

Unit 5: Strengthening Grammar Skills & Expanding Vocabulary (Weeks 30-36)

Content Area: **Template**

Course(s):

Time Period: **Full Year**

Length: **9 Weeks**

Status: **Published**

Unit 5: Strengthening Grammar Skills & Expanding Vocabulary

The purpose of this ongoing unit is to strengthen students' command of language through their speech and writing. Particularly, as per the Language Standards, students will expand on their vocabulary knowledge and review and practice grammar conventions. These ongoing exercises will strengthen students' reading comprehension, as they will be able to understand a wider variety of previously unknown vocabulary, as well as strengthen their writing skills, as they will be able to write with clarity and sophistication.

Essential Questions

1. How does having a command of the conventions of standard English grammar and usage help us become better readers, writers, and speakers?
2. How does an expansive knowledge of vocabulary strengthen our reading and writing skills?

Pre-Assessments

As this unit continues throughout the duration of the course, pre-assessments for vocabulary knowledge will occur prior to each whole-class text. Teachers will be informed by assessment data about which words to teach explicitly throughout each particular text. Grammar instruction will be informed by a start-of-year pre-assessment to gauge students' current knowledge of language conventions (parts of speech, sentence structure, etc.). Assessment results will inform instruction of which conventions need to be taught, practiced, and reinforced.

Instructional Plan

Parts of speech

Student Learning Intentions or We are learning to ... (WALT)

WALT parallel structure is simply keeping all of your parts of speech consistent when writing a list.

WALT writing in parallel structure makes your writing clear and easy to understand.

Student Success Criteria ... “I can statements”

I can identify parts of speech

I can identify parallel structure in a sentence

Instructional Strategies and Activities

Whole class instruction/review of parts of speech and their functions in sentences: nouns, verbs, adjectives, adverbs, pronouns

Formative Assessments

-Daily Review Sessions: Students will work alone or with a partner on daily reviews so that I can assess their understanding of that week’s content; this will inform my instruction.

-Quizlet Live Games: Prior to each quiz, students will play Quizlet Live to review their knowledge of the weeks’ prior lessons/ content

-Bi-Cycle Quizzes: Every two cycles, students will take a quiz on the vocab and language content they learned previously; this will inform my instruction, e.g., do I need to review certain concepts more deeply?

-Quarterly Tests: At the end of each marking period, students will be assessed on all vocab and language content they’ve learned previously; tests are cumulative.

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

Sentence construction, capitalization, and punctuation

Student Learning Intentions or We are learning to ... (WALT)

WALT varying your sentence structure makes your writing more sophisticated and helps you convey specific

meanings.

WALT we can use semicolons to separate related independent clauses.

WALT colons are used to introduce lists or quotations.

Student Success Criteria ... “I can statements”

I can identify the correct use of punctuation

I can use capital letters when necessary

Instructional Strategies and Activities

whole class instruction/review of sentence construction, capitalization, and punctuation: types of clauses, phrases, parallel structure, structure variation, run-ons, fragments, semicolons, colons, quotation marks, etc.

Formative Assessments

-Daily Review Sessions: Students will work alone or with a partner on daily reviews so that I can assess their understanding of that week’s content; this will inform my instruction.

-Quizlet Live Games: Prior to each quiz, students will play Quizlet Live to review their knowledge of the weeks’ prior lessons/ content

-Bi-Cycle Quizzes: Every two cycles, students will take a quiz on the vocab and language content they learned previously; this will inform my instruction, e.g., do I need to review certain concepts more deeply?

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Instructional Materials and Resources

Vocabulary Resources

Reflections and Suggested Modifications

Language: active vs. passive, verb tenses, figures of speech,

Student Learning Intentions or We are learning to ... (WALT)

WALT the best way to determine an author’s intended meaning of a word is to use both context and the

dictionary definition.

WALT authors use figures of speech intentionally to convey particular messages.

Student Success Criteria ... “I can statements”

I can distinguish between active and passive voice

Instructional Strategies and Activities

-Whole class instruction/review of use of language: active vs. passive, verb tenses, figures of speech, etc.

Formative Assessments

-Daily Review Sessions: Students will work alone or with a partner on daily reviews so that I can assess their understanding of that week’s content; this will inform my instruction.

-Quizlet Live Games: Prior to each quiz, students will play Quizlet Live to review their knowledge of the weeks’ prior lessons/ content

-Bi-Cycle Quizzes: Every two cycles, students will take a quiz on the vocab and language content they learned previously; this will inform my instruction, e.g., do I need to review certain concepts more deeply?

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Instructional Materials and Resources

Vocabulary Resources

Reflections and Suggested Modifications

Vocabulary

Student Learning Intentions or We are learning to ... (WALT)

WALT the strongest writers are like artists; they use vocabulary and a variety of sentence structures to paint a particular picture.

WALT we can use the context - the words around an unknown word - as clues to help define the unknown

word.

Student Success Criteria ... “I can statements”

I can use context to understand the meaning of a word

Instructional Strategies and Activities

-Whole class instruction/review of vocabulary words - all words are either pulled from our whole-class texts or relevant to the content we are reviewing in each unit

Formative Assessments

-Daily Review Sessions: Students will work alone or with a partner on daily reviews so that I can assess their understanding of that week’s content; this will inform my instruction.

-Quizlet Live Games: Prior to each quiz, students will play Quizlet Live to review their knowledge of the weeks’ prior lessons/ content

-Bi-Cycle Quizzes: Every two cycles, students will take a quiz on the vocab and language content they learned previously; this will inform my instruction, e.g., do I need to review certain concepts more deeply?

-Quarterly Tests: At the end of each marking period, students will be assessed on all vocab and language content they’ve learned previously; tests are cumulative.

Instructional Materials and Resources

Vocabulary Resources

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing

or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Integration of Computer Science and Design Thinking

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.5	Use appropriate tools strategically

21st Century Life and Career

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

SEL Competencies

SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
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SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of settings