

Grade 7 ▶

Unit Four

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: dangling phrase identification <input type="checkbox"/> grammar: modifying phrase identification	<input type="checkbox"/> Story: Short Story
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Missing or misplaced information creates confusion.

NOTES

Students should be familiar with the short story genre. They may not, however, be familiar with what makes one short story superior to another. A short story's character(s), setting(s), and event(s) are just as important as its problem(s) and resolution(s). A message for the reader to mull over is also imperative. Finally, text filled with details that "show" rather than "tell" encourages readers to digest what they have read and draw their own conclusions.

ADDITIONAL NOTES

Find several images that show humorous misplaced or missing signs. For example, one photo may show a sign that says "No pets allowed" right above a sign that says "All pets must be on a leash." Another may tell drivers to "Turn left" with an arrow that points right. (An image search on an internet search engine for "funny street signs" will likely provide some possibilities.) Be sure to select images that are funny or confusing because of the placement of the signs, not those that just show a funny sign. Display and discuss the images one at a time (EX-ex).

Engage the students in analyzing the images to determine what makes the signs funny or confusing (EX-co). Using the photos as a reference, guide students to recognize the pattern, *Missing or misplaced information creates confusion* (EX-el). Encourage the students to identify anecdotes from their own experiences when misplaced or missing items led to humorous or even dangerous situations (e.g., lipstick left within a toddler's reach). List and display the more memorable illustrations of the pattern (EX-ap). Explain that words and phrases can have similar results when they are misplaced. Continue into the COmprehension strand.

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REVISION SKILLS

DANGLERS			
Objective		Checklist	
<p>With teacher prompting, student identifies dangling phrases and revises the sentence to eliminate all dangles (e.g., <i>Walking to the bus stop, a squirrel stole my lunch</i> revised to <i>While I was walking to the bus stop a squirrel stole my lunch</i>; <i>While outside for recess, it is a good idea to practice good sportsmanship</i> revised to <i>While outside for recess, you should practice good sportsmanship</i>).</p>		<p><input type="checkbox"/> Read the draft to identify phrases.</p> <p><input type="checkbox"/> Examine each phrase. If a phrase lacks connection to another sentence component, revise the sentence to make the connection obvious by adding the connection to the phrase, placing the connection in a position where the relationship is obvious, or by moving the phrase to follow the sentence's main clause.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>▶ Writing features no examples of dangling bits; all phrases connect to other sentence components.</p> <p>Additional revision may improve some aspects of the text, but connection of all sentences parts has been effectively addressed.</p>	<p>▶ Writing features no examples of dangling bits; all phrases connect to other sentence components.</p> <p>A few sentences, while properly connected, feature awkward construction. The poor flow of these sentences influences the writer's clarity. The reader has to re-read the sentences or portions of them to understand the writer's meaning.</p> <p>Additional revision may strengthen sentence structure and clarity.</p>	<p>▶ Writing features few (two or fewer) examples of dangling bits. Few phrases lack connection to another sentence component.</p> <p>Additional revision could strengthen the text by restructuring sentences to eliminate all dangling bits and connect phrases to other sentence components.</p>	<p>▶ Writing features several (three or more) examples of dangling bits. Several phrases lack connection to another sentence component.</p> <p>Additional revision could significantly strengthen the text by restructuring sentences to eliminate the dangling bits and connect phrases to other sentence components.</p>

unit
FOURREVISION
SKILLS

Danglers

Misplaced
ModifiersQuotes and
Attribution

GENRE

Story:
Short Story

MISPLACED MODIFIERS			
Objective		Checklist	
<p>With teacher prompting, student identifies and revises sentences containing misplaced modifiers (e.g., <i>The team executed successful plays Friday while wearing new uniforms that surprised their opponents</i> revised to <i>While wearing new uniforms, the team executed successful plays that surprised their opponents</i>).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify modifying phrases. <input type="checkbox"/> Check the location of each modifying phrase and its intended "target." <input type="checkbox"/> If the "target" is missing, rewrite the sentence to include it. <input type="checkbox"/> If the modifying phrase and target are separated by other possible "targets," restructure the sentence to keep modifying phrases and targets together. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>▶ Writing features no examples of misplaced modifiers.</p> <p>Additional revision may strengthen some aspects of the writing, but misplaced and unnecessary modifiers have been effectively addressed.</p>	<p>▶ Writing features no examples of misplaced modifiers.</p> <p>Some modifiers/modifying phrases, though placed correctly, weaken their sentences. Clarity and/or strength would be improved by eliminating the modifiers.</p> <p>Additional revision may improve sentence clarity and/or strength.</p>	<p>▶ Writing features few (two or fewer) misplaced modifiers. Most modifiers are clearly connected to their intended targets.</p> <p>Additional revision could improve the text by restructuring sentences to eliminate or correctly place all misplaced modifiers.</p>	<p>▶ Writing features several (three or more) misplaced modifiers, such as adjective or adverb phrases too separated from their "targets" [the word(s) they are intended to modify].</p> <p>Additional revision could significantly improve the text by reducing the number of misplaced modifiers.</p>

