

# Grade 5 ▶

## Unit Eight

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> comma use: parenthetical expressions <input type="checkbox"/> verb identification	<input type="checkbox"/> Expository: Persuasive
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

Action gets attention.

### NOTES

The genre and the skill of active/passive voice should be somewhat familiar to students unless this is their first year working in Writer’s Stylus. However, the skill of revising verbs changed to nouns is new.

In Acquaintance and Analysis sessions, point out the various tools persuasive authors use, such as variation (i.e., making the same point in a different way—e.g., metaphorically), examples, and telling details. Discuss what makes these tools effective and how the author’s choice of examples and details can strengthen or weaken the persuasive case attempting to be made.

Sentences featuring nouns ending in *-able*, *-tion*, *-ance*, *-ment*, are often improved by using the verb forms of such words. For example, *The variance in temperatures affected the movement of the sled* is better expressed as, *The sled moved faster and slower as the temperatures varied*. Changing the nouns to their verb forms makes the sentence clearer, more active, and reduces prepositional phrase usage. The Practice Text focuses mostly on this skill.

### ADDITIONAL NOTES

The pattern, *Action gets attention*, can be illustrated by cueing up a video clip or DVD and displaying just the still picture. (NOTE: The more action there is in the clip, the better!) Have the students comment on the still picture. Then play several seconds of the video clip, allowing students to see the action that follows the cued up still picture. Invite the students to comment on the clip (EX-ex). The teacher can then lead the students in sorting and labeling the experience by asking questions, such as:

- Which drew more of your attention, the still picture or the video clip?
- What is the fundamental difference between the still picture and the video clip?
- What can we say about that fundamental difference and our attention?(EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *Action gets attention* (EX-e1). The teacher can then engage students in identifying other contrasts that illustrate the same pattern, such as waiting runners at the start line (little action) and watching them actually race (more action) (EX-ap).

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**REVISION SKILLS**

PASSIVE VOICE			
Objective		Checklist	
<p>With teacher prompting, student identifies and revises a sentence, paragraph, or passage written in passive voice to active voice (unless the sentence, paragraph, or passage is intentionally in passive voice for effect).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence to identify any sentences written in passive voice.</p> <p><input type="checkbox"/> Unless the emphasis is intentionally placed on the receiver of the action, revise the sentence by making the subject perform an action.</p>	
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., Sam was happy and glad.) and/or redundant ideas would significantly improve the text.</li> </ul>

unit  
**EIGHT**REVISION  
SKILLS

Active Voice

Verbs to Nouns

## GENRE

Expository:  
Persuasive

VERBS to NOUNS			
Objective		Checklist	
<p>With teacher prompting and support, student identifies and revises nouns (e.g., <i>-able, -tion, -ance, -ment</i>) that may be better expressed as verbs (e.g., <i>The movement of the snail took it across the driveway</i> revised to <i>The snail moved across the driveway</i>).</p>		<input type="checkbox"/> Read the draft to identify nouns formed with a suffix. <input type="checkbox"/> Identify the verb from which the noun was formed (e.g., action formed from act). <input type="checkbox"/> Revise the sentence by using the verb form. If the meaning stays the same, consider keeping the revision.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no sentences with nouns formed from verbs (e.g., <i>movement</i>) in which using the verb form of the word (e.g., <i>move, moves</i>) would not improve the sentence.</li> <li>▶ All sentences possess clarity. All restructuring has maintained or improved the writer's clarity.</li> <li>▶ Additional revisions may improve the text but all verbs-to-nouns' issues have been effectively addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences with nouns formed from verbs (e.g., <i>movement</i>) in which using the verb form of the word (e.g., <i>move, moves</i>) would not improve the sentence.</li> <li>▶ At least one sentence in which a verb form rather than a noun form appears lacks full clarity. Restructuring such a sentence would clarify the writer's meaning.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features few sentences (two or fewer) with nouns formed from verbs (e.g., <i>movement</i>) in which using the verb form of the word (e.g., <i>move, moves</i>) would not improve the sentence.</li> <li>▶ Revising sentences to use words' verb forms rather than noun forms would improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features multiple examples of nouns formed from verbs (e.g., <i>movement</i>) in which using the verb form of the word (e.g., <i>move, moves</i>) would improve the sentence.</li> <li>▶ Revising sentences to use words' verb forms rather than noun forms would significantly improve the text.</li> </ul>

**GENRE**

<b>EXPOSITORY: Persuasive</b>			
Definition		Objective	
<p>Presents an argument for the reader to accept the writer's premise or to take specific action. Examines an issue for the purpose of convincing the reader. While objective, persuasive writing is overtly biased; however, factual accuracy is still an important element.</p>		<p>With teacher prompting, student writes a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements.</li> <li>▶ Writing features effective use of well-chosen persuasive tools, such as repetition, variation, examples, and telling details.</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements.</li> <li>▶ Writing makes use of persuasive tools, such as repetition, variation, examples, and telling details, but some seem to lack connection to the author's case or offer weak justification for the author's case.</li> <li>▶ Additional revisions could improve the text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements.</li> <li>▶ Writing makes limited, if any, use of effective persuasive tools, such as repetition, variation, examples, and telling details.</li> <li>▶ Additional revisions could strengthen the text's point and justification.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements</li> <li>▶ Additional revisions could significantly improve the text or its structure.</li> </ul>

## PRACTICE TEXT

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**EIGHT**REVISION  
SKILLS

Active Voice



Verbs to Nouns



GENRE

Expository:  
Persuasive

## THE END OF RECESS

Recess is usually a favorite part of students' school day. Socialization, movement, and energy-release are vital activities toward the maintenance of kids' good health and most kids enjoy some time to play during the day. However, there are three good reasons why administrators should consider the elimination of recess from the school day. First, if the goal of recess is to give students a time to play and exercise, these goals are already achieved in P.E. class. Second, many students have physical activities planned for after school such as ballet, soccer, and karate. If the exclusion of recess were agreed to by school officials, students could get out of school and go to their after-school activities earlier in the day. Students could then get home earlier in the evening to the engagement of homework assignments and the enjoyment of family before going to bed. Third, if removal of recess was done by school officials, students would have more energy for the commencement of their after-school activities and tasks and would not be as tired at the end of the day. This would be good because students' exhaustion often causes them to fall asleep in class and lag in their schoolwork. The exclusion of recess from the school day is hard to imagine; however, the benefits may outweigh the costs.

## A POSSIBLE REVISION

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

## THE END OF RECESS

Recess is usually a favorite part of students' school day. Students' health is invigorated by socializing, moving, and releasing energy; activities that most kids enjoy. However, there are three good reasons why administrators should consider eliminating recess from the school day. First, if the goal of recess is to give students a time to play and exercise, these goals are already achieved in P.E. class. Second, many students have physical activities planned for after school such as ballet, soccer, and karate. If school officials excluded recess, students could get out of school and go to their after-school activities earlier in the day. Students could then get home earlier in the evening and have more time for homework and family before going to bed. Third, if school officials removed recess, students would have more energy for their after-school activities and tasks and would not be as tired at the end of the day. This would be good because students often fall asleep in class and lag in their schoolwork because they are so exhausted. It is hard to imagine excluding recess from the school day; however, the benefits may outweigh the costs.

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