

Grade 5 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> comma use: adjectives in a series	<input type="checkbox"/> Expository: Descriptive
<input type="checkbox"/> pronoun and antecedent identification	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Identify, pair, evaluate, revise or justify.

NOTES

The 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 develop several examples via modeling and consider developing several examples as a whole group. Students need to feel secure in their understanding of the genre before beginning to develop their own paragraphs.

Changes in number are a common pronoun-antecedent error. For example, *The dogs buried its bones near the fence.* Such errors are especially common if several words, phrases, or whole sentences separate the antecedent from the pronoun.

Getting the number correct becomes additionally complex when the antecedent is a collective noun, such as team. Using the correct pronoun requires thinking about whether the collective noun is acting as a group or as separate individuals. For example, *The team won its game* (collectively, as a group) but *The team practiced their foul shots in the gymnasium* (acting individually—the team did not practice a foul shot as a group). The additional thinking required to get the pronoun right makes this more challenging than most pronoun usage. Use coaching sessions to help students think through correct pronoun choices for collective nouns. If the sentence maintains its meaning with either pronoun choice, do not worry about which choice is correct. Often both choices can be justified.

ADDITIONAL NOTES

The pattern, *Identify, pair, evaluate, revise or justify*, can be illustrated by showing students a collection of items that feature natural pairs. For example, from the collection, the teacher could hold up a toothbrush and toothpaste. The students could judge whether the items were a natural pair or not and why or why not. The teacher could pull several examples of natural pairs and then two items that do not naturally pair, such as a shoelace and an eraser. Since the items do not naturally pair, they get returned to the collection. This could continue until all the natural pairs are formed. The EX-co activity should analyze the experience, including the non-pairing items. In EX-el, the teacher could suggest the pattern and then illustrate by revisiting the EX-ex activity. Some pairs form because we recognize one item fits with the other. Some suggested pairs failed because an obvious connection did not exist. The items were identified, paired, and evaluated. Evaluating the pair led to acceptance or revising (changing the non-pairing items for others that would form natural pairs). For EX-ap, the class can brainstorm other places this process can be seen. Anything that involves getting a pair correct (e.g., matching socks from the laundry, matching a tool and a job, matching a leaf with a tree type) could illustrate the pattern.

The pattern illustrates the skill. A writer *identifies* pronouns; *pairs* them with their antecedents; *evaluates* the pronoun for case, number and person and clarity; and then *revises* the sentence(s) or *justifies* the writing in its current form.

REVISION SKILLS

ANTECEDENTS			
Objective		Checklist	
<p>With teacher prompting, student identifies pronouns and their antecedents and revises any sentences in which the pronoun and antecedent are unclear (e.g., Joan and John gave the dogs their sandwiches revised to Joan and John gave their sandwiches to the dogs).</p>		<p><input type="checkbox"/> Read the draft to identify each pronoun. Then read the surrounding text to identify each antecedent.</p> <p><input type="checkbox"/> If the pronoun-antecedent is confusing or vague, revise by using a noun in place of the antecedent or by restructuring the text so that the pronoun-antecedent relationship is clear.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no unclear antecedents. ▶ The writing features correct case (subjective, objective, possessive), number (singular, plural), or person (first, second, third) for every pronoun use. ▶ Additional revisions are unlikely to improve pronoun usage. 	<ul style="list-style-type: none"> ▶ Writing features no unclear antecedents. ▶ Some pronouns use incorrect case (subjective, objective, possessive), number (singular, plural), or person (first, second, third). ▶ Additional revisions could correct pronoun case, number and/or person errors. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) unclear antecedents that negatively influence the writing's clarity. ▶ Other pronoun-antecedent pairs are well structured and clear. ▶ Additional revisions could improve pronoun-antecedent clarity. 	<ul style="list-style-type: none"> ▶ Writing features sentences with three or more unclear antecedents. These negatively influence the writing's clarity. ▶ Additional revisions could significantly improve pronoun-antecedent clarity.

GENRE

EXPOSITORY: Descriptive			
Definition		Objective	
Describes, either objectively or subjectively, 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 invented for an original story and converting the descriptors into possible statements that show rather than tell the reader about the traits.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features a cohesive (unified and complete) and coherent (clear and logical) description of a character invented for an original story and descriptors converted into statements that show rather than tell the reader about the traits. ▶ Writing features well-chosen details that give the reader a good understanding of the character, and these are shown to the reader. The passage reads like literature rather than a trait-by-trait description. ▶ 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) description of a character invented for an original story and descriptors converted into statements that show rather than tell the reader about the traits. ▶ Writing features well-chosen details that give the reader a good understanding of the character. ▶ 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 describing a character invented for an original story and descriptors converted into statements that show rather than tell the reader about the traits. ▶ 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 describing a character invented for an original story and/or fails to convert descriptors into statements that show rather than tell the reader about the traits. ▶ Additional revisions could significantly improve the text.

5
gradeunit
FIVEREVISION
SKILL

Antecedents

■
GENREExpository:
Descriptive

PRACTICE TEXT

Ernesto is a twelve-year-old boy. He likes to protect things. He plays goalie on his soccer team. He comes up with very complex passwords for the Web sites he visits and forces himself to memorize each one. He never uses the same password twice. He once saved his teacher's reading glasses from hitting the floor. He loves the big safes you can often see inside banks. He is especially protective of his younger sister, Maria. She does not always appreciate his protectiveness.

A POSSIBLE REVISION

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

The soccer ball whizzed toward the corner of the goal. Ernesto leaped sideways, catching the ball and preventing it from crossing the goal line. Adjusting his elbow pads as he got up, Ernesto threw the ball to a teammate and returned to his position. His team finally scored and the game ended in a 1-0 win.

"Great game, Ernesto," called Douglas, the team's top scorer. "You saved that shot just like you saved Miss Kylee's glasses. You must love to dive for things!" Miss Kylee, their sixth-grade literature teacher, had become so excited about Shakespeare that she knocked her glasses off while portraying Juliet in the famous balcony scene.

"No," thought Ernesto, "not dive for things. I love to protect things."

Later that afternoon, Ernesto visited his favorite Web site, Super Safe Vaults. He loved studying the safes the company sold to banks. The section of the Web site with the most advanced safes required a password. After a phone call from his mother, the company gave Ernesto permission to access it. He typed in "C4x59ojWqS74v2." He forced himself to use and memorize a new password every time he needed one. If anything ever happened to him, no one would find his passwords written down anywhere.

"Maria!" Ernesto gasped.

His sister had climbed up onto the piano bench with the wings from her dance recital costume attached to her back. Ernesto leaped across the room just as Maria launched herself into the air. "I fly!" she yelled.

Ernesto stretched to his limit and caught the girl mid-flight. "I fly," she giggled, now safe in Ernesto's arms.

"No, you fall, silly!" Ernesto replied. Protecting Maria seemed like a full-time job. He glanced back at the computer screen. "If only they made a safe for three-year-old sisters," he sighed.