QUOTES and ATTRIBUTION			
Definition		Objective	
<p>With teacher prompting, student identifies quotes that can be effectively divided with the attribution placed between phrases and makes desirable revisions (e.g., <i>Jane scolded, "You should think twice, Jeffrey, before putting that pepper in your mouth."</i> revised to "You should think twice, Jeffrey" Jane scolded, "before putting that pepper in your mouth.").</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify quotes or dialogue. <input type="checkbox"/> If the attribution appears at the beginning or end of the sentence/section, try moving it to the first logical break in the quote. <input type="checkbox"/> Use enough variety in placing attributions that your text reads smoothly. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing includes an effective variety of attribution placement, helping the text achieve a smooth flow. ▶ Writing features excellent verb choices within attributions, making the text more descriptive and interesting. ▶ Additional revision may improve some aspects of the text, but the use of quotes and attributions has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing includes an effective variety of attribution placement, helping the text achieve a smooth flow. ▶ Some attributions could be improved with better verb choices, such as exclaimed, shouted, or mumbled instead of overusing the verb said. ▶ Additional revision may improve some aspects of the text, including more descriptive verb choices in attributions. 	<ul style="list-style-type: none"> ▶ Text features limited variety in attribution placement, including at least one example of placement at the first logical break in a quote. ▶ Though some variety in attribution exists, the text still does not read smoothly in places. ▶ Additional revision could improve the placement of the attribution within the quotes and improve the text's flow. 	<ul style="list-style-type: none"> ▶ Text has all attributions placed either at the beginning or end of quotes. As a result, the text does not read smoothly. ▶ Additional revision would significantly improve the placement of the attribution within the quotes and improve the flow of the text.

GENRE

STORY: Short Story			
Definition		Objective	
Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel.		With teacher prompting, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, appropriate description (e.g., of settings, character, events), appropriate evidence of "showing not telling," and an emerging theme.	
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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FOURREVISION
SKILLS

Danglers

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Story:
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PRACTICE TEXT

Wearing pink, the empty bike rack provided a poor hiding place for Kelly. “Why in the world did I wear my Percyville Peptides sweatshirt?” Being on the school’s science team, Kelly was proud but now the choice of bright pink as a sweatshirt color seemed foolish. While looking like medicine for upset stomachs, how could you blend in with an empty bike rack?

“Do you think we can find it?” The voice of Bradley, a member of the basketball team, brought Kelly back to her mission.

“I’m not even sure we can get in the building,” the team’s captain Wesley replied.

For weeks Kelly had suspected the basketball team was up to something. Talking between classes, she’d overheard bits of their conversations. Whatever the plot was involved tongue depressors from the nurse’s office and ketchup packets from the cafeteria. Now they were after something else, something big. Something they were going to try to sneak out of the school on a Saturday.

Kelly reached for her pocket and was glad to feel the outline of her crime scene investigator kit. It was the only thing she wanted last year for her birthday, and her grandmother did not disappoint her.

Kelly watched as the boys entered the school, but she didn’t dare follow them. How could she track them in the pepto-pink sweatshirt and stay out of sight, which she threw on without thinking? She’d have to wait and see if they came out of the building with anything in their hands. She’d have her cell phone’s camera ready. Then she’d dust the door handle for prints to get the evidence she needed to... She wasn’t sure, exactly, what she was collecting evidence for, but she was certain it would all become clear shortly.

She waited, cell phone ready.

A POSSIBLE REVISION

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

“Why in the world did I wear my Percyville Peptides sweatshirt?” wondered Kelly, making herself as small as possible behind the school’s empty bike rack. She was a proud member of the school’s science team, but now the choice of bright pink as a sweatshirt color seemed foolish. How could you blend in with an empty bike rack while looking like medicine for upset stomachs?

“Do you think we can find it?” The voice of Bradley, a member of the basketball team, brought Kelly back to her mission.

“I’m not even sure we can get in the building,” the team’s captain Wesley replied.

For weeks Kelly had suspected the basketball team was up to something. She’d overheard bits of their between-class conversations. Whatever the plot was involved tongue depressors from the nurse’s office and ketchup packets from the cafeteria. Now they were after something else, something big. Something they were going to try to sneak out of the school on a Saturday.

Kelly reached for her pocket and was glad to feel the outline of her crime scene investigator kit. It was the only thing she wanted last year for her birthday, and her grandmother did not disappoint her.

Kelly watched as the boys entered the school, but she didn’t dare follow them. How could she track them and stay out of sight, especially in the pepto-pink sweatshirt she threw on without thinking? She’d have to wait and see if they came out of the building with anything in their hands. She’d have her cell phone’s camera ready. Then she’d dust the door handle for prints to get the evidence she needed to... She wasn’t sure, exactly, what she was collecting evidence for, but she was certain it would all become clear shortly.

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