Music and Grammar

by Tara N. Lee, 2013 CTI Fellow
Bailey Middle School

This curriculum unit is recommended for:
Grades 6-8

Keywords: word choice, peer editing, punctuation, Song Analysis Essay, writing conferences

Teaching Standards: See Appendix for teaching standards addressed in this unit.

Synopsis: "Music and Grammar" will show the parallels between music and grammar. This curriculum unit will be taught the beginning of second quarter, and take about two weeks to complete. In preparation for this fifteen-day unit, students will already have a base knowledge of how words function in a sentence, of writing organization, and of basic grammar rules. Questions the unit will address are as follows: How have music and grammar evolved throughout time? How does punctuation give a piece of writing a musical quality and develops meaning? Why do authors and musicians have to consider how words function in their compositions? Why are there various writing styles amongst musicians and authors? Once we have completed all four pieces, I will initiate my culminating project, having students apply what they have learned throughout the unit, and write a paper analyzing their favorite song

I plan to teach this unit during the coming year to 125 students in seventh grade Language Arts.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Grammar for the Real World: Music and Grammar

Tara Lee

Introduction

Language Arts teachers are stereotyped as the authority on all things encompassing reading and writing. In middle school, I remember having "so called expert" English teachers recite all the rules they remembered from their out-dated grammar books and displaying paper examples that were written by worldly scholars. Their knowledge and guidance increased my insecurities and hatred for the writing process. While this information might sound depressing, my struggles with writing have helped me reach out to those students who feel the same way. I understand why my students' lack of motivation or hatred for the writing process makes them shut down, turn in work that is either plagiarized, written by their parents, or only turn in the first draft they were able to accomplish. The writing process is overwhelming for most students, especially those students who struggle or are behind in their grade level course work.

Throughout the school year, I spend numerous hours surfing the web trying to find exciting new ways to teach students how to write. Most of the websites I have come across involve practice worksheets, PowerPoint presentations, and songs about writing. I loved the idea of using music to help students remember and understand information about grammar rules and writing organization. Two years ago, I assigned the students to write raps about an assigned grammar rule. They had to create lyrics where they discussed and applied their assigned grammar topic. While this was fun for the students and entertaining for me to watch, they still were not applying the information they were rapping about in their own writing. I realized the students love the music aspect of the assignment, but could still not apply the content they had presented in their songs. Student D.J. Jazzy Jeff was more concerned about how to make his performance stand out in class, but did not understand how to use the information he was presenting. I realized it was the music making they enjoyed about the project and decided that it might be more stimulating if I show them the similarities between writing and music.

Objective

For my curriculum unit, I propose to show the parallels between music and grammar. I envision my curriculum unit being taught at the beginning of second quarter and taking about two weeks to complete. In preparation for this fifteen-day unit, students will already have a base knowledge of how words function in a sentence, of writing organization, and of basic grammar rules. Questions the unit will address are as follows: How have music and grammar evolved throughout time? How does punctuation give a piece of writing a musical quality and develops meaning? Why do authors and musicians

have to consider how words function in their compositions? Why are there various writing styles amongst musicians and authors? Once we have completed all four pieces, I will initiate my culminating project, having students apply what they have learned throughout the unit, and write a paper analyzing their favorite song. Writing their own song analysis paper will follow the Common Core Standards W.75 and W.76. Both of these standards are mentioned at the end of this unit.

During our Music and Grammar Unit, students will use lyrics from a variety of modern musical genres to better understand the parallels between music and writing. Rap, Hip Hop, Jazz, Rhythm and Blues, Rock, and Pop all display the basic elements of writing. Making the connections between writing and music will hopefully help students appreciate the writing process, understand the importance of using correct grammar, and apply these rules in their own writing compositions.

Demographics

I teach seventh grade Language Art in a middle school in the Charlotte-Mecklenburg School District, which is a district of 159 schools. CMS is known for being a large urban school district, but my school is located in an affluent community. The middle school where I work has 1500 students, and a free and reduced lunch population of 24.1%, which is below the CMS average. The student makeup is as follows: 76.5% Caucasian, 12.2% African-American, 7.3% Hispanic, and 2% Asian, and 1.9% Other.

