Yearlong WRITING Grammar Fund. Unit grade 4

Content Area: **English**
Course(s):
Time Period: **September**
Length: **year long**
Status: **Published**

Unit Overview

Students will learn the fundamentals of Grammar to apply when writing cohesive sentences and paragraphs.

Enduring Understandings

Good writers follow the rules of grammar when writing.

Essential Questions

How does grammar affect writing?

Why is it important to follow the rules of grammar when writing?

What are the rules of grammar?

Instructional Strategies & Learning Activities

Day One: Wavy Words: Interactive Read Aloud: *One Tiny Turtle* by Nicola Davies

Obj: Identify layout techniques

Pro: read aloud. Begin a list using "Layout Techniques" as a model (Appendix 1)

Students complete "Matching Picture to Text"

Assessment: student responses to Layout Techniques

Extend: Use Appendix 3 "using an index" to guide students to information on words listed in Text Layout guidebook pg. 20

Day Two: Using Fonts to Add Emphasis

Obj: Using appropriate intonation, read Will Smith's *Just the Two of Us.*

Pro: ask students to listen to where they think Will used capital letters and larger *fonts*, *then* display the page. Distribute Appendix 1. *Reading With Will's Signals.*

Model reading, then read together with class.

Assessment: student completion of Appendix 2 "Creating Emphasis and Energy with Fonts". Completion of homework Appendix 3 "Being Squirrelly"

Day Three: Careful Capitalization

Obj: Students will identify use of Capital letters in *The Journey of Oliver K.* Woodman.

Pro: While reading text point out uses of caps: cities, dates, etc.

Assess: Appendix 1 "When do we Use Capital Letters?" and completed Appendices 2-3 "Let's Practice With Capital Letters" and "Capitals Come Easily"

Day Four: Careful Capitalization Continued

Obj: Students will identify capital letter usage.

Pro: Display letter dated May 10, 11. Draw attention to use of comma. Work as class to decide where to end sentences and begin next sentence with capital letters. Completed Appendix 1 CUT OUT THE "ands"/discuss

Assessment: Appendices 2+3 Write a letter to friend using proper punctutation/capitalization

Day 5: The Many Uses of the Comma

Obj: Students will *identify* proper use of comma.

Pro: Read *Eats, Shoots & Leaves.* Reinforce that commas affect the sound of the text. Make a chart titled "Why Authors Use Commas".

Assess: Complete Appendix 3 "Commas in Lists"

Day 6: Commas and complex Sentences

Obj: Students will identify use of comma to combine two short sentences into a compound or complex sentence.

Pro: Read *Mother to Tigers* and discuss uses of commas throughout text. Point out where commas are used to combine two short sentences.

Assess: completed Appendices 2+3.

Day 7: Using Commas in Dialogue

Obj: Students will identify use of commas to follow dialogue.

Pro: Display Mother to Tigers, pausing and pointing out that the final quotation mark, followed by a comma, is called a "dialogue tag".

Assess: Complete Appendix 1 "commas in dialogue", appendix 2 "Which One is Right?", and appendix 3 "Let's Talk"

Day 8: Wait for It and Add drama, Too!

Obj: Students will use ellipses to build anticipation and create drama.

Pro: Read *The Ghost-Eye Tree* , read pausing at the ellipses, ask students how this makes them feel. Emphasize this as another use for their toolbox. Complete reading as reader's theater.

Assess: complete appendix 2 "Adding Ellipses".

Day 9: Pauses Can Change Meaning

Obj: students will understand different uses of ellipses to alter flow and sound of a piece.

Pro: display page from *Ghost -Eye Tree* "As we neared the tree. . .", emphasize ellipses by pausing, asked students if they noticed the change in feelings or mood. Continue reading examples, pause, discuss.

Assess: Appendix pages 1 and 2 "Why Do Authors Use Ellpses?" and "Should I or Shouldn't I?"

Day 10: Verbs Make a Difference

Obj: Students will identify how verbs add energy, originality, and power to writing.

Pro: Read *Bedhead* two page spread showing the breakfast table (see guide). Discuss use of unique verbs used. Point out different verbs used by Margie.

Assess: Change boring verbs to vibrant ones, Appendix One "Choosing Just the Right Verb". Assign Appendix two "What Other Word Can I Use?" and group activity Appendix Three "Maple Syrup"

Day 11: Adjective Patterns

Obj: students will choose the right adjective for difference.

Pro: Find examples from *Bedhead* and list.

Assess: Appendix Three "Ordering Adjectives"

Day 12: Recognizing Tenses and Building Stronger Writing with Verbs

Obj: Students will examine use of tenses and interesting verbs.

Pro: work with students to identify past and present tenses using Appendix One,

"Past and Present Tense", discuss, read excerpts from *Bedhead*

Assess: Appendices 2+3, "Rewrite: 'I say we spray!'", "Let's Practice Present Tense"

Day 13: Pronouns

Obj: Students will identify different uses for pronouns.

