

Unit 01: On-going Unit: Grammar

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

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|----------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

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

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

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|-------------------|--|
| LA.K-12.NJSLSA.L | Language Conventions of Standard English |
| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.K-12.NJSLSA.L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.K-12.NJSLSA.L3 | Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| LA.L.3 | Language |
| LA.L.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| LA.L.6.1.D | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| LA.L.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. |
| LA.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| LA.L.9-10.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| LA.L.9-10.2.B | Use a colon to introduce a list or quotation. |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| LA.L.9-10.2.C | Spell correctly. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

| | |
|---------------|---|
| LA.L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense. |
| LA.L.9-10.3.A | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| LA.L.3.1.F | Ensure subject-verb and pronoun-antecedent agreement. |
| LA.L.6.3.B | Maintain consistency in style and tone. |
| LA.L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| LA.L.4.1.G | Correctly use frequently confused words (e.g., to, too, two; there, their). |
| LA.L.4.3.B | Choose punctuation for effect. |
| LA.L.3.3.A | Choose words and phrases for effect. |

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Understanding even the basic rules of grammar in any language is essential to both reading comprehension as well as clarity and fluency in writing. By the time students are in ninth grade, they should fully comprehend parts of speech, general sentence structure, parts of a sentence, subject-verb agreement, and conventions of punctuation. Throughout this unit, we will ensure our students are competent in the knowledge and practice of these areas, and we will supplement that knowledge as necessary if/when we notice trends in grammar errors/difficulties.

Meaning

Essential Questions

Essential Questions

1. How does understanding grammar increase student reading comprehension and quality of writing?
2. Why is proofreading an essential part of writing? Why is it important to understand the grammatical errors one makes in order to correct them?
3. What function does each part of a sentence serve?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Understanding even the basic rules of grammar in any language is essential to both reading comprehension as well as clarity and fluency in writing.
2. Being able to not only notice grammar errors while proofreading, but explain why they are errors, is essential to the learning process.
3. While sentences can be rearranged, the English language follows a basic subject-verb-object sentence structure.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- basic parts of speech (nouns, verbs, adjectives, adverbs)
- basic sentence structure (subject - verb - object)
- independent vs. dependent clauses
- subject-verb agreement
- comma usage
- common errors, such as run-ons and fragments

Skills

Skills

Student will be skilled at ...

- identifying whether a word is a noun, verb, adjective, or adverb and understanding how these parts of speech function in a sentence
- identifying the subject, verb, and object of a sentence
- identifying an independent clause vs. a dependent clause
- ensuring subject-verb agreement
- using commas and other punctuation appropriately

- identifying and fixing common errors, such as run-ons and fragments

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

-Kaizena

-Purdue Owl Online Writing Lab

-CHS Online Writing Lab

-Various websites and video clips

Formative Assessment Strategies

Formative Assessment Strategies

-Upon first entering our classroom, we will have students complete a writing prompt to assess their current grammar knowledge/competency. Based on this information, we can figure out what we need to focus on to ensure growth in the quality of all of our students' writing.

-Daily Edit Exercises

-Weekly/Cyclical writing prompts that focus on a specific correction area, e.g. write a one-paragraph summary about your weekend, being sure to avoid including any run-on sentences.

-Peer Quick-Writes and Edits

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Weekly/cyclical grammar tips/pointers/lessons

- Mini-lessons/reinforcement when necessary

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.

