

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Grammar for Writing: Learning to Break the Rules

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Grammar for Writing/Unit I: Understanding and Using the Rules</p>	<p>Unit Summary: This first unit is designed to help students gain an understanding of why proper grammar is essential for effective communication. Students will learn the basic parts of speech, basic punctuation rules, and the basic sentence structures, which are the building blocks for effective writing, speaking, and listening.</p>
<p>Grade Level(s): 9 & 10</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why is proper grammar essential for effective communication? • How does each part-of-speech function in a larger piece of writing? • How do modifiers change meaning? • How does punctuation change meaning? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Proper grammar facilitates one’s ability to communicate ideas effectively with one’s audience. • Proper grammar decreases the possibility of miscommunication. • Proper grammar facilitates one’s ability to affect tone and mood, thus reflecting author’s intention and impacting meaning.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<ol style="list-style-type: none">1. Demonstrate command of parts of speech when writing and speaking: nouns, pronouns, verbs, gerunds, participles, articles, adjectives, adverbs, prepositions, conjunctions, interjections.<ol style="list-style-type: none">a. Identify parts of speech in sample sentences, mentor texts, and personal writing.b. Demonstrate understanding of how various parts of speech function in a sentence through diagramming.c. Demonstrate understanding of how various parts of speech function in a sentence by using parts of speech appropriately in writing original text.d. Pluralize nouns correctly.2. Demonstrate command of punctuation when writing and speaking: commas, semi-colons, and parentheses.<ol style="list-style-type: none">a. Recognize the rationale for and effect of usage of commas, semi-colons, and parentheses.b. Use commas, semi-colons, and parentheses appropriately and effectively in writing.3. Demonstrate command of sentence structure when writing and speaking: subject-verb agreement, modifiers.<ol style="list-style-type: none">a. Conjugate verbs correctly.b. Identify subjects, verbs, and antecedents in sample texts (sentences, mentor texts, and personal writing).c. Demonstrate understanding of sentence structure through diagramming.d. Use proper subject-verb agreement in writing and speaking.4. Write routinely for a range of purposes and tasks to demonstrate command of grammar and usage.<ol style="list-style-type: none">a. Create original texts (sentences, paragraphs) that represent understanding of parts of speech, punctuation, and sentence structure.b. Revise and edit writing pieces.5. Demonstrate effective use of Tier 1 and Tier 2 vocabulary words (according to their parts of speech and meanings) from the English curriculum through composing grammatically effective paragraphs.	<ol style="list-style-type: none">1. L.9-10.1, L.9-10.2, L.9-10.32. L.9-10.4, L.9-10.5, L.9-10.6

Inter-Disciplinary Connections:

[Practice with application of grammatical knowledge will build skills and enhance student writing and speaking across content areas.]

Students will engage with the following text:

[Textbooks:

- *The Ultimate Writing Guide for Students* by Mignon Fogarty
 - *Chapters 1-3*

Optional Texts

- *Quick and Dirty Tips* by Mignon Fogarty
 - *To be used as needed as warm-ups*
- *Understanding American English Grammar through Traditional Diagraming* by Cindy Vito
 - *Optional text to teach diagraming (I intend to use chapters 1-8 in this unit)*

Mentor Texts: Texts will be selected from a variety of newspapers, blogs, and magazines *Add titles once you gather these.* 😊

Students will write:

- Expository pre-assessment
- Quick-writes
- Children's book labels
- Interview questions and responses
- Grammatically correct responses to prompts on objective assessment

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole-class instruction & activities

- Mini-lessons and Modeling of the following writing processes:
 - How to appropriately self-edit and peer-edit using proper editing marks
 - How to use Microsoft Tools to learn grammatical rules
 - How to revise sentence structure for clarity
- Socratic Seminars on the following topics:
 - Why grammar is important

Small-group activities & assignments

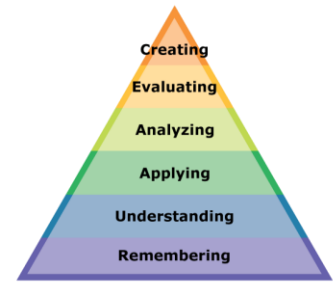
- Peer editing: Students will learn editing marks and work to correct one another's grammar.
- Mentor texts: Students will look at how published authors use modifiers, punctuation, and sentence structure to convey meaning.
- Small-group seminars in which students observe completed sentence diagrams and then, through Socratic questioning, uncover the rationale behind the diagrams.

Independent activities & assignments

- Flipped classrooms: Students will watch videos, which highlight key points from the textbook.
- Drafting: Students will draft several pieces of writing and then self-edit.
- Podcasts: Students will listen to, summarize, and present episodes of a "Grammar Girl" podcast.
- Mentor texts-: Students will look at how published authors use modifiers, punctuation, and sentence structure to convey meaning

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes to assess understanding of terms & application of those terms
- Homework, to practice applying skills, including self-editing
- Participation, to practice applying skills, including completion of class work, asking questions, responding to questions
- Discussion, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- Socratic Seminars, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- Written responses, to engage in analysis, application of skills and to assess understanding of key concepts

Accommodations/Modifications:

Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

Summative Assessments

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- Students will compose their own children's books and label each part of speech for every word in the book, or students will label the parts of speech for every word in published children's books.
- In pairs, student will compose interview questions and responses and conduct grammatically correct mock interviews.
- Students will complete objective assessments, comprised of several sections, including matching, sentence completion, sentence corrections, and short answers, to evaluate students' understanding of terms and the application of those terms.

