Sept. SW: WRITING: Grammar

Content Area: **English**
Course(s):
Time Period: **September**
Length: **40 Weeks**
Status: **Published**

Unit Overview

In this year long unit of study, students will learn the fundamentals of Grammar to apply when writing cohesive sentences and paragraphs. The unit is taught in coordination with the Schoolwide, Inc. Writing units.

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

Text Layout:
Lesson 1: Interactive Read-Aloud
Read, Learn, and Wonder Through Literary Nonfiction uses White Owl, Barn Owl by Nicola Davies.
Rationale: Writers observe how pictures and words are placed on a page, and they notice features of text that provide their readers with clues about what is factual and what is fictional. Students will discover how an Index works and how fonts can be used to differentiate between the factual information and the lyrical language used to share a beautiful story.
Common Core State Standards: RL.5.1, RI.5.1, RI.5.9, SL.5.1

Lesson 2: Mini-Lesson
Terrific Text Features Help Readers uses White Owl, Barn Owl by Nicola

Davies.
Rationale: Writers who use elements of nonfiction in their texts want their readers to enjoy and experience a special story while learning interesting facts. Students will see how to create an Index and will practice using fonts to distinguish fact from fiction in a layout.
Common Core State Standards: RL.5.1, RI.5.1, RI.5.9, SL.5.1, W.5.3

Capitalization:
Lesson 1: Mini-Lesson
Remembering Our Capitalization Rules uses the shared text "Memorial Day."
Rationale: Writers practice the conventions of capitalization as they write. They consider the rules and apply them in all forms of writing. Students will review the rules for capitalization and apply them to the writing they complete throughout the day.
Common Core State Standards: SL.5.1, L.5.2

Punctuation:
Lesson 1: Interactive Read-Aloud
Why Punctuation Marks Count uses Twenty-Odd Ducks by Lynne Truss.
Rationale: Writers recognize how punctuation marks help them organize words and communicate clearly. Punctuation can also convey emotion and tone of voice. It lets readers know how to read a sentence or paragraph.
Students will become more skilled at identifying punctuation marks and understanding that when they read and write, every punctuation mark counts.
Common Core State Standards: RI.5.1, SL.5.1, L.5.2

Lesson 2: Interactive Read-Aloud
The Common Comma uses Barn Savers by Linda Oatman High.
Rationale: Writers use commas to separate information and indicate a slight pause to readers. In this lesson, students will explore the many ways a writer can use the common comma.
Common Core State Standards: SL.5.1, L.5.2

Lesson 3: Interactive Read-Aloud
Hyphens and Dashes: Determining the Difference uses Up North at the Cabin by Marsha Wilson Chall.
Rationale: Although hyphens and dashes look similar, writers use them in very different ways. Students will learn the distinctions between hyphens and dashes and see how they can be used to make writing clearer and more informative.
Common Core State Standards: RL.5.1, SL.5.1, L.5.2, W.5.3

Lesson 4: Mini-Lesson
Punctuating Dialogue uses Twenty-Odd Ducks by Lynne Truss, Barn Savers by Linda Oatman High, and Up North at the Cabin by Marsha Wilson Chall.

Rationale: Writers use punctuation and dialogue tags to let readers know exactly who is saying what in a story. Students will review examples of dialogue from the mentor texts to notice and learn how writers punctuate dialogue.
Common Core State Standards: RL.5.1, RI.5.1, SL.5.1, L.5.2

Lesson 5: Interactive Read-Aloud
When Parentheses Are Perfect uses An Angel for Solomon Singer by Cynthia Rylant.
Rationale: Writers use parentheses to set off extra information in a sentence. Students will discover how parentheses can play a crucial role in the way a story unfolds.
Common Core State Standards: RL.5.1, SL.5.1, L.5.2

Lesson 6: Mini-Lesson
A Different Way to Add Information uses John Henry by Julius Lester.
Rationale: Writers use parentheses to add information that is important (but not essential) to a sentence. In this lesson, students will notice additional uses of parentheses that they can use to make their own writing more interesting and informative.
Common Core State Standards: RL.5.1, SL.5.1, L.5.2

Parts of Speech:

Lesson 1: Interactive Read-Aloud
Fantastic, Wow, and Unreal! uses Fantastic! Wow! and Unreal! by Ruth Heller.
Rationale: Writers use interjections to show excitement or emotion and use conjunctions to join sentences. In this
interactive read-aloud, students will notice the functions of interjections and conjunctions in sentences and will learn
how to use correlative conjunctions, such as “either/or” and “neither/nor.”
Common Core State Standards: RI.5.1, SL.5.1, L.5.1, W.5.1

Lesson 2: Mini-Lesson
Interjections and Conjunctions uses Fantastic! Wow! and Unreal! by Ruth Heller and the shared text “Touchdown!”
Rationale: Writers know that interjections and conjunctions are important tools in their toolbox. Interjections help
writers inject excitement or emotion into their texts. Interjections also help writers make their texts sound more like
real people are talking. Writers use conjunctions to join a word, phrase, or sentence to another word, phrase, or sentence. Conjunctions help them vary sentence length, add information, and make sentences more interesting. In
this lesson, students will use interjections and conjunctions to make a piece of their own writing more interesting
and informative.
Common Core State Standards: SL.5.1, L.5.1, W.5.1