We offer two levels of seventh grade Language Arts: Honors and Standard Plus. I teach one Honors class and three Standard Plus classes. Middle schools in our district run on block A/B day schedule for their elective classes only. Our schedule consists of five blocks that each last an hour and ten minutes. I teach four blocks and have one planning period block. Students have Language Arts, Math, Science, and Social Studies every day, but have A/B day elective classes. Elective classes include Drama, Computer Skills, Foreign Language, Gym, Dance, Chorus, and Health.

My school is a part of the "Bring Your Own Technology" initiative that Charlotte Mecklenburg started during the 2011-2012 school year. Students can bring to class their iPads, laptops, tablets, etc., and Wi-Fi connections are available in every classroom. My classroom is equipped with three computers, one lap top, and a promethean board. The promethean board I work with is similar to a smart board. It is an interactive whiteboard that allows me to project my computer screen, and students and I are then able to manipulate information on the board using a promethean pen. The school is also equipped with two computer labs, three iPad carts, and five lap top carts that we can reserve to use for our classes.

Rationale

Each year the amount of Honors/Standard Plus classes I teach vary. Currently, I am assigned more Standard plus classes, which consist of students who are considered to be at or below a seventh grade reading/writing level. Standard Plus classes tend to have a higher number of students who are not as motivated and a larger population of students with behavioral issues. To help these students understand the importance of learning how to read and write, I try to use topics and create lessons that are relevant and interesting for a twelve- or thirteen-year-old child.

   As I stated previously in my introduction, I am constantly searching for new and exciting ways to reach my students. My unit will focus on showing students the similarities between grammar and music. Using music that my students are interested in listening to during their free time, as well as introducing them to some different musical genres, will hopefully allow them to appreciate all aspects of the writing process. Using music will help me to create discussion about grammar through context and allow students to develop a deeper understanding about grammar and music.

> Language and music are the most impressive examples of humans' capacity to process complex sound and structure. Though interest in the relationship between these two abilities has a long history, only recently has cognitive and neuroscientific research started to illuminate both what is shared and what is distinct between linguistic and musical processing. This review considers evidence for a link between language and music at three levels of analysis: sound, structure, and meaning. These links not only inform our understanding of language and music, but also add to a more basic understanding of our processing of complex auditory stimuli, structure, meaning, and emotion.[i]

Required Background Knowledge

Throughout the first nine weeks of school I will preview students on certain topics dealing with writing and grammar. Student will have already had instruction dealing with writing organization. They will know how to organize their writing ideas, what an introductory paragraph entails, how to develop their body paragraphs, and how to compose a conclusion.

   Along with writing organization, students will have had one-on-one writing conferences with me discussing each student's areas of strengths and weaknesses with their grammar usage. Students should have a base understanding of punctuation, how words function in a sentence, verb tenses, sentence structure, and capitalization/spelling rules. During writing conferences, if I see that the class is struggling with a certain grammatical topic, I will do a fifteen-minute mini lesson to have them revisit their writing and revise their papers.

Students will have a Language Arts binder, and as a class, they organized it into five sections. The first section is vocabulary: Students will keep our class word studies and vocabulary quizzes in that area. Following vocabulary will be class work. Students are informed to keep any information worked on in class that they have not been told to put elsewhere goes in portion of their binder. The third segment in their Language Arts binder is for their class writing assignments and grammar activities. The last section is for reference materials. Reference materials are important handouts that they will need to refer to throughout the school year.

Strategies

Think-Pair-Share

Throughout some of my daily lessons, students will use cooperative discussion to complete a think-pair-share strategy developed by Frank Lyman and his colleagues in Maryland. "It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages."[ii] Students will be provided a question, prompt, or observation and have a few minutes to brainstorm their individual ideas. Using their designated neighbor, students will pair up to share their independent thoughts. They will work together to compare their thoughts and choose an answer they wish to share with the rest of the class.

