

Grade 7 ▶

Unit One

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

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Historical Retelling
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Adverbs
Prepositional Phrases
Redundancy
Verbs to Nouns

GENRE FOCUS

Expository: Historical Retelling

NOTES

Unless this is the students' first year working in the *Writer's Stylus* program, this unit should be a review of revision skills addressed in previous years. Review any elements of grammar that will aid use of the revision skills.

The genre is the new element here. Historical retelling combines the factual emphasis of nonfiction writing with storytelling aspects of fiction. It takes an historical event, and while remaining true to history, emphasizes conflict, rising conflict, and resolution. While using storytelling elements, the author does not add any imaginary details. Exposing students to examples of historical retelling and modeling how to write in the genre will be essential to building the necessary understanding of the genre.

PATTERN STATEMENT

Structure can add interest

ADDITIONAL NOTES

The pattern, *Structure can add interest*, fits the genre emphasis of this unit. By structuring historically factual content as a story, the writer can make an otherwise uninteresting list of facts into engaging text.

The pattern can be illustrated by giving the students seemingly random items. They may be all from the same group (e.g., random plastic, interlocking blocks) or truly diverse (e.g., a pipe cleaner, a string, a paper clip, and a sheet of construction paper). Explain to the students that their task is to arrange the materials in an interesting way, a way that would make others want to see what they develop. Give the students time to work and then share the results (EX-ex). Ask the students to describe what they were given and what they had to do to create something interesting (EX-co). Emphasize the ideas of arranging or structuring the materials to guide students to the pattern: *Structure can add interest* (EX-el). Ask the students to identify other things in life that gain interest as they are structured or restructured (EX-ap).

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REVISION
SKILLS

Adverbs



Prepositional
Phrases



Redundancy



Verbs to Nouns



GENRE

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REVISION SKILLS

ADVERBS			
Objective		Checklist	
<p>Student independently revises sentences containing adverbs by adding stronger verbs and eliminating unnecessary adverbs (e.g., <i>The dog ran quickly...</i> revised to <i>The dog dashed...</i>).</p>		<p><input type="checkbox"/> Identify every adverb in the draft, including prepositional phrases acting as adverbs.</p> <p><input type="checkbox"/> Question the necessity of each one. Could a stronger verb eliminate the need for an adverb?</p> <p><input type="checkbox"/> Look for redundancy created by modifiers (e.g., <i>She smiled happily</i>.) Eliminate redundancy.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features excellent verb choices and no unnecessary adverbs or adverbial phrases. ▶ Additional revision may strengthen some aspects of the writing, but adverb use has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no unnecessary adverbs and all necessary adverbs have been included. ▶ Writing includes some prepositional phrases (adverbial phrases) that could be eliminated, either because they are unnecessary or by using a stronger verb. ▶ Additional revision may strengthen the writing by eliminating adverbial phrases. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) unnecessary adverbs. ▶ Some weak verb-adverb combinations remain, AND/OR ▶ Necessary adverbs have not been included. ▶ Additional revision may improve writing by reducing adverb usage or adding adverbs needed for clarity. 	<ul style="list-style-type: none"> ▶ Writing features several (three or more) examples of weak verb-adverb combinations. ▶ Additional revision could significantly improve verb choice and reduce adverb usage.

