew him. He was not tall, but built with rippling muscles bulging under his school approved light blue, button-down shirt with the required red tie. His black frizzy hair with strands of silver was combed over a newly formed bald spot. Piercing blue eyes under bushy black brows stared us down. He held a wreck of a meter stick taped with duct tape in several places. We winced as we wondered what the use of such a battered stick might be. The bell rang, so we all slid into the closest seats we could find. Suddenly there was a loud crack as Mr. Daniel walloped my front-row desk with the meter stick. "Stand up!" He roared. "Who told you to sit down?" A class of naïve seventh graders lined the wall as Mr. Daniel called our names to fill the rows. I risked a quick glimpse of his scary face. Was there a slight twinkle in that icy blue eye? Was he pulling on his mustache to hide a twitch of a smirk? Was this going to be a year of daily terror—or surprising fun?

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