Grammar -- Parts of Speech

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will recognize all eight parts of speech in a variety of contexts with an eye toward applying them to their writing. Students will also analyze various contexts to discover how a single word can act as varying parts of speech.

This unit also adds particular emphasis to concepts relating to pronouns, as specified in Core Standards L 6.1 A-E.

For students in the honors classes, instruction and activities in this unit on parts of speech require higher degrees of knowledge and of critical thought. Among the differences between this unit and the corresponding unit for regular classes:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and daily classroom activities will emphasize synthesis of concepts beyond mere application and analysis (e.g., Think of how we use "pretty" as an adverb in colloquial speech, rather than as an adjective.).
- Gifted classes include a wider array of background information related to the history of grammar and the idea of discrete language components such as parts of speech (see *Integrated/Cross Disciplinary Instruction* and *Resources*).
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Assessments are more challenging, requiring keener analysis skills even to arrive at correct responses to objective items on quizzes and tests.

For more information, please see the *Activities* section of this unit.

Standards

CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5	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.
CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding

	plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCSS.ELA-Literacy.L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
CCSS.ELA-Literacy.L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCSS.ELA-Literacy.L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Essential Questions

How are the eight parts of speech distinct from each other, and how do they interrelate?

How does context determine the function of a word and thus its part of speech?

Why does varying a word's context sometimes alter its function?

Application of Knowledge and Skills...

Students will know that...

Students will know that:

-all words fall into at least one category of the eight parts of speech.

-words have different functions that vary with context, their interrelations with other words, and in different modes of speaking and writing.

-sentences can be manipulated in order to make a single word function as different parts of speech.

-pronouns have specific forms called cases (subjective, objective, possessive, reflexive) which are required in certain contexts.

-pronouns must agree with their antecedents.

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- -sentences can be manipulated in order to make a single word function as different parts of speech.
- -words have different functions that vary with context, their interrelations with other words, and in different modes of speaking and writing.

Students will be skilled at...

Students will be able to:

-identify the eight parts of speech and classify words into them.

-identify the varying parts of speech of single words as they appear in different contexts.

-analyze a word in various contexts and explain how it changes its part of speech.

-manipulate sentences in order to make a single word function as different parts of speech.

-recognize and use appropriate cases of pronouns and correlate them with their antecedents.

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- -identify the varying parts of speech of single words as they appear in different contexts.
- -manipulate sentences in order to make a single word function as different parts of speech.
- -recognize and use appropriate cases of pronouns and correlate them with their antecedents.

Assessments

Parts of Speech Pretest
Diagnostic: Written Test

This initial assessment reveals what understanding, if any, the student already has with regard to parts of speech and the functions of words in context.

Quiz and Test Reviews
Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Quiz: Nouns, Verbs, and Adjectives
Formative: Written Test

After instruction on the first three parts of speech, students demonstrate their ability to identify the functions of words in context.

Quiz: Adverbs and Pronouns
Formative: Written Test

After instruction on adverbs and pronouns, students demonstrated their ability to recognize and identify them in context.

Quiz: Prepositions, Conjunctions, and Interjections
Formative: Written Test

After instruction on the topics of prepositions, conjunctions, and interjections, students must demonstrate their ability to recognize and identify these words in context.

Unit Test
Summative: Written Test

This test requires students to: recall the list of all eight parts of speech (knowledge); identify the part of speech of words underlined in sentences (comprehension/analysis); identify words that are spelled the same, but when placed in different contexts, have different grammatical functions. For example, the word "throw" in "I will throw the ball," is a verb; but it is a noun in "That was a good throw" (analysis).

Group Presentation (at teacher's discretion)
Formative: Oral Report

The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

- UbD Parts of Speech Presentation Self-Assessment.docx
- UbD Parts of Speech Presentation Audience Review.docx
- UbD Parts of Speech Presentation Teacher Review.docx

- UbD Parts of Speech PRETEST.doc
- UbD Parts of Speech NVA Quiz 6 HONORS.doc
- UbD Parts of Speech Quiz AdvPro 6 Honors.doc
- UbD Parts of Speech Quiz PCI 6 Honors.doc
- UbD Parts of Speech Test 6 HONORS.doc