Web Quest

Instead of starting off every unit with a PowerPoint, telling the students what they will be learning, Web Quests allow students to delve into the new information for themselves. This teaching strategy was developed in 1995 by Bernie Dodge of San Diego State University. Using a teacher-created website with links and questions dealing with a new topic is an "inquiry-based activity where students are given a task and provided with access to on-line resources to help them complete the task. It is an ideal way to deliver a lesson over the web. Web Quests are discovery learning tools; they are usually used to either begin or finish a unit of study."[iii]

Peer Editing

Peer editing can be a useful strategy for young writers to use when editing their written assignments. Students receive constructive criticism and positive feedback on their drafts, which allows them to do a "thoughtful, informed revision of their paper-in-progress before submitting a final draft to the instructor."[iv]

Peer editing can be a useful strategy for young writers to help them edit their written assignments. This method works well if you explain to the students the expectations of

the peer editing process and closely monitor their feedback and proofreading marks. I use specific peer editing guidelines and proof reading marks from the Read Write Think website that I have altered to fit the needs of my students. Also, I practice editing short essays with my students as a whole class to make sure they understand how to correctly place proofreading marks and to give constructive feedback before they begin peer editing in their small groups.

I assign heterogeneous peer editing groups based on their beginning-of-the-year writing assessment. Students are rated on a writing rubric, and each group has a student rated above average, average, and below average. "Research strongly supports the positive effects of heterogeneous groupings of students because of its noticeable effects on; attitude toward school, increase of self-concepts as learners, relationships with peers, reduction of anxiety, and future aspirations."[v]

Writing Conferences

Writing conferences can be accompanied with peer editing. I believe it is beneficial for students to evaluate their classmate's written work, but young writers still need adult assistance with understanding organizing and correcting grammatical errors in their own writing. I personally set up writing conferences for every major essay assigned in my class. While students work in small groups taking turns peer editing each other's papers, I move from group to group, working with each student individually commenting on their strengths and weaknesses in their rough drafts. While this might be time consuming and take up at least two to three days of class time, I find that students become more aware of their writing abilities. I enjoy getting to work with the student one on one and having the opportunity to give them direct feedback about their strengths and weakness in their writing, rather than them receiving a percentage/letter grade or a generic rubric.

> Research on the writing process suggests that writers learn the most about writing when they share and reflect on their writing. In classrooms, this is most commonly done through writing conferences as part of the revision stage. Whether they occur with pairs, with small groups, or with the teacher, the social benefits of sharing writing improves writing.[vi]

Sound Check

After peer editing and writing conferences, they compose their final drafts. Once they have completed their final draft, they will copy and paste their document into a website program known as voki.com. "Voki is a program that allows you to make an animated character (avatar) and give it your own voice or use text-to-speech. Within the program, you can customize your character, give it a voice, select a background, and even the player."[vii]

Socratic Seminar

I have implemented Socratic Seminars throughout my literature units to have students discuss reading assignments in class and formulate questions to help with their comprehension of the story. Working with other educators through the Charlotte Teachers Institute, discussion arose about the topic of Socratic Seminars being used to analyze and evaluate the style and conventions of published authors, or even about student writing samples. Even though my students already evaluate their writing along with their classmates during peer editing and writing conferences, I loved the idea of having an authentic whole class conversation about the style and conventions of publish authors as well as student writing samples.

   The website ReadWriteThink.com is where I found information on how to execute Socratic Seminars in my classroom. This type of seminar involves arranging the class so that students can look at each other during the conversation. The desks can be set up in a circular or square type formation. I'll also provide students with a handout containing several open-ended questions, but the class will be responsible for running the discussion. The text being discussed will be read prior to the seminar, and also students will preview the questions that will be asked throughout the seminar. Along with introducing the text and questions before the discussion, I'll also explain the rules and guidelines of a Socratic Seminar. I will inform students that they will be evaluated on their responses and to be detailed and elaborate when they answer a question or react to another student's opinion. During the first question, every member of the class will respond. Students will be told not to repeat previous remarks, but instead to state why they agreed or disagreed with earlier statements. When I pose the remaining questions, each student will be allotted four responses. I'll keep track each time a child speaks during the discussion. Students will need to talk at least twice, and they can respond no more than four times throughout the remainder of the conversation. This prevents only a few students talking and encourages other classmates to participate during the Socratic Seminar.[viii]

Daily Lessons

This unit could be used in any middle school Language Arts classroom after teachers have reviewed with their students the information listed in background knowledge. Educators could also change or adjust the music listed in the activities to meet the interest/grade level of their students. I discussed with my classes earlier in the year what musicians/musical genre they liked, and I try to incorporate their selections in my unit.

