

# Grade 5 ▶

## Unit Seven

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
	<input type="checkbox"/> Communicative: Formal Letter
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

Search, recognize, evaluate, resolve.

### NOTES

The revision skills should be 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, its components, and its structure before beginning to develop their own examples.

The skills for this unit focus on redundancy, both in words and ideas. Students may believe that different words automatically represent different ideas. They may need significant modeling and guidance to recognize redundancy in ideas when actual words differ.

Opinions differ on the placement of a formal letter’s common components and structure. Instructionally, consistency across the grade levels is more important than which components and structure are selected. Check with teachers at other grade levels, especially those in high school, to align the components and structure you teach in this unit with what teachers will expect in future years.

### ADDITIONAL NOTES

The pattern, *Search, recognize, evaluate, resolve*, can be illustrated through “find the difference” pictures—sets of two nearly identical pictures with subtle differences

scattered throughout. Distribute or display such a set and encourage students to identify the differences (EX-ex)

After the pictures have been compared, have students discuss the following:

- What did we do? Identify the steps that led to identifying the differences.
- If we condensed the process into four verbs, what words could we use? (If necessary, guide students to recognize that they searched the pictures, recognized potential items to compare, evaluated whether or not the items were the same or different, and resolved to keep looking or that they had discovered one of the differences.) (EX-co)

Use questions and the students’ comments to guide them to the pattern statement and record it for display during the rest of the unit (EX-el). Ask the students to identify other things that illustrate the steps: search, recognize, evaluate, resolve (EX-ap). Explain that when revising, writers *search* their writing for repeated words and ideas, *recognize* potential redundancy, *evaluate* the words/sentences, and *resolve* to leave the text as it is or revise it to eliminate the redundancy/repetition.

Move immediately into the COmprehension strand.

5

grade

**REVISION SKILLS**

REDUNDANCY			
Objective		Checklist	
<p>With teacher prompting, student identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy.</i>)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify every adjective and adverb in the draft, including prepositional phrases acting as adjectives or adverbs.</li> <li><input type="checkbox"/> Look for redundancy created by modifiers (e.g., <i>She smiled happily.</i>) Eliminate redundancy.</li> <li><input type="checkbox"/> Read each sentence, paragraph, and section to identify ideas communicated more than once. Revise to eliminate the redundancy</li> </ul>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no examples of redundant modifiers or redundant ideas.</li> <li>▶ Writing features fresh (not common or overused) modifiers that are appropriate for the content and sentences that clearly advance the writer's intended meaning.</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no examples of redundant modifiers or ideas.</li> <li>▶ Some modifiers, while not creating redundancy, are common and overused and/or some sentences vary minimally in meaning. These give some sections a "heard-this-before" or monotonous feel.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features few (two or fewer) examples of redundant modifiers or ideas.</li> <li>▶ Eliminating redundant modifiers and/or redundant ideas would improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features multiple examples of redundant modifiers or redundant ideas.</li> <li>▶ Eliminating redundant modifiers (e.g., <i>Sam was happy and glad.</i>) and/or redundant ideas would significantly improve the text.</li> </ul>



REPETITION			
Objective		Checklist	
<p>With teacher prompting, student identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much of the repetition as possible—e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i> revised to <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators cheer enthusiastically as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i></p>		<p><input type="checkbox"/> Read each sentence to identify repeated words. If possible, revise to eliminate the repetition.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no examples of awkward word repetition.</li> <li>▶ Writing features excellent word choice, avoiding any hint of repetition.</li> <li>▶ Additional revisions are unlikely to improve word variety.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no examples of awkward word repetition.</li> <li>▶ While not repeated awkwardly, writing features some examples of word repetition that could be eliminated through better word choice, such as a use of synonyms.</li> <li>▶ Additional revisions could improve word variety.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features few (two or fewer) examples of awkward word repetition.</li> <li>▶ Eliminating awkward word repetition would improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features multiple examples of awkward word repetition.</li> <li>▶ Eliminating awkward word repetition (e.g., Sam's <b>happy</b> smile revealed how happy he was.) would significantly improve the text.</li> </ul>

