

Step 1 (Understanding by Design Curriculum Model): Identify Desired Results: Learning Goals

Aquire	Meaning Making	Transfer
<p>Complete Sentence:</p> <ul style="list-style-type: none"> Repeat definition by memory and without prompts. Know that a complete sentence is made of two parts: 1. It has a subject and a predicate 2. It create a complete thought. Know that a predicate is the same thing as a verb. Write with complete sentences ALL the time Know that a complete sentence is also called an independent clause. 	<ul style="list-style-type: none"> Anchor Chart: adding onto with each type of sentence learned. Use ARCS to help students understand how this will apply to “real life”. Ask students how this will apply in above situation. Feedback Ongoing formative assessments. Socratic Seminar Explaining what they have learned in their own words. 	<ul style="list-style-type: none"> Recognize a complete sentence in a writing sample. Be able to write this in any situation, such as answering questions on a worksheet, informational text writing: opinion, cause and effect, compare and contrast, etc. Use in every subject they are writing for.
<p>Fragments:</p> <ul style="list-style-type: none"> Repeat definition by memory and without prompts. Know that a fragment is missing one of the two parts of a complete sentence. Either: 1. It has a subject and a predicate 2. It create a complete thought. Know that fragments are NEVER ok!! 	<ul style="list-style-type: none"> Anchor Chart: adding onto with each type of sentence learned. Use ARCS to help students understand how this will apply to “real life”. Ask students how this will apply in above situation. Feedback Ongoing formative assessments. Socratic Seminar 	<ul style="list-style-type: none"> Recognize and identify a fragment in a writing sample. Be able to change a fragment into a complete sentence by adding the missing part. Do not EVER use a fragment in ANY of their other writing situations.
<p>Run-On Sentences:</p> <ul style="list-style-type: none"> Repeat definition by memory and without prompts. Know that a run-on sentence is two complete sentences or independent clauses put together without any punctuation separating them. Know that run-on sentences are NEVER ok!! 	<ul style="list-style-type: none"> Anchor Chart: adding onto with each type of sentence learned. Use ARCS to help students understand how this will apply to “real life”. Ask students how this will apply in above situation. Feedback Ongoing formative assessments. Socratic Seminar 	<ul style="list-style-type: none"> Recognize and identify a run-on in a writing sample. Be able to change a run-on into a complete sentence by adding the missing part. Do not EVER use a run-on in ANY of their other writing situations.
<p>Four Types of Sentences:</p> <ul style="list-style-type: none"> Know rules of each sentence by heart 	<ul style="list-style-type: none"> Affectual levels of Bloom’s taxonomy. Analogies 	<ul style="list-style-type: none"> Identify each type of sentence without punctuation added.

<ul style="list-style-type: none"> • <i>Interrogative: ?</i> • <i>Know how to answer a question.</i> • <i>Know that answering a question can become their topic sentence/main idea.</i> • <i>Declarative: states something normal.</i> • <i>Imperative: a command.</i> • <i>Exclamatory: !</i> 	<ul style="list-style-type: none"> • Anchor Chart • Questioning using Cognitive levels of Bloom's Taxonomy. 	<ul style="list-style-type: none"> • <i>Be able to add the correct punctuation.</i> • <i>Write each type of sentence in different situations.</i> • <i>Develop questions for MANY situations.</i> • <i>Perhaps even for test the class is going to take.</i> • <i>For homework, have students use expository terms found in Appendix A to develop and answer questions about what they are studying.</i> • <i>Ask students to formulate their own test or assignment instructions, using expository terms, and then respond to them.</i> • <i>Ask students to design their own test questions and to answer them.</i>
<p>Compound Sentences:</p> <ul style="list-style-type: none"> • <i>Repeat definition by memory and without prompts.</i> • <i>List all coordinating conjunctions by memory without prompts.</i> • <i>Know that a compound sentence is two independent clauses or complete sentences, put together using a conjunction.</i> • <i>Know that coordinating conjunctions are easy to remember using FANBOYS.</i> • <i>Know that stands for: for, and, nor, but, or yet, so.</i> • Because • <i>Know the meaning of each conjunction: because explains why something is true, but is a change in direction, so tells cause and effect.</i> 	<ul style="list-style-type: none"> • Use affectual levels of learning from Bloom's taxonomy. • Make analogies • Compare to other things that are joined together, such as compound words, that they are already familiar with. • Pneumonic Device • Anchor chart 	<ul style="list-style-type: none"> • <i>Because, but, and so activity: give students sentence stem, separate into 3 complex sentences.</i> • <i>Use previous exercise in content we are learning.</i> • <i>Use all the types of conjunctions with ease in different writing situations.</i> • <i>Use in different assignments in various subject areas.</i> • <i>Be able to recognize and correct and incorrect use of compound sentences.</i> • <i>Be able to write without any clues.</i>
<p>Complex Sentences:</p>	<ul style="list-style-type: none"> • Use a song to help them remember the 	<ul style="list-style-type: none"> • <i>Use while, although, and even though in</i>