PREPOSITIONAL PHRASES			
Objective		Checklist	
<p>Student independently identifies and revises sentences comprising more than three prepositional phrases by eliminating nonessential phrases and rewording the sentence to eliminate other phrases (e.g., <i>Steve's visit to the farm on the prairie across the state line was filled with excitement and was too short</i> revised to <i>Steve's exciting visit to the Ohio farm was too short</i>).</p>		<input type="checkbox"/> Read the draft to identify prepositional phrases. <input type="checkbox"/> Examine each prepositional phrase, especially those in sentences that contain two or more. <input type="checkbox"/> If possible, revise the sentence to eliminate as many prepositional phrases as possible without changing your intended meaning.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no sentences with three or more prepositional phrases and no sentences with awkward construction. ▶ The sentences feature effective flow. ▶ Additional revision may strengthen some elements, but prepositional phrase use has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no sentences with three or more prepositional phrases, BUT ▶ Some sentences feature awkward construction—as if the writer eliminated prepositional phrases without restructuring the sentence for flow and clarity. ▶ Additional revision may strengthen the writing by eliminating a few awkwardly structured sentences. 	<ul style="list-style-type: none"> ▶ Writing features few (two or fewer) sentences with more than three prepositional phrases. ▶ Additional revision may strengthen the writing by reducing prepositional phrase use in sentences. 	<ul style="list-style-type: none"> ▶ Writing features several (three or more) sentences with three or more prepositional phrases. ▶ Additional revision could significantly strengthen the text by restructuring sentences to eliminate multiple prepositional phrases.



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Redundancy



Verbs to Nouns



GENRE

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REDUNDANCY			
Objective		Checklist	
Student independently 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>).		<input type="checkbox"/> Read each paragraph and section to identify ideas communicated more than once. <input type="checkbox"/> Revise to eliminate the redundancy.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no examples of redundant ideas within sentences, paragraphs, or throughout multiple sections of the text. ▶ Additional revision may strengthen some aspects of the writing, but redundancy has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no examples of redundant ideas within sentences and paragraphs, BUT ▶ Some examples of redundancy remain in the text—ideas expressed in one section are repeated in another. ▶ Additional revision may strengthen the writing by eliminating the redundancy found in sections of the text. 	<ul style="list-style-type: none"> ▶ Writing features few examples (two or fewer) of redundant ideas within sentences and paragraphs (e.g., <i>The party made him <u>happy</u> and <u>joyful</u></i>). ▶ Additional revision may improve the writing by further reducing redundancy in sentences and/or paragraphs. 	<ul style="list-style-type: none"> ▶ Writing features several (three or more) examples of redundant ideas within sentences or paragraphs. ▶ Additional revision could significantly reduce redundancy.

VERBS TO NOUNS			
Objective		Checklist	
<p>Student independently 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"> ▶ Writing features no examples of nouns formed with a suffix that would be better expressed in their verb forms (e.g., <i>inform</i> rather than <i>information</i>), <p>AND</p> <ul style="list-style-type: none"> ▶ All sentences where verbs rather than nouns formed with a suffix have been used read smoothly; they do not have an awkward structure. ▶ Additional revision may improve some aspects of the text, but the nouns better expressed as verbs have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no examples of nouns formed with a suffix that would be better expressed in their verb forms (e.g., <i>inform</i> rather than <i>information</i>), <p>BUT</p> <ul style="list-style-type: none"> ▶ In some sentences where verbs rather than nouns formed with a suffix have been used, the writing seems awkward. ▶ Additional revision may restructure awkward sentences to give the text better flow. 	<ul style="list-style-type: none"> ▶ Writing includes few (two or fewer) examples of nouns formed with a suffix that would be better expressed in their verb forms (e.g., <i>inform</i> rather than <i>information</i>), <ul style="list-style-type: none"> ▶ Additional revision may strengthen writing by changing the remaining nouns formed from verbs into their verb forms. 	<ul style="list-style-type: none"> ▶ Writing includes several (three or more) examples of nouns formed with a suffix that would be better expressed in their verb forms (e.g., <i>inform</i> rather than <i>information</i>), <ul style="list-style-type: none"> ▶ Additional revision could significantly improve the text.