**GENRE**

<b>COMMUNICATIVE: Formal Letter</b>			
Definition		Objective	
<p>Letter written to an individual or organization, characterized by clarity, conciseness, formality, and a block format, and generally written to make an inquiry, a request, or a complaint. Common components and format include:</p> <ol style="list-style-type: none"> <li>1. Return address in upper right hand corner</li> <li>2. Address of recipient on left side, beneath the return address</li> <li>3. Date on right, aligned with return address, beneath recipient address</li> <li>4. Salutation, should be formal: Dear Dr. ____; Dear Ms. ____; Dear Mr. ____; etc.</li> <li>5. Body: an introduction that explains who the writer is and the reason for writing; a middle section that provides details that support the requested action; a closing that requests action from the recipient</li> <li>6. Valediction: line before signature: Faithfully yours or Sincerely</li> <li>7. Signature and printed name</li> <li>8. Enclosures: number and description—e.g., Enclosures (2): resume and business card</li> </ol>		<p>With teacher prompting and support, student writes a narrative focused on a person, place, or event but without relating a story (i.e., does not include a problem, rising action, resolution, or other story-specific elements) (e.g., narrative about a grandmother in which the reader gains a sense of the person through the writer's characterization).</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a correctly structured and appropriately worded business letter.</li> <li>▶ Writing clearly presents the writer's intent or request and enables an appropriate response or action from the intended receiver.</li> <li>▶ Writing makes a convincing, well-supported argument, expresses a well-supported opinion, or makes a request supported by logical reasoning. The letter's content reveals the writer's high quality thinking.</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a correctly structured and appropriately worded business letter.</li> <li>▶ Writing clearly presents the writer's intent or request and enables an appropriate response or action from the intended receiver.</li> <li>▶ Writer's opinion, request, or argument could be better supported.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a correctly structured and appropriately worded business letter.</li> <li>▶ While appropriately worded, the letter obscures the writer's intent or request; the writer's meaning is somewhat vague, making the reader infer an appropriate reply or responsive action.</li> <li>▶ Additional revisions could improve the text's clarity.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a correctly structured and appropriately worded business letter.</li> <li>▶ Additional revisions could significantly improve the text or its structure.</li> </ul>

## PRACTICE TEXT

395 Oak Brook Lane #5  
Manassas, Virginia 20110

City Rocks Gym  
2348 Northup Street  
Manassas, Virginia 20110

Dear Mr. Townsend:

I recently went and visited City Rocks Gym for an after-school birthday party and was thrilled and excited by how much fun indoor rock-climbing is. I liked that even though I had never attempted or tried rock-climbing before, the teachers knew how to show us exactly how to perform the thrilling activities. I also liked that there was so much thrilling one-on-one interaction between the teachers and kids.

I would love to have my birthday party at City Rocks Gym. However, I am writing this letter because I don't think I will be able to do so because of your company's business hours policy and rules. According to your website, City Rocks Gym is open for several hours after school and on Saturdays all day, but is closed on Sundays. Both of my parents work during your after school hours and would not be able to attend my party on any weekday because they work. It would be great to have the party on Saturday, except my family is Jewish so we go to Temple on Saturday and spend the rest of the day together at home being together.

I am very interested in having my party at your gym and hope you will consider making a very special exception to your policy so I can have my party there on a Sunday. I would like to invite 25 friends to my Sunday party. According to the rates on your website, at \$22 a person, plus the extra instructor fee for having more than 20 kids, your business would make \$575 by allowing us to have the party on Sunday. Also, my best friend's Dad takes very nice pictures for the community newspaper and he said he could take pictures and put them in the "Out-and-About" section. This might help very more people find out about City Rocks Gym and bring you more business.

Thank you for your very kind consideration. My birthday is in May, so perhaps you could call me at your earliest convenience to discuss which Sunday could work for you and your staff. My phone number is (555) 555-5555, or please feel free to contact me at my address, or by e-mail at g\_goldman1@suremail.com. I hope I get to have my birthday party at City Rocks Gym because I can't wait to show my friends how cool and awesome it is to rock-climb!

Sincerely,

Gregory Goldman

**5**  
grade

unit  
**SEVEN**

REVISION  
SKILL

Redundancy



Repetition



GENRE

Communicative:  
Formal Letter

## A POSSIBLE REVISION

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

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Sincerely,

Gregory Goldman