<ul style="list-style-type: none"> • Know the definition by heart and be able to repeat it. • Know that complex sentences are an independent clause and a dependant clause joined together by subordinating conjunctions. • Learn what independent and dependent means. • Know that the subordinating conjunctions used in complex sentences are: 1. Before 2. After 3. If 4. When 5. Even though 6. Although 7. Since 8. While 9. Unless 10. Whenever. • Be able to list these by memory. • These are used most often to begin sentences. • Know that you can have an independent clause and if you add one of these words to the beginning, it changes to a dependent clause. • To finish sentence stem with although, students will find contrasting or contradictory info. • To finish sentence stem with before, pupils will need to demonstrate understanding of chronology of events. 	<p>subordinating conjunctions: 1. Before 2. After 3. If 4. When 5. Even though 6. Although 7. Since 8. While 9. Unless 10. Whenever.</p> <ul style="list-style-type: none"> • These are the subordinating conjunctions, there are ten, if you don't remember them, we'll feed you to the sharks! (To the Tune of "I Had a Tiny Turtle"). • Add to anchor chart • Use prior knowledge about complete sentences and fragments to help us understand what independent and dependent clauses are. • Compare and contrast each of the sentence types. • Socratic Seminar • Compare and combine all sentence types in the anchor chart (adding each one at a time). • Have a Socratic Seminar or questioning seminar where students answer questions about each sentence type. • Review all learning strategies: pneumonic devices, songs, graphic organizers, anchor chart, etc. 	<p>argumentative or persuasive writing.</p> <ul style="list-style-type: none"> • Give students sentence stems using subordinating conjunctions and have them finish them. • Use this with content you have been learning. • Identify sentence withing paragraph. • Connect independent and dependant clauses using subordinating conjunctions. • Write own complex sentences. • Learn how to use as topic sentences and then to add supporting details. • Review exercizes that include all sentence types • Sentence stems of each type. • Begin to identify and correct where needed, all types of sentences within a writing sample. • Be able to write a 5 paragraph essay and include all types of sentences-that are good to use-and leave out fragments and run-ons. • Turn and talk put new vocabulary words in sentences using sub. Conj.: since/persevere, even though/mediocre, after/captivate (they can use alternate forms of the vocab words).
<p>Appositives:</p> <ul style="list-style-type: none"> • Know that an appositive acts as a noun that supports another noun • Follows the noun it describes. • It is used to explain the first noun more fully. 	<ul style="list-style-type: none"> • Use with ARCS lesson plan model. • Explain in writing. • Cognitive self-reflection of topic. • Use movement with task card with picture 	<ul style="list-style-type: none"> • Give students examples of these sentence where they have to underline the appositive. • Create matching activity based on a text you have been studying, list nouns from text on one

<ul style="list-style-type: none"> Along with sentence types, coordinating conjunctions, subordinating conjunctions, appositives are a third strategy that will help students compose complex and interesting topic sentences It is a phrase that can be removed or covered up and the sentence will still be complete Describes a person, place or thing 	<p>on it that relates to the word.</p> <ul style="list-style-type: none"> Compare and contrast with other sentence types. Continual spiral review with new tasks. 	<p>side and appositives on other. Students match the noun with the appositive that goes with it.</p> <ul style="list-style-type: none"> Create sentences and students fill in the blanks with their own appositives. Use in a writing assignment for a subject and in a certain format (eg. Opinion).
<p>Sentence Combining:</p> <ul style="list-style-type: none"> They can combine sentences in many ways. These include: coordinating conjunctions: FANBOYS + because, subordinating conjunctions: 1. Before 2. After 3. If 4. When 5. Even though 6. Although 7. Since 8. While 9. Unless 10. Whenever. 	<ul style="list-style-type: none"> Use with ARCS lesson plan model. Explain in writing. Cognitive self-reflection of topic. Use movement with task card with picture on it that relates to the word. Compare and contrast with other sentence types. 	<ul style="list-style-type: none"> Give students a series of short declarative sentences and have student use various ways to combine them Begin with two or three sentences and add more. Give them a clue that they have to use to combine them, such as "use an appositive", or "use a conjunction". Always embedding into other content.

Step 1: Essential Questions to be answered in the lesson or later lessons (factual knowledge is taught for a means to a larger ends).

