**Journal, Descriptive Language, and Grammar Unit Socratic Review**

**Author:** Janel Peterson

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**Subject(s):**English I

**Topic or Unit of Study (Title):** Journal Writing, Descriptive Language, and Grammar Review

**Grade Level:**9

**Materials***:*6 copies per group for each printout of student blogs (names changed or removed), different colored pens

**Summary (and Rationale):** Students will be combining knowledge attained in previous descriptive language, grammar, and spelling and punctuation lessons to identify different elements of writing in students’ journal anonymous entries.

**I. Focus and Review (Establish Prior Knowledge):** [10 minutes]

 Praise these journal entries on having quality content. Remind them that journals often serve as a foundation for more formal writing, and do not necessarily have to be grammatically flawless. Review grammar notes and qualities of descriptive language.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| * *Students will work together to identify at least 2 examples of descriptive language.*
* *Students will work together to identifyat least 10 elements of grammar.*
* *Students will work together to identify all elements of punctuation.*
* *Students will work together summarize a piece of writing.*
* *Students will work together to present to the class a hypothesis of how the journal can serve as brainstorming for a more formal piece of writing.*
 | * Collect students’ annotated pieces of writing for a verification that they have identified preset number of examples
* 2 examples of descriptive language
* 10 examples of grammar elements
* All instances of punctuation
* Students will present their summaries and hypotheses to the class.
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State the objective: [3 minutes)

Assessment: [30 minutes]

**III. Teacher Input (Present tasks, information and guidance):**

 Instruct students to actively annotate and underline the pieces of writing they have been given. Float around to the different groups to assess how easily they are identifying the different elements and how well the groups are working together.

**IV. Guided Practice (Elicit performance):**[30 minutes]

 Students will be divided into groups of 6 and will be given an example of a student journal entry. In each group, two students will identify moments of descriptive language, two students will identify at least 10 grammar elements, and two students will identify punctuation as well as summarize the entry to the class and a possible idea for more formal writing using the journal entry. Allow 10 minutes for silent work and then 10 additional minutes for group talk in which each pair of students will present to their group what they have identified. Allow 10 minutes for groups to present their summary and hypothesis to the class.

***V.*Closure (Plan for maintenance):**[5 minutes]

 Instruct students to keep in mind their journal writing as they move onto more formal genres of writing. Now that students have practiced writing and identifying descriptive language, they will be able to identify and hypothesize have other writers’ descriptive language. Building on our foundation of a working understanding of the basic units of writing and what purposes they serve. Grammar is awesome!

***VI.*Independent Practice:** [unspecified]

 Continued practice with journal writing.

**STANDARDS:**

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts

1.03 Demonstrate the ability to read expressive texts

2.02 Explain commonly used terms and concepts

4.01 Evaluate the effectiveness of communication

4.02 Read and critique various genres

6.01 Demonstrate an understanding of conventional written and spoken expression

**Plans for Individual Differences:**

 Gifted students and students with greater difficulties will be paired together so they can help provide better attention.

**References (APA style):**

 **N/A**