Grammar -- Punctuation

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 demonstrate the proper use of the various forms of punctuation in a variety of contexts. In accordance with Core Standard for Language 6.2 A, the portion of the unit involving using punctuation to set off nonrestrictive elements.

This comprehensive unit on punctuation includes instruction and practice on the use of end punctuation (periods, question marks, and exclamation points) and intermediary punctuation (apostrophes, hyphens, dashes, parentheses, commas, semicolons, and colons).

Quotation marks are addressed in lessons regarding dialogue in narrative writing; therefore, they are not included in this unit.

For students in the honors classes, instruction and activities in this unit on sentences 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., "Rephrase a sentence so that a semicolon series can be replaced by commas," or "Even though this sentence is grammatically sound and properly punctuated, how can we revise it to fit more smoothly into a writing passage?"
- 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.6.7	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.6.2	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.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

How is punctuation used?

How does punctuation ensure clarity of meaning and correctness of format?

How does the proper use of punctuation improve one's writing?

How does punctuation set apart nonrestrictive or parenthetical elements?

Application of Knowledge and Skills...

Students will know that...

Students will know that:

-punctuation has specific functions for ensuring clarity in sentences.

-punctuation is used to format many conventional constructions.

-nonrestrictive clauses and parenthetical elements require special forms of punctuation.

-not all properly-punctuated sentences are the best sentences to use in written passages.

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- -punctuation has specific functions for ensuring clarity in sentences.
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Students will be skilled at...

Students will be able to:

-identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons.

-format conventional constructions such as clauses, sentences, and series using applicable punctuation.

-use commas, parentheses, and dashes to set off nonrestrictive and parenthetical elements.

-explain the importance, not only of proper punctuation, but of sentences composed optimally with respect to their written contexts.

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- -identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons.
- -use commas, parentheses, and dashes to set off nonrestrictive and parenthetical elements.

Assessments

Formative Quizzes
Formative: Written Test

Formative quizzes given periodically to assess students' understanding of concepts.

Unit Test

Summative: Written Test

End-of-unit test on unit content

Peer Presentations (if teacher chooses)
Other oral assessments

The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on a topic from this unit on sentences and sentence structure. 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.

Unit Prestest
Diagnostic: Written Test

Parameters and Assessment Rubrics for Peer Instruction

- Diagnostic: Written Test
- End-of-unit test on unit content
- Formative Quizzes
- Formative quizzes given periodically to assess students' understanding of concepts.
- Formative: Written Test
- Other oral assessments
- Peer Presentations (if teacher chooses)
- Summative: Written Test
- The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on a topic from this unit on sentences and sentence structure. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.
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- Unit Prestest
- Unit Test

Activities

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

Distribution of handouts/study guides for punctuation; discussion and analysis of concepts and contexts

SmartBoard activities identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities)

Activities from *The Writer's Craft*.

Activities for practice and analysis of skills and concepts

Composition of flash cards to supplement study guides

Peer presentations and instruction—in consultation with the teacher.

Challenge exercises for enrichment—possibly generated by students.

Activities to Differentiate Instruction

Teachers may choose to have students work collaboratively to prepare instructional presentations on concepts related to the unit. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following:

Visual: handouts, flash cards, practice quizzes and tests

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

None for this unit.

Resources

Handouts for punctuation

Practice quizzes

Practice test

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

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)

- UbD Punctuation Notes Apostrophes Hyphens.doc
- UbD Punctuation Notes Commas.doc
- UbD Punctuation Notes Dash Ellipsis.doc
- UbD Punctuation Notes Restrictive and Nonrestrictive.doc
- UbD Punctuation Notes Semicolons Colons.doc