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 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 is a slightly abridged version of a corresponding unit in the grade 6 curriculum. Given the comprehensive investigation of this topic in grade 6, the grade 7 students may benefit from somewhat less time in this year's investigation of parts of speech in favor of more time on Writing Workshop projects later in the year. The unit does, however, remain thorough enough for students who are new to the school and do not have the benefit of the previous year's more intensive coverage.

This grammar unit and three others like it serve as an essential basis early in the school year for the Writing Workshop and ongoing writing experiences. As the students learn the skills and vocabulary related to the mechanics of writing, their facility with more abstract nuances will benefit incalculably.

Standards

CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.7.10	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.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

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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.

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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: 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 demonstrate 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 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); to identify the part of

speech of words underlined in sentences (comprehension/analysis); and to know that words that are spelled the same are often placed in different contexts, giving them 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 (if teacher chooses)
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, will 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 demonstrate 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 demonstrate their ability to recognize and identify these words in context.
- Diagnostic: Written Test
- Formative: Oral Report
- Formative: Written Test
- Formative: Written Test
- Formative: Written Test
- Group Presentation (if teacher chooses)
- Parts of Speech Pretest
- Quiz: Adverbs and Pronouns
- Quiz: Nouns, Verbs, and Adjectives
- Quiz: Prepositions, Conjunctions, and Interjections
- Summative: Written Test
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- 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); to identify the part of speech of words underlined in sentences (comprehension/analysis); and to know that words that are spelled the same are often placed in different contexts, giving them 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 organizing instrument

Peer study groups and 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)

Further extension into Greek inquiry into various phenomena under the rubric of "Philosophy" (see *Integrated/Cross Disciplinary Instruction*)

Activities to Differentiate Instruction

Students may 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: SmartBoard 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/

Extensions: Connection of ancient Greek inquiry to content areas as diverse as social studies, English language arts, mathematics, science, world languages, the arts, and even physical education.

Socrates--ethics, rhetoric

Plato--civics, logic, mathematics

Aristotle--writing, natural science, psychology

The word "philosophy" to the ancient Greeks encompassed all forms of learning, both concrete and abstract.

Dionysus Thrax

Resources

Teacher, Student, and Parent Resources

Individual handouts for each of the eight parts of speech

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!)