**TWS Standard 4: Design for Instruction**

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| **Unit Scope and Sequence** | | | | |
|  | ***Lesson Topic*** | ***Sequence of Lesson: Instructional and Engagement Strategies*** | ***Measurement of Learning*** | ***Adaptations: Determined by the Student Factors*** |
| ***Day 1*** | Independent and Subordinate Clauses | After completing the Ch. 4 Pre-Test, the teacher will write definitions of each type of clause on the board while students put those definitions in their course notebooks. The teacher will provide examples and guide students through Exercise 1 in the textbook so that students can practice identifying the different clauses. The teacher will then assign students a worksheet to reinforce what was taught during the lesson. | The students will be assessed on their knowledge of independent and subordinate clauses based on their responses on the Ch.4 Pre-Test. Students will also be evaluated on the number of correct responses provided on their worksheets relating to independent and subordinate clauses. | English Language Learners (ELLs) and special needs students will be allowed to receive extra assistance (inside or outside of class) from a teacher, another adult, or from a peer tutor. These students will also be allowed extra time to complete their assignments, quizzes, etc. In addition, when in-class work time is given, students may receive further individualized assistance from the teacher or quietly discuss assignment components with their peers. |
| ***Day 2*** | Adjective Clauses | The teacher will begin a Venn diagram on the board, explaining that the diagram will be used to help students identify the differences and the similarities between adjective clauses and adverb clauses. The teacher will model how to complete one side of the diagram with characteristics of adjective clauses. The students will use information from the textbook to help fill in the characteristics in the diagram. The students will copy the diagram into their course notebooks and will be instructed to save it for further reference during the upcoming lesson on adverb clauses. The teacher will provide examples of adjective clauses and will lead students through Exercise 2 in the textbook. The students will complete a worksheet on adjective clauses. | The students will be assessed on the number of correct responses given during class discussion/textbook work and on the number of correct responses provide on their worksheets relating to adjective clauses. | English Language Learners (ELLs) and special needs students will be allowed to receive extra assistance (inside or outside of class) from a teacher, another adult, or from a peer tutor. These students will also be allowed extra time to complete their assignments, quizzes, etc. In addition, when in-class work time is given, students may receive further individualized assistance from the teacher or quietly discuss assignment components with their peers. |
| ***Day 3*** | Noun Clauses | The teacher will begin instruction on the noun clause according to the layout in the textbook. Students will write definition of a noun clause and the ways in which it can be used on the board. The teacher will provide several examples of noun clauses being used in different ways. The teacher will lead students through Exercise 3 in the text, helping them identify noun clauses and how they are used. The students will complete a worksheet for further practice. The teacher will go through the answers to the worksheet in class and take a grade. | The students will be assessed on the responses provided during class discussion/textbook work and on the number of correct responses provided on their worksheets relating to noun clauses. | English Language Learners (ELLs) and special needs students will be allowed to receive extra assistance (inside or outside of class) from a teacher, another adult, or from a peer tutor. These students will also be allowed extra time to complete their assignments, quizzes, etc. In addition, when in-class work time is given, students may receive further individualized assistance from the teacher or quietly discuss assignment components with their peers. |
| ***Day 4*** | Adverb Clauses | The teacher will write the definition of an adverb clause and its purpose on the board. The students will copy the definition and purpose into their course notebooks. The teacher will begin instruction according to the layout in the textbook, providing numerous examples and answering questions as necessary. The teacher will also define subordinating conjunction and remind students to refer to the list of common subordinating conjunctions in the textbook. If time allows, the teacher will touch on elliptical clauses as well and provide examples. Students will be given class time to work on two worksheets relating to adverb clauses and subordinating conjunctions. | The students will be assessed on their responses during class discussion of the textbook lesson as well as on the responses they provided on their worksheets relating to adverb clauses and subordinating conjunctions. | English Language Learners (ELLs) and special needs students will be allowed to receive extra assistance (inside or outside of class) from a teacher, another adult, or from a peer tutor. These students will also be allowed extra time to complete their assignments, quizzes, etc. In addition, when in-class work time is given, students may receive further individualized assistance from the teacher or quietly discuss assignment components with their peers. |
| ***Day 5*** | Post-Test (Quiz) on the types of clauses (independent clauses vs. subordinate clauses, adjective clauses, noun clauses, and adverb clauses) | Prior to handing out the quiz, the teacher will ask students if they have any final questions about any of the components from this week’s lessons. The teacher will then explain the behavior expected of students while they are taking the quiz and will inform them of what they should do when they finish (turn their quizzes in at the front of the classroom, work quietly and independently on other coursework if there is extra time). The teacher will read the instructions aloud and encourage students not to rush through completing the quiz and to check over their answers carefully before turning it in. | Students will be assessed on their level of understanding of the content material based on their post-test (quiz) scores as compared to their pre-test scores prior to the start of this unit. | English Language Learners (ELLs) and special needs students will be allowed to receive extra assistance (inside or outside of class) from a teacher, another adult, or from a peer tutor. These students will also be allowed extra time to complete their quiz. In addition, when time allows, students may receive further individualized assistance from the teacher. Students who are absent the day of the quiz may take it within two days of their return to class. |