Grade 4 ➤

Unit Seven

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
☐ comma use: complex sentences ☐ comma use: compound-complex sentences ☐ comma use: introductory phrases	☐ Expository—Informative Report
	WRITING ON DEMAND
	☐ ongoing, all disciplines

PATTERN STATEMENT

Redundancy suggests limits.

NOTES

"Repetition," states Susan Bell (2007), "is only acceptable if there is a reason for it" (p. 136). This is rarely the case. Most word and phrase repetitions are unintended: Since his victory, fans have questioned the validity of his victory due to allegations of cheating. Such repetition should be eliminated.

Redundancy refers to ideas. When an author says the same thing with two different words, or in two different sentences/sections, the writing is redundant. And like repetition, unless it's intentional and well-reasoned, it should be eliminated.

On the surface, both issues seem easy to spot, but they actually pose an editing challenge. A writer can be so acquainted with a text that repeated words and ideas can seem like they fit in a text because they are familiar. A writer needs distance (i.e., time away) from the text and then a critical sentence by sentence review to catch such errors. Help from another reader can also help.

It must be noted that intentional repetition for emphasis or effect can be a technique in good writing. Try not to convey that repetition is never a good idea but that unintentional repetition and redundancy generally needs to be eliminated.

ADDITIONAL NOTES

The pattern, *Redundancy suggests limits*, can be illustrated (EX-ex) by telling a familiar childhood joke: "Pete and Repeat were sitting on a fence. Pete fell off. Who was left?" Of course, when the answer, "Repeat," is given, the jokester says the joke again from the beginning. This could be followed by suggesting annoying things that repeat: TV commercials, computer error messages, songs on the radio, flu season, etc. (EX-ex). Students could then discuss other examples and list reasons why the repetition of these things annoy them. What is it about repetition that bugs us? The lack of variety? The lack of imagination it seems to show? The idea that someone or something doesn't have anything else to communicate? (EX-co) The teacher can then guide the students to recognize the pattern: *Redundancy suggests limits* (EX-el). The EXperience strand can end with students identifying examples that they think most strongly illustrate the pattern.

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REVISION SKILL

REDUNDANCY (Idea Repetition)

Objective	Checklist
With teacher prompting and support, student identifies redundant language within sentences and makes appropriate revisions (e.g., *The party filled him with joy and happiness* revised to *The party filled him with joy.*)	☐ Read each sentence to identify repeated words. If possible, revise to eliminate the repetition. ☐ Read each paragraph and section to identify ideas communicated more than once. Revise to eliminate the redundancy.

Rubric

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
▸ Writing features no sentences with repeated words or ideas, AND Writing features no examples of redundancy or repeated ideas within paragraphs or sections. ▸ Additional revisions may improve some elements but issues of repetition and redundancy have been effectively addressed.	▸ Writing features no sentences with repeated words or ideas. ▸ Writing features few (two or fewer) examples of redundancy or repeated ideas within paragraphs or sections. ▸ Additional revisions could strengthen the writing by further reducing redundancy (repetition of ideas) within paragraphs or sections.	▸ Writing features no sentences with repeated words or ideas. ▸ Additional revision could strengthen writing by reducing redundancy (repetition of ideas) within paragraphs or sections.	▸ Writing features sentences with repeated words or ideas. ▸ Significant revision could strengthen writing by eliminating repetition within sentences.

GENRE

EXPOSITORY: Informative Report			
Definition		Objective	
Provides an objective and thorough summary of some topic; coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact.		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from multiple (i.e., three or more) resources.	
Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
▸ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▸ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▸ All borrowed content is correctly attributed. ▸ Additional revisions may minimally improve the report.	▸ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▸ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▸ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▸ Additional development or revision may increase the report's accuracy in attribution.	▸ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▸ Report reads like a list of facts. Writing lacks flow and connection between ideas AND/OR Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▸ Additional development or revision could significantly improve the report's flow and accuracy in attribution.	▸ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long AND/OR lacks material based on content gathered from three or more resources. ▸ Additional development or revision could significantly improve the report's content and/or credibility (i.e., use more references).

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PRACTICE TEXT

Ride the scream machine! The mention of such an opportunity makes hearts beat quicker and faster and eyes brighten with excitement and anticipation. Coasters are an interesting, fascinating phenomenon with a much longer history than most people can dream or imagine. The first early coasters were not trains at all, but blocks of ice skimming up to 50 miles per hour down 15th-century icy Russian mountain hillsides. By 1804 the idea arrived in Paris where wheels and tracks were added. In 1827 the Gravity Road was built in Pennsylvania to pull and haul coal up to the top of the mountain in the morning before lunch. Passengers rode the cars downhill for 50 cents after lunch in the afternoon. In 1884 La Marcus Thompson became the "Father of the Gravity Ride" at Coney Island in New York City. By 1901 at the turn of the century loop-the-loop coasters had passenger riders yelling and screaming even more. The 1920's found more than 1,500 roller coasters in America, but the classic coaster that remains still standing is "The Cyclone" at Coney Island. Since the Great Depression, when the nation's economy caused the failure and destruction of many amusement parks, coasters all over the world have come roaring back. Coaster designers and builders are building rides with top speeds up to 120 miles per hour, heights up to 420 feet, and lengths up to 8,133 feet. The battle for the biggest, fastest, scariest ride of all continues today.

There are two basic types of roller coasters, wooden coasters and steel coasters. Wooden coasters are like trains on tracks with an extra wheel or a safety bar that runs right underneath the car, keeping it from flying or soaring off the track. Steel coasters give a much smoother more pleasant ride as they glide and zoom along on steel tubes. In addition to the two basic general types of coasters, there are sit-down, stand-up, inverted, suspended, bobsled, flying, fourth dimension, and water coasters.

A roller coaster is something like a passenger train with connected cars moving on a track. However, this train has no motor or engine. The track has a length of chain that pulls the cars to the top of a steep hill or incline. Then the strong forces of gravity and momentum take over and the downhill descent begins. The higher the hill, the farther and faster gravity and momentum can move the train through the ride. Of course, roller coasters must have a stopping or braking system. Unlike other trains, the brakes are not part of the actual train, but are built right into the track. Modern coasters have high tech computer-controlled hydraulic clamps that bring the train to a stop.

The riders' spine-tingling thrills and piercing screams grow as they enjoy and experience "air-time"—that free-fall weightless experience that gives you a sinking feeling like an elevator drop. Dizzying heights, loops, sharp turns, and the force of the air on your face all add to the thrilling exhilaration of the ride of your life.

Imagine yourself in line for your first roller coaster ride. What goes through your nervous mind? Is this safe and secure? Will I survive and live to tell about it? The fact is that your mathematical chance of dying on a roller coaster is only one in 1.5 billion. Of

course, you need to be strong and healthy and meet the minimum height and weight restrictions. Once you are in the coaster car, the lap bar or shoulder harness is computer controlled and coaster control safety systems are checked daily. All you need to do is let go, relax, enjoy the ride—and yell and scream!

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A POSSIBLE REVISION

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

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BIBLIOGRAPHY

Harris, Tom. "How Roller Coasters Work." HowStuffWorks 2009 <http://science.howstuffworks.com/roller-coaster9.htm

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