Day One and Two

The students will begin this unit with a quick write warm up. Students will be asked to write down what the similarities and differences are between music and grammar, using a Venn diagram. Using their quick writes, I will then have a short class discussion where

students will share their written responses. While they share prior knowledge about grammar and music, I will have a larger Venn diagram on the board, and will add the student responses. I will keep the music and grammar graphic organizer up throughout the entire unit.

After our class discussion, students will then discover information about the evolution of grammar and music and present similarities/differences between the two. Students will be divided into six groups of four to five students, depending on the class size, and will remain in these groups throughout the entire unit. The first three groups complete a timeline of the history of grammar, while the other three groups create a timeline for the history of music. The groups will present their timelines and display them around the classroom. After the web quest presentations, I will ask the students if there is anything they want to add to our class Venn diagram. Students will also keep track of the information written in a larger graphic organizer on the board and on their own Venn diagram they started during their quick write. Hopefully, this will lead them into discovering the questions that our unit will cover.

If students are unable to uncover the topics covered in our unit, I will end class presenting the questions we will answer over the next couple of days and in their culminating activity. How does punctuation give a piece of writing a musical quality and creates meaning? Why do song writers and musicians have to consider how words function in their compositions? Why do musicians and writers display linguistic diversity? Those questions will be on my promethean board, and I will ask students to write down thoughts/ideas/confusion they might have about the questions and the culminating assignment. I will explain to the students that I will address their thoughts/ideas/confusion responses throughout the unit.

Day Three

After students finish their web quest presentations, they will continue their study of music and grammar by looking at the word choice of four different song writers and a sample email. Each group will be given music lyrics from Aretha Franklin's *RESPECT,* Katy Perry's *Roar,* Frank Sinatra's *I've Got you under my Skin*, and Justin Bieber's *Boyfriend*. They will then be responsible for reading the song lyrics and answer questions from the "Who Says it Best" handout. After they examine the word choice of song writers, they will then examine word choice in their own writing.

Students will work together to fill in the "Who Says it Best" handout and analyze the different types of word choice each musician uses and how it affects the message of the song. As a class, we will discuss their answers and add information to our music and grammar Venn diagram.

After finishing our discussion about the song lyrics, students will evaluate the word choice in the fake student email example addressed to Miss Lee. The groups will assess the following email's word choice and edit it to appropriately address the specified audience.

Dear Miss Lee,

Sup? I'm having a hard time with our homework tonight. Could you do me a solid and send me some advice? The paper you assigned was confusing. Jk I know you saw me talking *to* Riley during class, but it was bc I didn't understand what you were talking about. My mom will be mad if I get another F in your class. Send me some extra help ASAP so I can get her off my case. Thx. You're the bomb.com. TTYL.

Guss Grammar

After students finish revising the previous email, we will discuss as a whole class the similarities and differences between the "Who Says it Best" handout and the email activity. Did they see a correlation between the two, and what is important to consider when you're writing a song or an email?

Day Four

Students will investigate the style in varying genres of music and writing. Each group will be given song lyrics from country musician Gary Allan, *Life Ain't Always Beautiful*, and *I Can* by rap artist Nas. After reading both songs together, students will answer three questions pertaining the style of each song. Once students finish answering the questions below, one student from each group will report their findings to the entire class.

1. What are the differences between the styles of the two songs?
2. What are the similarities between the styles of two songs?
3. Why is it important to recognize the similarities and differences in the style of music?

Each group will then be given the poem, *If I can Stop One Heart From Breaking* by Emily Dickinson, and *Thank You M'am* by Langston Hughes to evaluate the two pieces of writing and to answer three questions. Once students finished answering the questions below, one student from each group will report their findings to the entire class.

1. What are the differences between the style of the poem and short story?
2. What are the similarities between the style of the poem and short story?
3. Why is it important to recognize the similarities and differences in style of writing?

After students have finished their discussion about the styles of the songs and pieces of writing used in class, they will add additional information about grammar and music to our Venn Diagram.

Day Five

Students will walk into the classroom, and I will have *Somewhere over the Rainbow* by Judy Garland playing. I will then play *Somewhere over the Rainbow by* Me First and the Gimme Gimmes. On the promethean board, directions will be posted for students to listen to the music playing and to write down how the beat helps create the meaning of the song, and whether they think the rhythm helps convey the song writer's point, why or why not. Then I will give the students a folder with pictures and texts and have them examine the importance of punctuation in each of the examples. After discussing the handouts, students will do a Think Pair Share on how the examples below show that punctuation can alter the meaning of a statement or of a piece of writing.

