Nov. : Sentence Structure

Content Area: **English**
Course(s):
Time Period: **November**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Grammar mini lesson on sentence structure and sentence types.

Enduring Understandings

Proper sentence construction is the basis of good writing. To construct a good sentence, certain components must be developed.

Essential Questions

What makes a sentence grammatically correct and structurally interesting?

Instructional Strategies & Learning Activities

Day 1 _____

Obj.: Identify four types of sentences

Mat.: Kinds of sentences pg. 51 and sentence packet (It's a Bug's Life)

Assess: answers

Homework: write down when packet is due

Day 2 _____

Obj.: identify and fix run on sentences

Mat.: RT sheet 11 and Sentences: simple, compound, and complex handout; run on, fragment or sentence sheet

Assess: answers

Day 3 _____

Obj.: identify and create compound sentences

Mat.: The Tall Tulip Tale

Assess: worksheet

Day 4 _____

Obj.: identify and create complex sentences

Mat.: Read and Discover dependent and independent clause worksheet

Assess: answers

Homework: part 2 of sheet (the back side) - **modify as needed, enrichment can do part 3**

Day 5 _____

Obj.: review simple, compound, and complex sentences

Mat.: compound vs. complex sentences, It is Not All That Complex, complex sentence practice sheet

Assess: sheet

Day 6 _____

Obj.: analyze personal narratives for complex sentences

Mat.: personal narratives

Assess: complex sentences

Day 7 _____-

Obj.: review types of sentences

Mat.: internet

Assess: answers

Day 8 _____

Obj. demonstrate knowledge of varied sentence structure

Mat.: test

1. Administer sentence test –

Assess: test

Students are learning different types of sentences to enhance communication. They are using their personal narratives to help develop this skill.

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.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

Students will go back into their typed essay to revise it using newly learned sentence structures.

Interdisciplinary Connections

Students use their technology skills to revise sentences.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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:

Mixed ability grouping, individual instruction

Modifications of work expectations for struggling students

Enrichment embedded in lessons above, "Students will complete part 3 for enrichment."

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Differentiation bases on Individual IEP's and needs.

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:

Sentence structure can be seen through 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::

Worksheets and mini projects while working through the unit.

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:

Final test

Instructional Materials

Gynzy

Fox Game/Technology

Tall Tulip Tale

Worksheets - literature

Smartboard

Walk Two Moons-literature

Standards

CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.EE.L.5.3.a	Communicate using complete sentences when asked.
LA.5.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.5.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.