Oct.6 ELA: Sentence Complexity

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

Unit Overview

This unit teaches the writing of complex sentences.

Enduring Understandings

Good writers have command of writing to construct more complex and interesting sentences.

Essential Questions

What skills and techniques do writers use to write

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Review the five sentence paragraph and introduce the three sentence types. **Procedure:** 1. Examine the notes on the Sandwich Chart for writing a paragraph. 4. Distribute Smart Notebook Sentences notes sheet. Students view Smart Board presentationto	**Aim:** Examine compound sentences and coordinating conjunctions **Assessment:** TB 53 #1-5 TB 55 #1-8 **Standards:** RL.6.1; RL.6.4;	**Aim:** Examine compound sentences **Assessment:** TB 53 #6-10 TB 56 #9-13 **Standards:** RL.6.1; RL.6.4;	**Aim:** Review compound sentences. **Assessment:** **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4	**Aim:** Review compound sentences **Assessment:** Compound Sentences 3 sheets and Human Sentence **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5;

sentences and take notes. **Assessment:** 10 Q SCC diagnostic **Standards:** W.6.1-6.4; L.6.3; L.6.3a	RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4	RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4		W.6.1-6.4
Day 6	Day 7	Day 8	Day 9	Day 10
Aim: Review compound sentences **Assessment:** Compound Sentence sheet and Quiz **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4	**Aim:** Examine complex sentences **P** **Assessment:** Complex Sentence HW; TB 58 #1-8 **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4	**Aim:** Review complex sentences **Assessment:** TB 58-59 #9-17; Complex Sentence sheets **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4	**Aim:** Students identify and repair sentence fragments and run-ons **Assessment:** TB 58-59 Writing Wrap-Up TB 63 #1-12 **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4 .	**Aim:** Students identify and repair sentence fragments and run-ons **Assessment:** TB 81 #1-12; TB 64 #13-30 odd/even **Standards:** RL.6.1; RL.6.4; RL6.5; RI.6.1-6.6; L.6.2; L.6.3; L.6.5; W.6.1-6.4

Day 11	Day 12
Aim: 24 Task Card Activity	**Aim:** Assess Sentences; Choice Paragraph

Assessment: 24 Task Card Activity; **Standards:** L.6.3; L.6.3a; SL.6.1	**Assessment:** Sentence Quiz **Standards:** L.6.3; L.6.3a

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

EC	Ethics & Culture

	Technological disparities have consequences for public health and prosperity.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

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:

Students will have resources for remedial or expanded challenges within the unit.

Differentiation:

Monitor and Adjust

Flexible cooperative groups (evidence of learning needs)

Multiple Intelligences: Bodily Kinesthetic using Human Sentence Activity

Website: noredink.com to tailor instruction based upon learning needs

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

Additional Benchmarks used in this unit

DRA

Aimsweb

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:

Discussion

Teacher observation

worksheets

projects

teacher made tests

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:

Unit assessments

Instructional Materials

Instructional material listed above

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks