

Jay Curriculum: Unit Cover Page

Unit title: Daily Oral Language

Grade Level: 7

Content Area(s): ELA

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:

C 4
E 2
F 1

Unit: Daily Oral Language

Brief Summary of Unit/Topic

Summary:

Daily Oral Language is a daily program in which students will learn new skills in punctuation, capitalization, usage, and writing. They will also review skills in punctuation, capitalization, usage, and writing presented during previous years. Both old and new skills will be maintained through practice and reinforcement. Students will also have opportunities to develop and practice proofreading and editing in their daily lessons.

Stage #1: Identify Desired Results

Essential Question/s:

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

Students will be aware of the need for correct punctuation, capitalization, and usage when writing sentences and longer pieces of writing.

Students will know:

- Capitalization rules
- Punctuation rules (end punctuation, commas, hyphens, quotations marks)
- Usage rules (plurals, subject/verb agreement, verb tense)
- Sentence types
- Correct ways to write compound and complex sentences

Students will be able to:

- Use end punctuation correctly and identify four sentence types
- Capitalize sentences and proper nouns
- Use commas for lists, appositives, parenthetical expressions, compound sentences, and complex sentences
- Use correct punctuation in a sentence which includes dialogue
- Use correct verb forms and plural and singular nouns in sentences
- Edit their writing

Enduring Understanding/s:

For a sentence to be written correctly, punctuation, capitalization, and usage rules must be learned and used

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 aligned scoring guide .)
QUIZZES, TESTS, PROMPTS				
Students will be given monthly Daily Oral Language quizzes in which they will be required to edit sentences and explain reasons for the editing they have done	F1			
Students will be given an end of the year Daily Oral Language test in which they will be required to edit sentences and write the reasons for all the corrections made	F1			
OTHER				
Daily Oral Language work on the sentences will be discussed orally as the class edits together. Individual student work will be examined.				
Students will proofread and edit writing pieces throughout the year	C4, E2, F1			

*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):

Daily Oral Language follows the same daily format. Lessons do not vary greatly and are taught four days per week:

- Students and teacher read orally sentences to be corrected
- Students will edit sentences assigned to them by the teacher
- The teacher will display the sentences to be corrected using the overhead projector and prepared transparencies.
- Students will identify corrections to be made to the sentences and discuss with the teacher why these corrections are needed (grammar/usage rules).
- Students will review with the teacher grammar/usage rules as daily sentences are edited.
- New grammar/usage rules will be introduced as sentences are edited.
- Throughout the year on a periodic basis students will be given the opportunity to be “teacher” and make corrections to the overhead transparency as they question their classmates.
- Lessons will be “expanded” in areas the teacher feels are weak. For example, if the class is having problems correcting verb tenses, the teacher will do follow-up activities on verb tenses.

REFERENCES:

The Daily Oral Language Program, Level Seven from the McDougal, Littell Series will be used. Daily Oral Language follows the same daily format. Student sheets and overhead transparencies of weekly sentences are needed for lessons.