

Grade 5 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

| MECHANICS | ACQUAINTANCE & ANALYSIS |
|--|--|
| <input type="checkbox"/> comma use: introductory phrases | <input type="checkbox"/> Expository: Cause & Effect/Problem & Solution |
| <input type="checkbox"/> tense identification | WRITING ON DEMAND |
| | <input type="checkbox"/> ongoing, all disciplines |

PATTERN STATEMENT

Identify, ask, act.

NOTES

The revision skill should be somewhat familiar to students unless this is their first year working in Writer’s Stylus. However, the genre is new. Be sure to spend time in acquaintance and analysis session discussing the characteristics of cause and effect/problem and solution writing.

Complexity hinders clarity. Beginning writers tend to complicate their verbs. Instead of writing *I sat at the restaurant for two hours...* novice writers complicate the verb, writing *I had been sitting at the restaurant for two hours...* The simplest, most immediate verb tense that accurately communicates the action makes the best choice.

The most difficult step in this skill may be recognizing verb tenses that are unnecessarily complicated. Use the coaching sessions to help individual students recognize complex verbs.

ADDITIONAL NOTES

The pattern, *Identify, ask, act*, can be illustrated through decisions involving trade. For example, a teacher could hold a grab bag of items and have a student reach in to retrieve an item. The student identifies the item for the class. Then the teacher offers to allow the student to put the item back into the bag and draw out another one.

The student is encouraged to think-aloud as the decision is made—e.g., “Well, I have this item, but it’s not really useful or interesting to me. So I think I’ll put it back and pull out another item.” The teacher could repeat this as many times as desired, emphasizing the acts of identifying what is pulled from the bag, asking questions about the item to determine whether or not it should be kept or replaced, and acting by keeping the original item or trying for a different item from the bag. Through the processing that follows (EX-co, EX-el), the teacher could guide students to recognize the pattern eventually simplifying it to its three verbs.

The idea for the pattern’s middle verb, ask, is best captured in an old French term, *adresser*, which means “to ask one’s self.” That’s what students will need to do in revising verb tenses: ask if the verb tense is the simplest, most immediate form that conveys the intended meaning. If not, revision is made.

Other examples of the pattern (EX-ap) include trying on new clothes (identifying the clothes; trying them on and asking if they fit, look good, etc.; and acting by purchasing the new clothes or just keeping the ones worn into the store), and buying a new bicycle (identifying, test riding and questioning, acting). Anything that involves identifying a potential choice, a brief period of questioning/evaluating, and acting would provide additional illustrations.

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REVISION SKILLS

| VERB TENSE | | | |
|--|--|---|--|
| Objective | | Checklist | |
| <p>With teacher prompting, student identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> Read the draft sentence by sentence and identify any verbs that are more elaborate than simple past or present tense. <input type="checkbox"/> Reword the sentence with a more immediate verb tense. If the meaning remains constant, keep the more immediate verb tense. <input type="checkbox"/> Check each paragraph/section for consistency in verb tense. | |
| Rubric | | | |
| EXEMPLARY | PROFICIENT | ADEQUATE | NOT YET |
| <ul style="list-style-type: none"> ▶ Writing features well-structured sentences with no complex verb forms that could be simplified by expressing them in a more immediate tense. ▶ The verbs used are well-chosen and expressed in their most immediate and simplest tense. ▶ Additional revisions would not improve verb tense usage. | <ul style="list-style-type: none"> ▶ Writing features almost no (one or fewer) sentences with complex verb forms that could be simplified by expressing them in a more immediate tense. ▶ Other sentences in the writing are well structured with verbs expressed in their most immediate and simplest tense. ▶ Additional revisions could slightly improve verb tense usage. | <ul style="list-style-type: none"> ▶ Writing features few (one or fewer) sentences with complex verb forms that could be simplified by expressing them in a more immediate tense. ▶ Other sentences in the writing are well structured with verbs expressed in their most immediate and simplest tense. ▶ Additional revisions could improve verb tense usage. | <ul style="list-style-type: none"> ▶ Writing features several sentences with complex verb forms that could be simplified by expressing them in a more immediate tense (e.g., was instead of had been) ▶ Additional revisions could significantly improve verb tense usage. |

GENRE

| EXPOSITORY: Cause & Effect/Problem & Solution | | | |
|--|--|---|--|
| Definition | | Objective | |
| Explains how something occurs (e.g., how photosynthesis happens) or explains a problem and a solution to it. | | With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem (i.e., a problem with a single-step, direct solution) and a successful solution. | |
| Rubric | | | |
| EXEMPLARY | PROFICIENT | ADEQUATE | NOT YET |
| <ul style="list-style-type: none"> ▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem and its solution. ▶ Writing features an effective opening sentence and an effective closing sentence; the writing features an interesting beginning and satisfying conclusion. ▶ Additional revisions may minimally improve the text | <ul style="list-style-type: none"> ▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem and its solution. ▶ Writing features an effective opening sentence. ▶ Additional revisions could improve the text. | <ul style="list-style-type: none"> ▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem and its solution. ▶ Additional revisions could improve the text. | <ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem and its solution. ▶ Additional revisions could significantly improve the text |

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THREEREVISION
SKILLS

Verb Tense



GENRE

Expository:
Cause & Effect/
Problem &
Solution

PRACTICE TEXT

The sun goes down earlier in the fall and winter than in the spring and summer, so there is less time to play outside before it becomes dark. Many students must be doing homework before they go to bed, but they have been wanting to play outside as well. Students should be careful in planning their time if they want to do both. For example, Jack has been having one hour of sunlight before his family eats dinner and one hour of homework to complete before bed. When should he do his homework, before or after dinner? A good solution would be for Jack to ask his parents if he can play outside for an hour before dinner and if his homework can be done for an hour after dinner. This option would allow Jack to play outside while it is light and do homework inside while it is dark.

A POSSIBLE REVISION

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

The sun goes down earlier in the fall and winter than in the spring and summer, so there is less time to play outside before dark. Many students must do homework before they go to bed, but want to play outside as well. Students should carefully plan their time if they want to do both. For example, Jack has one hour of sunlight before his family eats dinner and one hour of homework to complete before bed. When should he do his homework, before or after dinner? A good solution is for Jack to ask his parents if he can play outside for an hour before dinner and do his homework for an hour after dinner. This option allows Jack to play outside while it is light and do homework inside while it is dark