Example: How does the comma addition change the meaning of the statement?
    Let's eat Miss Lee.
    Let's eat, Miss Lee.

    Other pictures and examples used in the class can be referenced at wordpress.com. One of the examples will be a love letter that is transformed into a breakup letter just by adding and deleting punctuation. This will enable students to visualize and discuss the importance of punctuation placement.

    Students will then create their own examples of how punctuation can change their own writing. In their groups, they will work together to compose two sentences. The sentences must contain the same words, but different punctuation. After students completed the task, they will share their examples with the class.

Day Six

A local songwriter/producer will talk to the students about writing music and about the production process of a song. He will take them through how he chooses his topic and gets inspired when he is recording an album. Students will also be exposed to the similarities of the development of a song and writing a paper. We will focus on the importance of editing and revising.

    I will also have our musical guest discuss his style of writing and whether or not it plays a crucial role in his songs. Students will be able to ask questions and add information to our classroom music and grammar Venn diagram.

Day Seven

Students will begin brainstorming ideas for their culminating essay. Students will write a "Song Analysis Essay." The "Song Analysis Essay" is to reinforce both what students have already learned through our weeklong discussion about grammar and music and their understanding of how to write a standard essay. The prompt students will respond to:

> What is your favorite song about, and how does the musician communicate his/her message? Describe the style and effectiveness of the song. Can you compare/contrast the style of your favorite song to the style of another published author? What is the song about and how does the musician communicate his/her message? What makes this song your favorite?

This assignment fulfills the Common Core for W.75 and W.76 (see below and Appendix 1). Students are analyzing a song and thinking critically about how it communicates its message. The drafting process would include everything from prewriting to revision emphasizing the importance of the writing process.

Day Eight

Students will bring in the lyrics to their favorite song and begin outlining their essay. I will provide them with the "Favorite Song Essay Outline" to help them list their information for their rough draft and answer the questions posed in the prompt. Using the Promethean Board, I will display a blank version of the handout on the screen and write about my favorite song, to give them an example of what students will need to include in their outlines. Students will have all class to fill in their outline sheet, and if students finish early, they can begin their rough draft. I will walk around monitoring and answering any questions. If students do not finish their outline in class, they will need to take it home and finish it as homework.

Days Nine and Ten

After students have completed their "Favorite Song Essay Outline," they will begin writing their rough draft. I'm giving the class time to write their essays, to ensure they receive assistance and to maximize the number of students who will complete the assignment. If the students do not finish their rough draft in class, they will need to take it home and finish it as homework.

A Socratic Seminar will take place on the last day of the unit. The seminar questions will be about the unit as well as about their own "Song Analysis Essay." I will provide them with the seven questions listed below to keep in mind while they work on their papers. Expectations and guidelines that were stated earlier in the unit will also be addressed with the students.

1. What verbs did you use in your "Song Analysis Essay?" Do you feel your choice of verbs affected the message of your paper? Give examples/reasons explaining why or why not.
2. What nouns did you use in your "Song Analysis Essay?" Do you feel your choice of nouns affected the message of your paper? Give examples/reasons explaining why or why not.
3. What adjectives did you use in your "Song Analysis Essay?" Do you feel your choice of adjectives affected the message of your paper? Give examples/reasoning explaining why or why not.
4. Do you feel that your punctuation usage gave your paper a musical quality and/or help create meaning in your "Song Analysis Essay," why/why not?
5. What similarities and or differences regarding writing style were you able to find between your favorite song and an author we have read this year in class?
6. Why do you think there are various writing styles and genres in music and writing?
7. Was discussing the parallels between music and grammar beneficial, why/why not?

Days Eleven and Twelve

Students will come to class with their completed rough drafts and begin the editing process. The "Peer Editing" sheet will provide students with guidelines and directions of how to comment on their group members' papers. They will work in their writing groups to check their paper organization, grammar, and spelling of each other's essays.

