

Grade 5 ▶

Unit One

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Comma Use: Compound Sentences ★ <input type="checkbox"/> Grammar: Sentence Subject-Verb Identification ★	<input type="checkbox"/> Expository: Comparison
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Sentence Limits

Sentence Starters: *There* and *It*

GENRE FOCUS

Expository: Comparison

NOTES

Both revision skills should be somewhat familiar to students unless this is their first year working in *Writer's Stylus*.

Teachers can get too hung-up on sentences. Great writing often features text that would get a teacher's red pen treatment. Fragments, for example. Students do need to learn how to form exemplary sentences. They need to know this to write effectively, but also so they can "break the rules" effectively.

The revision skills in this first unit may seem basic. However, revising both sentence content and poorly chosen sentence starters requires restructuring.

Consider the following writing: *Jen's dog raced across the yard and began digging a hole where he thought he had buried a bone and dirt was flying in every direction.*

Technically, it could be argued that this sentence is correct. It features two independent clauses joined by a conjunction. However, it would be better to separate the ideas into distinct sentences: *Jen's dog raced across the yard to a spot where he thought he had buried a bone. He began digging, launching dirt in every direction.*

Note the considerations the writer has in improving the text. First, the writer must identify sentences that possess poor structure (e.g., "run-on" sentences or sentences that convey too many ideas). Then the writer must decide what information to keep (all of it? some of it?). The selected information must then be restructured to communicate clearly. That may involve splitting a sentence into two or more, conveying some information through a dependent clause attached to the sentence's main independent clause, or eliminating everything except the main independent clause. A perfect restructure plan that fits every occasion does not exist. The writer must make decisions that maintain the important information and convey it in a way that is clear.

PATTERN STATEMENT

Identify, choose, restructure

ADDITIONAL NOTES

The revision skills in this unit can be effectively taught simultaneously.

The pattern, *Identify, choose, restructure*, can be illustrated using children's building blocks. If available, a teacher could distribute block sets to small groups of students and instruct one student in each group to build something (e.g., a house, a parking garage, a skyscraper) while the others in the group watch. Then, the student who did the building selects one group member to make changes. Before acting, the selected student must identify exactly what he wants to change, explain how he will make the change, and then proceed to make the change. That student could then select another group member to make another change in the same way. (EX-ex) Students can then discuss the following questions:

5
grade

unit
ONE

REVISION
SKILLS

Sentence Limits



Sentence
Starters:
There and It



GENRE

Expository:
Comparison

- What happened? What was the sequence of activities that took place?
- What did each individual have to do before making a change?
- After choosing what changes to make and how to make them, what did each individual do? (EX-co)

Using additional questioning, the teacher can guide students to recognize the pattern: *Identify, choose, restructure* (EX-el). Conclude the EXperience strand by having students identify other examples from their own experiences in which the pattern can be seen. If desired, post a list of good examples to serve as a reference throughout the unit (EX-ap).

REVISION SKILLS

SENTENCE LIMITS			
Objective		Checklist	
Student independently revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).		<input type="checkbox"/> Read the draft sentence by sentence and identify the main idea(s) of each sentence. <input type="checkbox"/> If the sentence contains more than one (or two) main ideas, break it into more than one sentence.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features well-structured sentences that convey ideas clearly throughout. No poorly structured sentences present too many ideas or have structures that cause confusion for the reader. ▶ Additional revisions would not improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features almost no (one or fewer) poorly structured sentences that lack a central idea. ▶ Other sentences in the writing are well structured and most communicate ideas clearly. ▶ Additional revisions could slightly improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) poorly structured sentences that lack a central idea. These sentences either present too many ideas or have structures that cause confusion for the reader. ▶ Other sentences in the writing are well structured and most communicate ideas clearly. ▶ Additional revisions could improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features several poorly structured sentences that lack a central idea. Many either present too many ideas or have structures that cause confusion for the reader. ▶ Additional revisions could significantly improve sentence structure.

SENTENCE STARTERS: <i>There and It</i>			
Objective		Checklist	
<p>With teacher prompting, student identifies sentences beginning with <i>There are, There is, There was</i> or <i>It is, It was, It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i>, <i>It was Juan who said...</i> revised to <i>Juan said...</i>).</p>		<input type="checkbox"/> Find each usage of <i>there</i> and <i>it</i> . If one opens a sentence and includes unnecessary phrasing, revise the sentence to eliminate <i>there</i> or <i>it</i> .	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no sentences beginning with <i>There</i> or <i>It</i> and unnecessary phrasing, such as <i>There are some people who believe...</i> Additional revisions would not improve sentence beginnings. ▶ Attention to unnecessary phrasing is evident throughout the writing. For example, a sentence that could read <i>The house that is red...</i> instead reads <i>The red house...</i> 	<ul style="list-style-type: none"> ▶ Writing features no sentences beginning with <i>There</i> or <i>It</i> and unnecessary phrasing, such as <i>There are some people who believe...</i> ▶ Additional revisions would not improve sentence beginnings. 	<ul style="list-style-type: none"> ▶ Writing features few (1 or fewer) sentences beginning with <i>There</i> or <i>It</i> and unnecessary phrasing, such as <i>There are some people who believe...</i> ▶ Additional revisions could improve sentence beginnings. 	<ul style="list-style-type: none"> ▶ Writing features sentences beginning with <i>There</i> or <i>It</i> and unnecessary phrasing, such as <i>There are some people who believe...</i> ▶ Additional revisions could significantly improve sentence beginnings.