- After instruction on adverbs and pronouns, students demonstrated their ability to recognize and identify them in context.
- After instruction on the first three parts of speech, students demonstrate their ability to identify the functions of words in context.
- After instruction on the topics of prepositions, conjunctions, and interjections, students must demonstrate their ability to recognize and identify these words in context.
- After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.
- Diagnostic: Written Test
- Formative: Oral Report
- Formative: Self Assessment
- Formative: Written Test
- Formative: Written Test
- Formative: Written Test
- Group Presentation (at teacher's discretion)
- Parts of Speech Pretest
- Quiz and Test Reviews
- Quiz: Adverbs and Pronouns
- Quiz: Nouns, Verbs, and Adjectives
- Quiz: Prepositions, Conjunctions, and Interjections
- Summative: Written Test
- The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.
- This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.
- This initial assessment reveals what understanding, if any, the student already has with regard to parts of speech and the functions of words in context.
- This test requires students to: recall the list of all eight parts of speech (knowledge); identify the part of speech of words underlined in sentences (comprehension/analysis); identify words that are spelled the same, but when placed in different contexts, have different grammatical functions. For example, the word "throw" in "I will throw the ball," is a verb; but it is a noun in "That was a good throw" (analysis).
- Unit Test

Activities

Possible classroom activities may include, but are not limited to, the following:

Daily review of essential questions

Daily SmartBoard warm-up activities

Teacher presentation of concepts, examples, and contexts for each part of speech

Peer presentation of concepts, examples, and contexts for each part of speech

Group discussion of guides for each part of speech

Composition of flash cards as an alternate organizational instrument

Peer study groups; peer discussions

Peer-generated challenge assessments

Students' self-assessment of learning and peer assessment of growth

History of grammar and the idea of discrete language components such as parts of speech (ref. Dionysus Thrax)

Activities to Differentiate Instruction

Teachers may choose to have students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following:

Visual: Schoolhouse Rock videos, handouts, flash cards, practice test

Visual/Kinesthetic: Smart Board activities

Struggling learners: peer groupings, handouts, reviews

Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques

Integrated/Cross-Disciplinary Instruction

Discussion of Dionysus Thrax, ancient philosopher and grammarian who identified parts of speech and noted their applicability to all human language.

Information at http://www.nndb.com/people/743/000104431/

Dionysus Thrax

Resources

Teacher, Student, and Parent Resources

Individual handouts for each of the eight parts of speech

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Youtube links for Schoolhouse Rock:

Nouns http://www.youtube.com/watch?v=Sy72OPgdVuA

Verbs http://www.youtube.com/watch?v=wn0WEuH4mF4

Adjectives http://www.youtube.com/watch?v=NkuuZEey_bs

Adverbs http://www.youtube.com/watch?v=14fXm4FOMPM

Pronouns http://www.youtube.com/watch?v=koZFca8AkT0

Prepositions http://www.youtube.com/watch?v=Bmz8mM-nPtM

Conjunctions http://www.youtube.com/watch?v=eZqI5b5wGA4

Interjections http://www.youtube.com/watch?v=eZqI5b5wGA4

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Additional resources generated by students and distributed during their group presentations

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

- Daily Warmups
- UbD Parts of Speech NOUNS.doc
- UbD Parts of Speech VERBS.doc
- UbD Parts of Speech ADJECTIVES.doc
- UbD Parts of Speech ADVERBS.doc
- UbD Parts of Speech ADVERBS.doc

- UbD Parts of Speech PRONOUNS.doc
- UbD Parts of Speech PREPOSITIONS.doc
- UbD Parts of Speech CONJUNCTIONS.doc
- UbD Parts of Speech INTERJECTIONS.doc
- UbD Parts of Speech Schoolhouse Rock Nouns.docx
- UbD Parts of Speech Schoolhouse Rock Verbs.docx
- UbD Parts of Speech Schoolhouse Rock Adjectives.docx
- UbD Parts of Speech Schoolhouse Rock Adverbs.docx
- UbD Parts of Speech Schoolhouse Rock Prepositions.docx
- UbD Parts of Speech Schoolhouse Rock Pronouns.docx
- UbD Parts of Speech Schoolhouse Rock Conjunctions.docx
- UbD Parts of Speech Schoolhouse Rock Interjections.docx
- Practice Quiz: Nouns, Verbs, Adjectives
- Practice Quiz: Adverbs and Pronouns
- Practice Quiz: Prepositions, Conjunctions, and Interjections
- Unit Test--Practice
- Unit Test--Practice (Funny!)