

Grade 7 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

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

PATTERN STATEMENT

Choices become causes.

NOTES

Students have explored the relationship of cause and effect since birth. As infants, they cried (cause) which brought a parent running (effect). As preschoolers, some created Jackson Pollock-type artwork on their bedroom walls (cause) and then had the difficult task of washing their waxy masterpieces away (effect). As preteens, they may have opted to watch T.V. (cause) rather than study for the next day's exam and consequently earned a failing grade (effect).

The pattern statement combined with the cause and effect genre directs attention to the choices students make and their implications.

ADDITIONAL NOTES

The pattern statement, *Choices become causes* primarily addresses the unit's editing skills. A choice to use a technical term requires development of a clear and thorough definition. Change a great verb into a lame noun and the sentence suffers. (In contrast, replace the lame noun with the dynamic verb and the sentence is strengthened.) The choices a writer makes can become causes. The effects will either clarify and fortify the writing or diminish its effectiveness.

The pattern statement may also connect to the genre. As students write explanations of natural phenomenon or of problems and solutions, they may find choices playing the role of causes.

Just about any scenario that engages the students in making choices that have obvious consequences can work for the EXperience Strand. Ideally, the scenario should allow students to explore how different choices produce different outcomes. For example, Share the following passage with the students:

Janine dropped into the cushions of the couch and sighed. She was bored beyond words and saw no excitement in sight. Just then, her older brother came around the corner and said, "Hey. Why don't you go to the car parts store with me. It'll give you something to do and I could use the company."

Janine considered her options:

- A. Stay where she was and hope that something exciting happened.
- B. Stay home and find something else to do.
- C. Go with her brother to the car parts store, not exactly her favorite place to shop.

Have the students vote on the option they would recommend Janine choose. Then read the corresponding results:

- B. Janine stayed home, hoping for something exciting to occur. In a few minutes, an unexpected parade marched up Janine's street. Huge bands performed right in front of her house, and one float featured a clown that threw chocolate bars to the parade watchers. Janine even found a few friends from her neighborhood out watching the parade. They raced for the chocolate bars and had about an hour of fun and laughter.

- C. Janine decided to listen to music on her mp3 player. She inserted the ear buds and turned the music up loud. She closed her eyes and listened. At least the music helped to distract her from the fact that she was bored.
- D. Janine dragged herself off the couch and went with her brother to the car parts store. Her brother knew the store's clerks and soon the guys were goofing around with various pieces of the store's inventory. They faked a sword fight with tailpipes and tried tossing steering wheels into a shopping cart across the store. When they challenged each other to build the tallest contraption out of car parts, Janine jumped into the action. Her careful balancing of hubcaps and windshield wipers soared almost seven feet high! The guys proclaimed her "Queen of Car Parts" and made her a crown out of bungee cords and spark plugs. Janine laughed as she posed for a picture in front of her winning structure.

After sharing the results of the most popular choice, have the students vote for a change, choosing one of the two remaining options. Again, share the results. Repeat with the last option so students see/hear how each choice becomes a cause of differing effects (EX-ex). Have the students sequence what happened and identify the differences between the results. Guide the discussions as needed to help students recognize how the choices became causes that had different results or effects (EX-co). Continue using questioning students to guide them to recognize the pattern: Choices become causes (EX-el). Ask the students to think about choices they have made and identify examples of choices that clearly became causes. Have a few students share their examples and write the best illustrations on a posted list (EX-ap).

As you move toward the COmprehension Strand, emphasize the pattern and explain that it relates to writers. Use the editing skills to show how a writer's choices become causes with important effects.

REVISION SKILLS

DEFINITIONS			
Objective		Checklist	
<p>With teacher prompting and support, student identifies terms that may not be familiar to the intended audience and adds clarifying definitional components:</p> <p>"1. A reference to the larger class of things to which the defined object belongs</p> <p>2. An explanation of how the thing defined differs from other members of the larger class</p> <p>3. An illustration" (Hart, 2006, p. 120).</p> <p>(e.g., A wallaby "is 1) a kangaroo that's 2) generally smaller than the large gray and red kangaroos most Americans think of when they imagine kangaroos, and that 3) most wallabies stand about as tall as a fire hydrant" (Hart, p. 120-121).</p>		<p><input type="checkbox"/> Read the draft to identify any terms that may not be familiar to your intended audience.</p> <p><input type="checkbox"/> Develop definitions for each term.</p> <p><input type="checkbox"/> Try including the definitions in the manuscript. If they clarify your meaning without distraction, keep them.</p> <p><input type="checkbox"/> If the definitions cause a distraction, consider revising the draft by using more familiar terms that do not need to be defined for the reader.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing offers explanations of terms unfamiliar to the intended audience. Term explanations fit naturally into the text. ▶ Additional revision may improve some aspects of the text, but the unfamiliar terms have been defined clearly and comfortably. 	<ul style="list-style-type: none"> ▶ Writing provides definitions for all unfamiliar terms <p style="text-align: center;">BUT</p> <ul style="list-style-type: none"> ▶ The unfamiliar terms are explained awkwardly, breaking the flow of the text. ▶ Additional revision may strengthen the writing by rewording or restructuring sentences to provide definitions that do not disrupt the writing's general flow. 	<ul style="list-style-type: none"> ▶ Writing features two or fewer terms that are unfamiliar to the intended audience. Definitions are not offered for the unfamiliar terms or definitions fail to clarify the meaning of the unfamiliar terms. ▶ Additional revision would improve the text by providing an explanation for the unfamiliar terms or increasing the clarity of the included definitions. 	<ul style="list-style-type: none"> ▶ Writing features several (three or more) terms that are unfamiliar to the intended audience. The terms are not explained or clarified. ▶ Additional revisions could significantly improve the clarity of the text.