Lesson 3: Interactive Read-Aloud
Present Tense Is Timely uses Fox by Margaret Wild.
Rationale: Writers use verb tenses to convey time in their stories. Students will learn how writers weave verbs in

the past, present, and future tenses into their stories.
Common Core State Standards: RL.5.1, SL.5.1, L.5.1, W.5.3

Lesson 4: Mini-Lesson
The Perfect Tense uses Fox by Margaret Wild.
Rationale: Writers think about tense when they write their stories and share their messages. Students will learn how
to form and use the perfect tense (I had walked. I have walked. I will have walked.).
Common Core State Standards: SL.5.1, L.5.1

Lesson 5: Mini-Lesson
Let's Learn More About Pronouns uses White Owl, Barn Owl by Nicola Davies.
Rationale: Writers know that pronouns are words that take the place of nouns. They also know that by using pronouns, they will use fewer words and avoid repetition. Students will continue to learn about parts of speech related to the different uses of pronouns.
Common Core State Standards: SL.5.1, L.5.1

Sentence Structure:
Lesson 1: Interactive Read-Aloud
Simple, Compound, and Complex Sentences uses Dancing in the Wings by Debbie Allen.
Rationale: Writers can create rhythm with the words in a story by varying the kinds of sentences they use. Writers
enrich their stories with variety by combining simple, compound, and complex sentences. Students will begin to
notice the structures of sentences.
Common Core State Standards: RL.5.1, SL.5.1, L.5.3, W.5.3

Lesson 2: Interactive Read-Aloud
Transitions and Prepositional Phrases uses John Henry by Julius Lester.
Rationale: Writers can use transitions and prepositional phrases to provide clarity and emphasize the rhythm of their sentences. Students will learn how to identify and appreciate prepositions, as well as conjunctions and other
transitions.
Common Core State Standards: RL.5.1, SL.5.1, L.5.1, L.5.3, W.5.3

Lesson 3: Mini-Lesson
Spice Up Sentences With Participial Phrases uses Dancing in the Wings by Debbie Allen, John Henry by Julius
Lester, and the shared text "The Meadow."
Rationale: Writers know that using participial phrases in a piece of writing can be a great way to vary the rhythm
and flow of a sentence. Participles can also add spice to character descriptions. Students will begin to recognize
participles and participial phrases and appreciate what they bring to a piece of writing.
Common Core State Standards: SL.5.1, L.5.1, L.5.3

Lesson 4: Interactive Read-Aloud
Pausing for Paragraphs uses Down the Road by Alice Schertle.
Rationale: Writers know that paragraphs are the building blocks of a story—or just about any written composition.
One reason why writers use paragraphs is to separate the speakers of dialogue. Students will notice how writers
begin a new paragraph each time the speaker changes.
Common Core State Standards: RL.5.1, SL.5.1, L.5.1, L.5.3, W.5.3

Lesson 5: Mini-Lesson
The Purpose of the Paragraph uses Down the Road by Alice Schertle.
Rationale: Writers know that the structure of paragraphs depends on the genre and the purpose for writing. Students will learn that some expository paragraphs use topic sentences and supporting details, and they will discover how writers of fiction sometimes use paragraphs to create rhythm and mood.
Common Core State Standards: RL.5.1, SL.5.1, L.5.1, L.5.3, W.5.3

Lesson 6: Mini-Lesson
Looking Ahead uses various selections from the mentor texts and the shared text "A Horse Named Cooper."
Rationale: Writers celebrate all they have learned and continue to apply their skills. In this lesson, students will
begin to celebrate their new knowledge and consider how to use it as they prepare to transition into the sixth grade.
Common Core State Standards: RL.5.1, SL.5.1, L.5.1, L.5.3, W.5.3

Culminating Mini-Lesson:
Culminating Mini-Lesson uses Dancing in the Wings by Debbie Allen, Twenty-Odd Ducks by Lynne Truss, and
self-reflection sheets for students to complete.
Rationale: Writers use and apply rules for grammar and conventions in order to make their writing clear and appealing to their readers. Students in fifth grade have learned many new rules related to grammar and conventions, and they will use reflection tools to look back and recall everything they've learned.
Common Core State Standards: SL.5.1, L.5.1, L.5.2, L.5.3, W.5.3
•

Integration of Career Readiness, Life Literacies and Key Skills

Students learn rules to enhance their writing, so that they can communicate more effectively.

9.2.5.CAP	Career Awareness and Planning An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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).
9.2.5.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	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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 use technology to view grammar connections and carry it over into their writing.

	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
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.

Interdisciplinary Connections

Grammar conventions cross into all disciplines and are to be practiced and following in all writing.

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:

LInkit 3X a year, AimsWeb 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

Teacher made tests

Assessments associated with the unit teaching materials

Instructional Materials

Schoolwide Grammar unit and associated books

Standards

CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
CCSS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.