While students are peer editing in their writing groups, I will begin writing conferences with each student before they start writing their final draft. If students finish their peer editing and have had a writing conference with me, they will be allowed to begin composing their final draft.

Day Thirteen and Fourteen

After all students receive feedback from myself and from their group editors, I will take students to the computer lab to type their final drafts. Students will need to use the information they received to revise their "Song Analysis Essay."

Once they have typed their revised rough draft, they are going to copy and paste their "Song Analysis Essay" into a website program known as Voki, to which I referred above in the unit as the "Paper Sound Check." Using this particular website allows students to have their papers read aloud through the computer. Hearing their written words being read back to them will permit them to catch grammatical and organizational mistakes. Noticing the errors through their "Sound Check," they will need to make the appropriate changes to their culminating assignment. Final drafts need to be finished by the end of the class period or completed as homework if students still need to finish.

Day Fifteen

The last day of the unit, the class will participate in a Socratic Seminar. The questions asked are listed under the subheadings of days nine and ten. Information regarding the class discussion is located under strategies. Students will complete a self-evaluation, "Socratic Seminar Response Report," after the class discussion.

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APPENDIX A
Who Says it Best Handout

Subject/Topic:
- Identify 3-4 nouns in each song.

Sinatra:
Bieber:
Aretha:
Perry:

- How does the author's choice of nouns affect the song's message?

Sinatra:
Bieber:
Aretha:
Perry:

Adjectives:
- Identify 3-4 adjectives in each song.

Sinatra:
Bieber:
Aretha:
Perry:

- How does the author's choice of adjectives affect the song's message?

Sinatra:
Bieber:
Aretha:
Perry:

Verbs:
- Identify 3-4 verbs in each song.

Sinatra:
Bieber:
Aretha:
Perry:

- How does the author's choice of adjectives affect the song's message?

Sinatra:
Bieber:
Aretha:
Perry:

APPENDIX B

Peer-Editing Guidelines and Feedback Report

• Each paper will be read by three students and one adult.
• Make sure that everyone in the group has a differently colored pen.
• Editor will read each paper three times.
• During the first reading, editors will not make any corrections or comments.
• During the second reading, editors will mark grammatical errors. Do not correct!
• During the third reading, editors identify organizational problems.
• Editors will provide author with positive feedback or constructive criticism
through discussion and/or through written comments.

Essay Assignment: Song Analysis Essay

Editor Names:
1.   2.
3.   4. *Miss Lee*
Introduction

Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average:
Answered ALL Prompt Questions

Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Provides supporting Details/ Evidence

Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Sentence Variety

Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Punctuation

 Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Word choice

 Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Sentence Variety

Editor 1. _____   Editor 2. _____   Editor 3. _____   Miss Lee 4. _____   Average
Spelling

1. _____   2. _____   3. _____   4. _____   Average: _____

Overall Average: _____

APPENDIX C

Socratic Seminar Response Report

Rate your overall performance during our "Song Analysis Seminar:"

4-100%   **3**-90%   **2**-80%   **1**-70%   **0**

_____ I reviewed my "Song Analysis Essay," and came prepared with comments for each question.

_____ I responded at least four times throughout the discussion.

_____ I stated my thoughts and opinions clearly.

_____ I cited specific evidence from my paper or other texts to support my responses.

_____ I responded either agreeing or disagreeing with another student's response.

_____ I followed the rules of conversation previously discussed in class

Average Score:

Strengths: Weaknesses:

1)   1)

2)   2)

Annotated Bibliography for Teachers

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"Socratic Seminars." readwritethink.org. http://www.readwritethink.org/professional development/strategy-guides/socratic-seminars-30600.html#research-basis (accessed October 30, 2013). This informational website provides instructions and Background information on Socratic Seminars.

Appendix: Implementing Common Core Standards

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

Throughout this unit student will participate in writing groups, peer editing, and daily activities that promote revision and editing skills.

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

Students will use Voki, and the internet to complete the Song Analysis Essay assigned in the "Music and Grammar" curriculum unit.

[i] Selvc, Robert. "Language and music: sound, structure, and meaning." *WIREs Cognitive Science*, 2012.

[ii] "ReadingQuest Strategies | Think-Pair-Share." ReadingQuest Strategies | Think-Pair-Share. http://www.readingquest.org/strat/tps.html (accessed October 30, 2013).

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