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Verbs to Nouns



GENRE

Expository:
Historical
Retelling

GENRE

EXPOSITORY: Historic Retelling			
Definition		Objective	
<p>Recounts an historical event or era while reading like a story. Similar to an autobiographical or biographical article, but the focus is on an event or era rather than a person</p>		<p>With teacher prompting and support, student writes a cohesive and coherent narrative retelling of an historical event, era, or series of related events.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features a cohesive and coherent retelling of an historical event, era, or series of related events. ▶ Writing presents its factual content within a storytelling structure, including elements of character, conflict, rising action, and resolution. ▶ Writing reads like a great story even though the content is entirely factual. ▶ Additional revision may strengthen some aspects of the writing, but it exemplifies a good historical narrative. 	<ul style="list-style-type: none"> ▶ Writing features a cohesive and coherent retelling of an historical event, era, or series of related events. ▶ Writing presents its factual content within a storytelling structure, but the narrative seems forced or includes made-up elements. ▶ Additional revision may strengthen the writing by editing made-up elements or combining the factual content and narrative structure more naturally. 	<ul style="list-style-type: none"> ▶ Writing features a cohesive and coherent retelling of an historical event, era, or series of related events. ▶ Writing, while presenting factual content, lacks elements of storytelling (e.g., character(s), conflict, rising action) that would make the text more interesting. ▶ Additional revision could strengthen the writing by adding storytelling elements. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive and coherent retelling of an historical event, era, or series of related events. ▶ Additional revision could significantly strengthen the writing.

PRACTICE TEXT

Sunday morning, December 7, 1941, slowly began unremarkably for the sailors and pilots stationed in Pearl Harbor, Hawaii. The U.S. servicemen were involved in the completion of breakfast about 7:55 a.m. and the establishment of plans for their day. Suddenly, without warning, Japanese planes quickly flew down, bombing the airfields, and the radio message went out: “Air raid, Pearl Harbor—this is no drill.” The world knew then that the introduction of the war in the Pacific had begun.

Seven U. S. battleships were securely tied in Battleship Row on the eastern side of Ford Island, forming an easy target for the Japanese bombs. One battleship was in dry dock in the nearby Navy Yard. The implementation of the surprise air attack came in two waves. Within a few minutes Battleship Row received devastating, destructive damage by torpedo planes. As the torpedo planes brought their runs to completion, horizontal bombers dropped armor-piercing, destructive bombs, one of which explosively blew up the *Arizona* in a huge, tremendous explosion. The *Pennsylvania* was another target of destruction in the Navy Yard, and the *Nevada*, making an attempt to escape out to sea, was dive bombed again.

In about two hours, the Japanese raid had left behind 2,403 dead, nearly crippled the United States fleet, and severely damaged or completely destroyed eight battleships and 188 planes. However, all American aircraft carriers were safe at sea, and the attack did not target most of the destroyers, cruisers, and submarines.

The crucial effect the Japanese failed to predict was the profound impact of their sudden, sneak attack on the minds and hearts of Americans. On December 8, 1941, President Franklin Roosevelt spoke to the American people, “Yesterday, December 7, 1941, is a date that will live in infamy. The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.” Because of the “unprovoked and dastardly attack,” he challenged Congress to declare War on the Empire of Japan...

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A POSSIBLE REVISION

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

Sunday morning, December 7, 1941, dawned unremarkably for the sailors and pilots stationed in Pearl Harbor, Hawaii. The U.S. servicemen were finishing breakfast about 7:55 a.m. and making plans for their day. Suddenly, Japanese planes dive-bombed the airfields, and the radio message went out: “Air raid, Pearl Harbor—this is no drill.” The world knew then that the war in the Pacific had begun.

Seven U. S. battleships were docked in Battleship Row on the eastern side of Ford Island, forming an easy target for the Japanese bombs. One battleship was in dry dock in the nearby Navy Yard. The surprise air attack came in two waves. Within a few minutes battleships Battleship Row received devastating damage by torpedo planes. As the torpedo planes finished their runs, horizontal bombers dropped armor-piercing bombs, one of which blew up the *Arizona* in a tremendous explosion. The *Pennsylvania* was destroyed in the Navy Yard, and the *Nevada*, trying to escape out to sea, was dive-bombed again.

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