

Jay Curriculum: Unit Cover Page

Unit title: Daily Oral Language

Grade Level: 6

Content Area(s): ELA – Grammar

Date Created:

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**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- F1 Edit written work for standard English, spelling and usage
- F2 Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.

Unit: Daily Oral Language - 6

Brief Summary of Unit/Topic

Summary:

Students will review punctuation, capitalization, usage, sentence types, and proofreading skills presented during previous years. New skills in these same areas will be introduced, and both old and new skills will be maintained through practice and reinforcement.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Correct punctuation, capitalization, usage and proofreading is necessary in using proper English to write and speak.

Students will know:

- Basic rules of capitalization, punctuation, and word usage in the English language
- 4 sentence types

Students will be able to:

- Correctly write sentences that are written incorrectly
- Explain why corrections are needed
- Lead peers in correcting of sentences
- Use information in other writing assignments

Enduring Understanding/s:

Knowledge and use of correct English grammar is important in order to be an effective communicator.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Write and correct sentences from the overhead to reflect proper English usage.	F1			
Lead peers in corrections of sentences.	F2			
Identify which of the four sentence types is being used and place appropriate end punctuation.	F1			
QUIZZES, TEST, PROMPTS				
Written test after 20 sentences of practice.	F1			
Checklist for leading peers in corrections.	F2			
OTHER				
Students will keep a notebook of sentence corrections which will show progress and rules learned.				
STUDENT SELF ASSESSMENT				
Self correct DOL notebook and keep a record of errors				
Lead class in corrections (comfort level)				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Students copy sentences and make corrections from the overhead to notebooks daily. Teacher reviews corrections orally and students correct their own work.
2. Teacher reviews grammar rules for students to write in notebooks as topics arise.
3. After 2 months of DOL, teacher provides sentence types lessons/notes and adds review of these concepts with daily lesson.
4. Daily review and practice
5. Written test after 10 lessons are completed.
6. At half year, students take turns leading class in corrections and fielding responses.

REFERENCES: