

## Developmental Series Sample

**Objective 3:** The student will recognize appropriate organization of ideas in written text.

### Knowledge and Skills Statement

**(4.19) Writing/writing processes:** The student selects and uses writing processes for self-initiated and assigned writing.

### Student Expectation

**(C,D)** The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. The student is expected to revise drafts for coherence, progression, and logical support of ideas.

### ACTIVITY Get out of Here!



### Materials

*Get out of Here!* sentence cards—8 sets per pair

### Procedure

Divide students into pairs, and distribute the sets of *Get out of Here!* sentence cards.

For each set of cards, students assemble the sentences into a complete paragraph. Each set of cards will contain one sentence that does not belong in the paragraph. The sentence may relate in some way to the subject of the paragraph, but it will not directly support the paragraph's main idea. Students must correctly identify which sentence does not belong. The first pair to correctly identify the sentence that does not belong for each paragraph wins the game.

**Note:** Pairs may arrange certain sentences within some of the paragraphs in slightly different ways.

At the end of the activity, discuss as a class why the selected sentences did not belong in their paragraphs.

### Enrichment

Each student in a pair composes a paragraph that contains a sentence that does not belong. The other student in the pair chooses which sentence does not go with the others in the paragraph.

### Answer Key

The final card in each set contains the sentence that does not belong.



**Get out of Here!**

Every person involved in the making of a movie plays a special part.

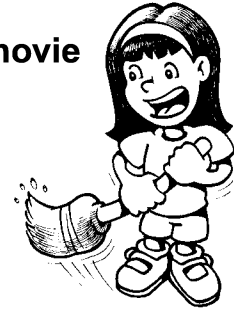


SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.

**Get out of Here!**

The actors in a movie act out the film's story.



SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.

**Get out of Here!**

The director of a movie tells the actors how to perform their scenes.



SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.

**Get out of Here!**

A movie's editors put its scenes together in a way that will make sense to the audience.

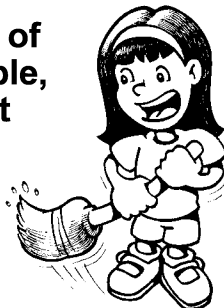


SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.

**Get out of Here!**

Without the work of any of these people, a movie could not be made.



SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.

**Get out of Here!**

A famous movie star may earn millions of dollars in just one year.



SET 1

© KAMICO® Instructional Media, Inc. All Rights Reserved.



## Developmental Series Sample

**Objective 3:** The student will recognize appropriate organization of ideas in written text.

### Knowledge and Skills Statement

**(4.19) Writing/writing processes:** The student selects and uses writing processes for self-initiated and assigned writing.

### Student Expectation

**(C,D)** The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. The student is expected to revise drafts for coherence, progression, and logical support of ideas.

*Juanita is in the fourth grade. She has written about an important discovery that was made in the past. Juanita has asked you to read this draft of her paper. She would like you to help her revise and edit it. After you have read the paper, answer the questions that follow it.*

### The Rosetta Stone

(1) In ancient Egypt, people wrote in pictures rather than letters. (2) This writing is called hieroglyphics. (3) It covers the walls inside some of Egypt's pyramids. (4) For thousands of years, no one knew how to read hieroglyphics. (5) In 1799, though, a stone was found that showed people how to read them, it is called the Rosetta Stone.

(6) The stone was found in Egypt by some French soldiers. (7) It was discovered near a city called Rosetta. (8) Long ago, someone had carved three kinds of writing onto the stone. (9) The first two kinds were hieroglyphics and another type of Egyptian writing called demotic. (10) The third kind of writing on the stone was Greek, a language many people knew. (11) The country of Greece is in Europe.

(12) People were excited about the stone. (13) They were sure all three kinds of writing said the same thing. (14) That meant the Greek writing could be used to



figure out what the hieroglyphics meant. (15) Many people studied the stone.

(16) At last, in 1822, a Frenchman figured out how to read the hieroglyphics.

(17) Knowing what the stone's hieroglyphics meant allowed people to read other pieces of Egyptian writing. (18) These pieces of writing told about Egypt's past. (19) People were able to learn what life was like in ancient Egypt.

(20) The Rosetta Stone opened up a whole new world.

(21) The Rosetta Stone answered many questions about the written language of the ancient Egyptians. (22) It also helped people learn about the history of Egypt. (23) It was a very important discovery.

1 Which sentence does **NOT** belong in this paper?

- A sentence 4
- B sentence 11
- C sentence 16
- D sentence 22

2 What is the **BEST** way to rewrite sentence 5?

- A In 1799, though, when a stone was found that showed people how to read them. It is called the Rosetta Stone.
- B In 1799, though, a stone having been found that showed people how to read them, called the Rosetta Stone.
- C In 1799, though, a stone was found that showed people how to read them. It is called the Rosetta Stone.
- D In 1799, though, a stone was found, and it showed people how to read them, and it is called the Rosetta Stone.