5
grade

unit
ONE

REVISION
SKILLS

Sentence Limits



Sentence Starters:
There and It



GENRE

Expository:
Comparison

5

grade

unit
ONE

REVISION
SKILLS

Sentence Limits

Sentence
Starters:
There and It

GENRE

Expository:
Comparison

GENRE

EXPOSITORY: Comparison			
Definition		Objective	
Describes similarities and differences between two topics to clarify an understanding of each.		With teacher prompting, 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"> ▶ Writing features 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. ▶ Writing captures the critical characteristics of the two elements being compared; the text includes all important details. ▶ The text features an interesting beginning and satisfying conclusion; it reads like text that could potentially be published. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing features 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. ▶ Writing captures the critical characteristics of the two elements being compared; the text includes all important details. ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing features 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. ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing fails to compare two elements from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins) or lacks at least two cohesive (unified and complete) and coherent (clear and logical) paragraphs. ▶ Additional revisions could significantly improve the text.

PRACTICE TEXT

Choosing the right dog for a family pet takes careful thought and consideration. There are more than one hundred and fifty different breeds to choose from, each with their own personalities and characteristics. Two of the most popular breeds that families choose to bring home are the golden retriever and the German shepherd because these dogs are playful, fun, and loving pets. There are many similarities between golden retrievers and German shepherds; however, there are significant differences in their temperaments and needs and becoming educated about these characteristics can help families make the best choice about which dog to own.

There are many families who consider buying or adopting a golden retriever or German shepherd because both breeds are known for their good personalities and temperaments. It is both types of dogs who enjoy playing with kids and are loyal and smart and both thrive on love, attention, and plenty of play and exercise. However, golden retrievers are much more outgoing and friendly toward other pets, dogs or strangers than German shepherds are. It is German shepherds who have a tendency to become over-protective of their homes and families and this can make them excellent guard-dogs, but also means that they must be trained not to be hostile to family friends or other dogs. On the other hand, golden retrievers are friendly to almost everyone and are unlikely to bite or attack a stranger or other dog. It will be German shepherds who are happiest when they have challenging tasks to perform and a loving family to protect. It is golden retrievers who are happiest when they are with caring people who will play with them. While similar in many ways, German shepherds and golden retrievers have important differences in temperament that make them unique.

It is also important for families to consider how well they can meet the needs of a golden retriever versus a German shepherd because German shepherds and golden retrievers are both medium-sized dogs who can adapt to living in an apartment as long as they are taken for long, brisk walks every day and are given plenty of time to exercise. Both types of dogs are happiest when they have a large yard to run around, and both become unhappy when they are isolated or kept away from the family. There are golden retrievers who are more likely to find ways to be active within the house than German shepherds, who are generally inactive indoors and golden retrievers are also more content with simple games such as fetching a ball, while German shepherds require more complex challenges to keep them from becoming bored. Both types of dogs are heavy shedders and require regular brushing and grooming, as well as access to plenty of nutritious dog food. In summary, golden retrievers and German shepherds have similar temperaments and needs that make them excellent pets; however, there are important differences for families to consider before choosing which dog to bring home.

5
gradeunit
ONEREVISION
SKILLS

Sentence Limits

Sentence
Starters:
There and It

GENRE

Expository:
Comparison

5

grade

unit
ONE

REVISION
SKILLS

Sentence Limits



Sentence
Starters:
There and It



GENRE

Expository:
Comparison

A POSSIBLE REVISION

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

Choosing the right dog for a family pet takes careful thought and consideration. More than 150 different breeds are available to choose from, each with its own personality and characteristics. Two of the most popular breeds that families choose to bring home are the golden retriever and the German shepherd because these dogs are playful, fun, and loving pets. Many similarities exist between golden retrievers and German shepherds; however, there are significant differences in their temperaments and needs. Becoming educated about these characteristics can help families make the best choice about which dog to own.

Many families consider buying or adopting a golden retriever or German shepherd because both breeds are known for their good personalities and temperaments. Both types of dogs enjoy playing with kids and are loyal and smart. Both thrive on love, attention, and plenty of play and exercise. However, golden retrievers are much more outgoing and friendly toward other pets, dogs or strangers than German shepherds are. German shepherds have a tendency to become over-protective of their homes and families. This can make them excellent guard-dogs, but also means that they must be trained not to be hostile to family friends or other dogs. On the other hand, golden retrievers are friendly to almost everyone and are unlikely to bite or attack a stranger or other dog. German shepherds are happiest when they have challenging tasks to perform and a loving family to protect. Golden retrievers are happiest when they are with caring people who will play with them. While similar in many ways, German shepherds and golden retrievers have important differences in temperament that make them unique.

Families should also consider how well they can meet the needs of a golden retriever versus a German shepherd. German shepherds and golden retrievers are both medium-sized dogs who can adapt to living in an apartment as long as they are taken for long, brisk walks every day and are given plenty of time to exercise. Both types of dogs are happiest when they have a large yard to run around, and both become unhappy when they are isolated or kept away from the family. Golden retrievers are more likely to find ways to be active within the house than German shepherds, who are generally inactive indoors. Golden retrievers are also more content with simple games such as fetching a ball, while German shepherds require more complex challenges to keep them from becoming bored. Both types of dogs are heavy shedders and require regular brushing and grooming, as well as access to plenty of nutritious dog food. In summary, golden retrievers and German shepherds have similar temperaments and needs that make them excellent pets. However, there are important differences for families to consider before choosing which dog to bring home.