

Figure 6.5 Seventh-Grade Weekly Lesson Plan for Self-Corrected Grammar

<p>Assessed Need: I have noticed that my students need: <i>Spaced practice to strengthen sentence structure and use of semicolons.</i></p>
<p>Standard(s) Addressed: <i>TEKS Grade 7 Writing and Writing Processes</i> <i>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</i> <i>(D) edit drafts for grammar, mechanics, and spelling.</i></p>
<p>Text(s) I Will Use: <i>Errors in their own writing</i></p>
<p>Learning Intention for This Lesson: <i>We will use what we know about run-on sentences and comma splices to make our writing clearer.</i></p>
<p>Success Criteria for This Lesson: <i>100% accuracy by the end of the week!</i></p>
<p>Direct Instruction: Model: <i>Strategies/skills/concepts to emphasize</i> Monday only <i>Name the strategy, state its purpose, explain its use:</i> The sentences we will focus on this week are fused sentences with more than one main idea. I know that a sentence should have one controlling idea, so when I look through my writing and find sentences that are really long, I want to check them and make sure they don't contain comma splices. A comma splice occurs when I separate two independent clauses, which are essentially complete sentences, with a comma instead of a period or semicolon. We are going to find comma splices and practice fixing them. <i>Analogy:</i> Have you ever had a set of sticky notes you've written things on, but they keep sticking together? Since they are one on top of another, you can't see each idea clearly. We need to separate them, which is what a semicolon will do. <i>Demonstration:</i> I am going to scan this very long sentence to see if each part of either side of the comma is a complete sentence. If it is, I have a comma splice on my hands. If they are, like this one [read an example] I have a few options. I can add a period or I can add a semicolon, which indicates that the second sentence is related to or will clarify the sentence before it. <i>Errors to avoid:</i> If there is proper punctuation, a sentence may not be a run-on, so be sure to read carefully. <i>Assess the skill:</i> I will grade myself against the answers I provide at the end of class. Guide and Scaffold: <i>Questions to ask</i> N/A Assess: <i>These are the students who will need further support</i> Monday: <i>Use error analysis sheet from essay scores to see who made the most mistakes and check in with them while students work individually.</i></p>
<p>Dialogic Instruction: Teacher-Directed Tools <i>Selected students will work in pairs at the smartboard to identify where the errors are, and to correct them.</i> Student-Enacted Tools N/A Assess: <i>These are the students who will need further support</i> N/A</p>

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Feedback Opportunities: I will observe their corrections and support partners as needed.

Independent Learning and Closure:

Closure: The learning intentions and success criteria are posted on the quiz section of the learning management system.

Independent Learning: Students will take a seven-item quiz on comma splices and run-on sentences each day until they pass with 100% accuracy. I will run a quiz report each day to monitor student progress. Those that have not passed after three attempts will meet with me for small-group guided instruction.

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