Understandings	Essential Questions
Each element of a sentence that we have been learning builds on one another to create brilliant sentence structures.	Why are we learning these different types of sentences? How does each lesson or type of sentence build upon each other?
Learning about fragments and run-ons makes our writing intelligent. It helps us to avoid using them.	Why do we learn about fragments and run-on sentences?
When we write we want to vary our use of sentence structures.	When we write, do we just use one type of sentence structure?
In reading and writing, there is more use of complex sentence structures than when we talk aloud and when we learn about them, it helps us understand better what we are reading.	Why do we learn these types of sentences, when we don't talk like this in "real life"?
It is important to memorize the rules for each sentence type, whether "good ones" or "bad ones".	Is it important to memorize these sentence rules?
They need to use what we are learning in everything they write.	When should we use what we are learning about different types sentences?

<i>This is important in real life because they will need to write college essays, applications for jobs, letters and notes to others and they want these to sound intelligent, so they will get into the college they want or be able to obtain the job they are seeking.</i>	<i>When would they use this knowledge in “real life”?</i>
<i>They need to seek for artistry instead of just “blah” sentence structure. This is where writing becomes exciting because they are creating and not just “slopping” something down.</i>	<i>Why should everything we do be our very best effort? Could writing become fun or exciting by using creative strategies where you can choose how and where you want to use different types of sentences?</i>

Step 1: Identify Desired Results: Understanding by Design Transfer Goals

Discipline/Subject/Skill	Transfer Goals
Math	<ul style="list-style-type: none"> Apply the use of sentence structures we have been learning in order to answer or write story problems.
Writing	<ul style="list-style-type: none"> Use these sentences skills while writing their compare and contrast essay.
Social Studies	<ul style="list-style-type: none"> Write an opinion paper using these sentence skills about what they think about the beginning causes of the Revolutionary war.
Science	<ul style="list-style-type: none"> Use each type of sentence to answer questions in science.
Grammar	<ul style="list-style-type: none"> Complete several exercises individually of each sentence type as well as being able to recognize and label each one, and write examples of each on their own. Take an extensize quiz including all of these elements.

Step 2: Determine Assessment Evidence: what evidence is needed to document that the desired learning has taken place throughout and at the end of the unit?

Skill or Knowledge	Assessment Evidence of Aquire, Understanding, and/or Transfer
Subject and Predicate	<ul style="list-style-type: none"> Explain each skill on the left in own words. Interpret the difference between writing that uses these skills correctly and those that don't. For example: a letter to a sentator, an application, etc. List the coordinating conjunctions (FANBOYS + because). List the subordinating conjunctions (using song). Self-Knowledge: reflecting upon the meaning of the learning experience. Worksheets Task Cards Quizes Activities
Complete Sentence	
Fragment	
Run-On	
Four Types of Sentences	
Independent Clause	
Dependent Clause	
Coordinating Conjunctions	
Compound Sentence	
Subordinating Conjunctions	
Complex Sentence	
All of the Above	

	<p>Performance Assessment: your neighbor, who is a famous author, found one of your papers from school outside when you dropped it and was very impressed! He has asked you to write a short, 5 paragraph narrative or story to put on his website, but you must apply your knowledge of the types of sentences by including them in the story to show his readers that you are a talented writer.</p>
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Step 3: Planning Learning Experiences and Instruction

Topic	Acquire	Meaning Making	Transfer
Subject and Predicate Complete Sentence Fragment Run-On Four Types of Sentences Independent Clause Dependent Clause Coordinating Conjunctions Compound Sentence Subordinating Conjunctions Complex Sentence All of the Above	Task Cards Posters with definitions on wall Worksheets Anchor Charts Direct Instruction Whole Brain Teaching Sentence stems Educational Videos: 4 Types of Sentences: YouTube: <ul style="list-style-type: none"> • Four Kinds of Sentences Song, Four Types of Sentences by Melissa • Four Types of Sentences Reading Street; Published by T. Amira M.I. Complete Sentence: <ul style="list-style-type: none"> • Schoolhouse Rock Complete Sentences Complete Sentences Fragments: <ul style="list-style-type: none"> • Sentence Fragments for Kids!/Language Arts Video • Recognizing Fragments/Syntax/Khan Academy Run-On Sentences: <ul style="list-style-type: none"> • Run-ON Sentences by Shmoop • Run-on Sentences for Kids/Video Lesson Compound Sentences: <ul style="list-style-type: none"> • Simple and Compound Sentences/ Syntax/Khan Academy Complex Sentences: <ul style="list-style-type: none"> • Complex Sentences/Khan Academy 	Letters to Mr. Zinks Self-Reflecting Inquiry or Questioning lessons. (Other activities suggested in charts above)	Use in all subjects Include content from other subjects Use vocabulary words from other subjects. (Other activities suggested in charts above)