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THREEREVISION
SKILLS

Verbs to Nouns



Definitions



GENRE

Expository:
Cause & Effect/
Problem &
Solution

VERBS TO NOUNS			
Objective		Checklist	
<p>With teacher prompting and support, student identifies sentences with words normally used as verbs changed into nouns that require additional, weakening words, such as: <i>do a study of...</i>, <i>make progress toward...</i>, and <i>the making of...</i> The student revises the sentences by converting the nouns into verbs: <i>study, progress, make</i>. e.g., (<i>The team conducted a study of...</i> revised to <i>The team studied...</i>).</p>		<ul style="list-style-type: none"> <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>), ▶ 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>), ▶ Additional revision could significantly improve the text.

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.		Within a larger piece of writing, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s) (i.e., solution may feature multiple approaches or comprise multiple steps) AND/OR writes a cohesive and coherent paragraph explaining a complex cause and effect (i.e., one cause with at least two effects or at least two causes with one effect) relationship.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing explains how something happens or a problem and its solution by detailing the sequence of cause-effect relationships. ▶ Writing includes relationships between the cause/problem and all the effects/solutions. The reader feels like a complete explanation has been presented. ▶ Writing is interesting. It features details, explanations, or literary tools that make it enjoyable to read. It does more than merely inform the reader. ▶ Additional revision may improve some aspects of the text, but the relationship between causes/problems and their effects/solutions has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing explains how something happens or a problem and its solution by detailing the sequence of cause-effect relationships. ▶ Writing includes relationships between the cause/problem and all the effects/solutions. The reader feels like a complete explanation has been presented. ▶ Additional revision may improve the text by providing greater details of the stated effects/solutions. 	<ul style="list-style-type: none"> ▶ Writing explains how something happens or a problem and its solution by detailing the sequence of cause-effect relationships. ▶ Writing shows a weak relationship between a cause/problem and a main effect/solution. The reader is left to fill in many gaps in the explanation or guessing about effects not detailed. ▶ Additional revision would significantly improve the text by detailing the cause/problem in greater depth. 	<ul style="list-style-type: none"> ▶ Writing fails to explain how something happens or a problem and its solution by detailing the sequence of cause-effect relationships. ▶ Writing is confusing. It lacks clarity. ▶ Additional revision could significantly improve the text.

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PRACTICE TEXT

Running is an easy sport. It has little necessary equipment, and you can do it almost anywhere. However, beginning runners often find it challenging to develop a habit of running. After that first run, discouragement over speed, distance, or endurance can overtake a new runner. An underestimation of the effort that running requires causes this.

Did you ever play with building blocks when you were younger? What happened if the base of what you were building was shaky? Most likely, gravity took over at some point and your tower collapsed into a pile. Running is like building with blocks. The base needs to be secure before you can build upward. In running, endurance is the base. It's what allows a runner to run faster and farther.

To increase endurance, beginning runners can use a combination of walking and running. At first, the running should be a few short bursts interspersed in a longer walk. For example, a new runner may exercise for twenty minutes, walking for four minutes and then running for one minute. Completion of the cycle four times gives the new runner the accomplishment of a twenty-minute workout. As this becomes easier, the new runner can increase the time spent running and decrease the time spent walking, or add time wogging. Wogging is a good in-between choice to add to this sequence. For example, in the twenty-minute workout, the new runner might walk for three minutes, run for ninety seconds, and then wog for thirty seconds. This cycle would be repeated three more times to fill the twenty-minute workout. The running periods keep getting longer, and the new runner is soon walking less and less. Once the runner can run for the entire twenty minutes, the focus can shift to distance and speed, running further (e.g., twenty-five minutes) and faster.

Just like building blocks, a solid base allows the runner to build upward, increasing power and stamina. Soon, distances and races that seemed impossible may seem like challenges to be conquered. After all, what's one more building block when you've got a solid base?

A POSSIBLE REVISION

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

Running is an easy sport. It has little necessary equipment, and you can do it almost anywhere. However, beginning runners often find it challenging to develop a habit of running. After that first run, a new runner can get discouraged by speed, distance, or endurance. This results from underestimating the effort that running requires.

Did you ever play with building blocks when you were younger? What happened if the base of what you were building was shaky? Most likely, gravity took over at some point and your tower collapsed into a pile. Running is like building with blocks. The base needs to be secure before you can build upward. In running, endurance is the base. It's what allows a runner to run faster and farther.

To increase endurance, beginning runners can combine walking and running. At first, the running should be a few short bursts interspersed in a longer walk. For example, a new runner may exercise for twenty minutes, walking for four minutes and then running for one minute. When this cycle is completed four times, the new runner has accomplished the twenty-minute workout. As this becomes easier, the new runner can increase the time spent running and decrease the time spent walking, or add time wogging. Wogging is a movement that is faster than walking but slower than jogging, and it's a good in-between choice to add to this sequence. For example, in the twenty-minute workout, the new runner might walk for three minutes, run for ninety seconds, and then wog for thirty seconds. This cycle would be repeated three more times to fill the twenty-minute workout. The running periods keep getting longer, and the new runner is soon walking less and less. Once the runner can run for the entire twenty minutes, the focus can shift to distance and speed, running further (e.g., twenty-five minutes) and faster.

Just like building blocks, a solid base allows the runner to build upward, increasing power and stamina. Soon, distances and races that seemed impossible may seem like challenges to be conquered. After all, what's one more building block when you've got a solid base?

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