Pro: Read aloud *I and You Don't Forget Who: What is a Pronoun*. Ask students what a pronoun is. Read definition from book. Read and discuss repetition of names and awkwardness. Begin work together on Appendix One "Pronouns We Remember".

Assess: partner share Appendix Two "Different Kinds of Pronouns" and Appendix three "Which Pronoun is Correct?"

Day 14: The Possibility of Pronouns

Obj: Students will recognize that pronouns are used in place of nouns in a sentence to avoid repetition.

Pro: Using Appendix One "Let's Decide" work through, with class, whether author used pronouns wisely for clarification.

Assess: Use Appendix Two "Write your Own" to clarify individual pronoun usage.

Day 15: Regular vs. Irregular Verbs

Obj: Students will recognize difference between regular verbs and irregular verbs.

Pro: Remind students verbs have different forms, past , present, future.

Point out mentor text author's use of "mousse" to "moussed", "goop" to "gooped", etc.

Complete Appendix One "Irregular Verbs", discuss.

Assess: Appendices 2, 3, 4: "Regular vs. Irregular Verbs", "Chart of Irregular Verbs" and "Verb Practice"

Day 16: Adverbs

Obj: Students will identify relative adverbs and the reasons they are used.

Pro: Display examples (p. 113) on Smartboard. Discuss examples and their use.

Distribute appendix one "What Is a Relative Adverb?" discuss.

Assess: Appendix 2 "Practice With Relative Adverbs"

Day 17: How Sentences are Put Together

Obj: Students will observe how sentences are built and how sentence lengths impact readers.

Pro: Read aloud *Hoops* and highlight the different lengths of sentences and how these lengths matvh the action of the game. Display Appendix 1 and change sentence lengths. Complete Appendix 2 for independent practice.

Assess: Appendix 1 “Notice the Difference” and Appendix 2 “Long Sentences, Short Sentences”

Day 18: The Rhythm of Sentences

Obj: Students will discover how writers create rhythmic and fluent sentences in order to present their ideas in a graceful and musical way.

Pro: Read aloud *Miss Rumphius* stopping to notice the choices that the author made related to creating rhythm in her writing-using long, flowing sentences. Begin a list of what you have learned about crafting sentences by using Appendix 1, then discuss Appendix 2 and 3 in pairs

Assess: Appendix 1 “Different Sentences, Different Effects” Appendix 2 “Breaking the Rules” Appendix 3 “Write like Barbara Cooney”

Day 19: Creating Rhythm and Cadence

Obj: Students will recognize that good sentence fluency stands out when text is read aloud.

Proc: Read sentences from *One Tiny Turtle* and *The Ghost-Eye Tree* and point out the rhythm and fluency in the writing. Practice writing with rhythm, fluency, and repetition using Appendixes 3 and 4

Assess: Appendix 3 “Writing with Rhythm and Fluency” Appendix 4 “Try your Hand at Repetition”

Day 20: Prepositional Phrases

Obj: Students will learn that prepositional phrases function as adjectives or adverbs and answer questions related to how, when, or where.

Proc: Display Appendix 1 to show examples of prepositional phrases. Practice identifying prepositional

phrases with a partner using Appendix 2. Complete Appendix 4 “Prepositional Phrase Practice”

Assess: Appendix 1 “the Prepositional Phrase” Appendix 2 “Let’s Take a Look” Appendix 4 “Prepositional Phrase Practice”

Day 21: Well-Built, Complete Sentences Lead to Clearly Written Paragraphs

Obj: Students will write paragraphs that include interesting beginnings, varied sentence length, creative word order, and transitions.

Pro: Display Appendix 1: Use the paragraph structure guide to examine some of the paragraphs from *Miss Rumphius. Complete* Appendix 3 “ Building a Paragraph”

Assess: Appendix 1 “The Structure of a Paragraph” Appendix 3 “ Building a Paragraph”

Day 22: Homophones

Obj: Students will learn about homophones and recognize their multiple meanings and patterns through reading a short story.

Proc: Display and read Appendix 1 “Short Story” –identify the words that the author has spelled incorrectly and identify alternate spelling options. Hand out Appendix 3 “Homophones Word List”-students work together to write sentences using four different homophones

Assess: Appendix 1 “Short Story” Appendix 3 “Homophones Word List”

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Culminating Activity

Complete Student Reflection sheets

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

-SMARTtboard technology

- Google Applications (Docs, Presentation, Classroom)

8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks. Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections

Grammar impacts all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Support struggling students with additional conferencing

Offer study guides

Structure task to student needs

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accommodations

Additional time

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

AIMS Web testing and writing samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

work sheets

rough drafts

discussions

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student reflection sheets

Instructional Materials

Schoolwide Grammar unit and associated books

Standards

CCSS.ELA-Literacy.L.4.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
CCSS.ELA-Literacy.L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.L.4.1.e	Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).
CCSS.ELA-Literacy.L.4.2.a	Use correct capitalization.
CCSS.ELA-Literacy.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.