

Grade 5 ▶

Unit Two

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Comma Use: Appositives ◆	<input type="checkbox"/> Expository: Step-by-Step How-To/How It Happens
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILL

Subject-Verb Placement

GENRE FOCUS

Expository: Step-by-Step How-To/How It Happens

NOTES

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

Sentences with subjects and verbs near their openings generally possess more power and greater clarity. Consider the following examples: *Over the top of the tree-lined ridge a partial rainbow lit by the sun's fleeting rays shimmered* vs. *A partial rainbow shimmered above the tree-lined ridge, lit by the sun's fleeting rays*. The first structure requires more than one reading to understand. The second structure features greater power and more clarity. The reader can more immediately imagine the scene being described. The major difference between the two structures is the placement of the subject and verb. In the first example, the subject (*rainbow*) is the tenth word in the sentence, and the verb doesn't appear until the eighteenth word (*shimmered*). In contrast, the second structure reveals its subject on the third word and its verb on the fourth.

Notice that simply moving the subject and verb may not be enough to "fix" a sentence. Shifting words and phrases often requires additional restructuring to produce a cohesive sentence. Students may need guidance in

restructuring sentences in ways that maintain meaning and improve clarity.

PATTERN STATEMENT

Recognize, restructure, review

ADDITIONAL NOTES

The pattern, *Recognize, restructure, review*, can be illustrated through comic strips. Comics featuring some action in the first panel (e.g., a character slips on a banana peel) with some comedic dialogue in following panels could be clipped and presented to students with the panels out of order. Students then engage in reordering the panels so that the comic strip regains its intended humor. It is important that the comic used feature action in the first panel so that students are consistently moving the action to the beginning of the comic strip. To reorganize the comic strips, students must recognize that the humor is lacking because the action is in the wrong place, restructure the comic strip to return it to its intended state, and then review the comic strip to be sure the humor is truly communicated.

Like the comic strip rearranging, students must recognize sentences where the actor (subject) and action (verb) are "out of place," presented too late in the sentence to guarantee its strength and clarity. The student must then restructure the sentence, moving the actor and action closer to the beginning. Finally, the student must review the results, making sure the sentence communicates what was intended. (EX-ex) Students can then discuss the following questions:

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Step-by-Step
How-To/How It
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- Why did the comic strip's humor get lost in the original sequence?
- What did you have to do to return the intended humor to the comic strip?
- When you rearranged the comic strip, what was happening in the first panel? How did moving that action to the beginning improve the comic strip?
- What did you do after you rearranged the comic strip? (EX-co)

Using additional questioning, the teacher can guide students to recognize the pattern: *Recognize, restructure, review* (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

SUBJECT-VERB PLACEMENT			
Objective		Checklist	
<p>With teacher prompting, student identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence.</p> <p><input type="checkbox"/> Where possible, shift phrases to move the subject and verb closer to the sentence opening.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features well-structured sentences that strongly and clearly convey ideas. No poorly structured sentences have late-appearing subjects and verbs except where such structure is effective. ▶ Writing features enough variety in sentence structuring to avoid sounding monotonous and/or choppy. ▶ Additional revisions would not improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features no sentences with late-appearing subjects and verbs. ▶ In revising subject-verb placement, the writing became monotonous/choppy. Some sentence structuring variety would improve the writing's flow. ▶ Additional revisions could slightly improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) sentences with late-appearing subjects and verbs. These would be improved by restructuring to present the subjects and verbs closer to sentence openings. ▶ Additional revisions could improve sentence structure. 	<ul style="list-style-type: none"> ▶ Writing features several sentences with late-appearing subjects and verbs. Most would be improved by restructuring to present the subjects and verbs closer to sentence openings. ▶ Additional revisions could significantly improve sentence structure.

GENRE

EXPOSITORY: Step-by-Step How-To/How It Happens			
Definition		Objective	
Presents clear explanation or directions for a complete process.		Student writes cohesive and coherent directions within a connected format for an abstract process, such as how to make parents happy or how to become friends with a new neighbor.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features cohesive (unified and complete) and coherent (clear and logical) directions for an abstract (i.e., not concrete) process such as how to become friends with a new neighbor. ▶ Writing communicates important ideas about the topic; the text focuses on relevant and significant ideas. ▶ 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) directions for an abstract (i.e., not concrete) process such as how to become friends with a new neighbor. ▶ Writing communicates important ideas about the topic; the text focuses on relevant and significant ideas. ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing features cohesive (unified and complete) and coherent (clear and logical) directions for an abstract (i.e., not concrete) process such as how to become friends with a new neighbor. ▶ Additional revisions could improve the text. 	<ul style="list-style-type: none"> ▶ Writing fails to present cohesive (unified and complete) and coherent (clear and logical) directions for an abstract (i.e., not concrete) process such as how to become friends with a new neighbor. ▶ Additional revisions could significantly improve the text.

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PRACTICE TEXT

New students face challenges that can be scary and difficult. If they moved from out of town, new students may not know anyone. If they left a best friend behind or moved away from their grandparents, they may feel sad. Even students who switched schools within the same town may feel sad or nervous about meeting new people and learning about a new school. At least one thing about switching schools is stressful or difficult, most new students think.

To help new students feel comfortable and welcome, kids in the classroom can do a lot. Smile and introduce yourself, the first and most important thing to do. Sometimes students who have never switched schools do not realize how much this means to someone who doesn't know anyone. Second, at least two questions that require more than a "yes" or "no" answer should be asked. For example, you could ask, "What's the coolest thing about your new home?" and "What do you like to do after school?" Third, because they may not know where to go, show new students where your class sits during lunch and offer to save them a seat with you. Fourth, talk to new students about what they like to play during recess and invite them to play with you. A big difference will be made in helping new students feel welcome by a kind student who follows these steps.

A POSSIBLE REVISION

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

New students face challenges that can be scary and difficult. New students may not know anyone at their new school if they moved from out of town. They may feel sad if they left a best friend behind or moved away from their grandparents. Even students who switched schools within the same town may feel sad or nervous about meeting new people and learning about a new school. Most new students think that at least one thing about switching schools is stressful or difficult.

Kids in the classroom can do a lot to help new students feel comfortable and welcome. The first and most important thing to do is to smile and introduce yourself. Sometimes students who have never switched schools do not realize how much this means to someone who doesn't know anyone. Second, ask new students at least two questions that require more than a "yes" or "no" answer. For example, you could ask, "What's the coolest thing about your new home?" and "What do you like to do after school?" Third, show new students where your classmates sit during lunch and offer to save them a seat with you. Fourth, talk to new students about what they like to play during recess and invite them to play with you. A kind student who follows these steps will make a big difference in helping new students feel welcome.