Accommodations/Modifications:

[Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support]

Performance Assessments:

- Students will compose their own children’s books and label each part of speech for every word in the book, or students will label the parts of speech for every word in published children’s books.
- In pairs, student will compose interview questions and responses and conduct grammatically correct mock interviews.

Accommodations/Modifications:

[Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support]

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Grammar for Writing: Learning to Break the Rules

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Grammar for Writing/Unit II: Breaking the Rules</p>	<p>Unit Summary: This second unit builds on the skills gained in the first unit by requiring that students apply those skills to their writing. Students will be able to identify how published writers use grammar to develop and manipulate meaning.</p>
<p>Grade Level(s): 9 & 10</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What intentional choices do authors make when either following or breaking grammatical rules? • How can a writer improve the clarity of his/her writing through the intentional application of grammatical rules? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Writers can intentionally use the rules of grammar to develop and manipulate meaning. • Writers can intentionally use the rules of grammar to improve the clarity of his/her writing.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Demonstrate command of <u>punctuation</u> when writing and speaking: hyphens, dashes, and ellipses.</p> <ul style="list-style-type: none">a. Recognize the rationale for an effect of usages of hyphens, dashes, and ellipses.b. Use hyphens, dashes, and ellipses appropriately and effectively in writing. <p>2. Demonstrate understanding of how grammatical choices affect writing.</p> <ul style="list-style-type: none">a. Identify author choices of words, use of punctuation, and construction of sentences (in sample texts and personal writing).b. Analyze effect of word choice (vocabulary and part of speech), punctuation (absence or inclusion of), and sentence structure (simple, complex, use of modifiers) by comparing/contrasting sample sentences, mentor texts, and personal writing.c. Make purposeful changes to writing pieces and explain how changes affect meaning. <p>3. Write routinely for a range of purposes, tasks, and audiences to demonstrate command of grammar and usage.</p> <ul style="list-style-type: none">a. Create original texts (sentences, paragraphs) that continue to represent understanding of parts of speech, punctuation, and sentence structure.b. Vary use of sentence structure, modifiers, vocabulary, and punctuation to develop and manipulate meaning.c. Revise and edit with intention to achieve style. <p>4. Demonstrate effective use of Tier 1 and Tier 2 vocabulary words (according to their parts of speech and meanings) from the English curriculum when composing grammatically effective sentences and paragraphs.</p>	<p>1. W.9-10.4 2. W.9-10.10</p>

Inter-Disciplinary Connections:

[English (Vocabulary acquisition, demonstration of the command of conventions of standard English grammar and usage when writing and speaking)]

Students will engage with the following text:

Textbooks:

- *The Ultimate Writing Guide for Students* by Mignon Fogarty
 - Chapters 4 & 5

Optional Texts

- *Quick and Dirty Tips* by Mignon Fogarty
 - To be used as needed as warm-ups
- *Understanding American English Grammar through Traditional Diagraming* by Cindy Vito
 - Optional text to teach diagraming (I intend to use chapters 9-13 in this unit)

Mentor Texts: Texts will be selected from a variety of newspapers, blogs, and magazines

Students will write:

- Peer and personal edits on a piece of writing from their English classes
- A reflection on a piece of writing from their English classes
- An analysis paper on a piece of poetry, focused on the effects of poetic license

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

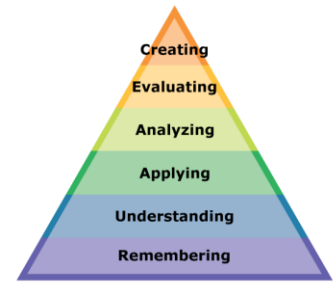
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

- Peer editing-students will learn editing marks and work to correct one another's grammar.
- Mentor texts-students will look at how published authors use modifiers, punctuation, and sentence structure to convey meaning.
- Flipped classrooms- students will watch videos, which highlight key points from the textbook.
- Drafting-students will draft several pieces of writing and then self-edit.
- Podcasts-students will listen to, summarize, and present episodes of a "Grammar Girl" podcast.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes to assess understanding of terms & application of those terms
- Homework, to practice applying skills, including self-editing
- Participation, to practice applying skills, including completion of class work, asking questions, responding to questions
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- Written responses, to engage in analysis, application of skills and to assess understanding of key concepts

Accommodations/Modifications:

Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- Students will create a Writing Portfolio using a piece of writing from their English classes. The portfolio will show their work pertaining to grammatical editing and revision. Finally students will include a paper reflecting on their strengths and weaknesses concerning the mechanics of writing.
- Based on Mignon Fogarty's *Grammar Girl's Quick and Dirty Tips*, students will create and present their own mnemonic devices for learning key grammatical concepts
- Students will write analysis essays analyzing a poet's deliberate use of poetic license.

Accommodations/Modifications:

Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

Performance Assessments:

- Students will create a Writing Portfolio using a piece of writing from their English classes. The portfolio will show their work pertaining to grammatical editing and revision. Finally students will include a paper reflecting on their strengths and weaknesses concerning the mechanics of writing.
- Based on Mignon Fogarty's *Grammar Girl's Quick and Dirty Tips*, students will create and present their own mnemonic devices for learning key grammatical concept

Accommodations/Modifications:

Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support