Grammar - Understanding Sentences

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 analyze sentences, distinguishing between declarative, interrogative, imperative, and exclamatory sentences. Additionally, they will distinguish between simple, compound, and complex sentences. They will also explain the differences between dependent and independent clauses, and they will apply this knowledge to their own writing habits.

Instruction and activities in this unit on sentences require high 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., Compose a complex sentence in which the subordinating conjunction is understood rather than written or spoken, as in—*We didn't know [that] you were behind the tree.).*
- 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.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.7.4	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.
CCSS.ELA-Literacy.L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
CCSS.ELA-Literacy.L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-Literacy.L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

How do the different modes of sentence differ from each other?

How do different sentence elements contribute to the meaning of a sentence?

How can sentences be configured to become distinct types of sentences?

How do different types of sentences in context affect one's writing?

Application of Knowledge and Skills...

Students will know that...

Students will know that:

- sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory.
- sentences are composed of clauses, which themselves have subjects, verbs, and various other elements.
- different configurations of elements yield different types of sentences.
- coordinating and subordinating conjunctions can determine whether a clause is dependent or independent.
- effective writing requires sentences of varying lengths and types.

- coordinating and subordinating conjunctions can determine whether a clause is dependent or independent.
- different configurations of elements yield different types of sentences.
- effective writing requires sentences of varying lengths and types.
- sentences are composed of clauses, which themselves have subjects, verbs, and various other elements.
- sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory.

Students will be skilled at...

Students will be able to:

- identify declarative, interrogative, imperative, and exclamatory sentences.
- identify various elements in a sentence (subject, verb, etc.).
- distinguish between simple, compound, complex, and compound-complex sentences.
- manipulate clauses and conjunctions in order to change sentences from one type to another.
- explain the necessity of the writing guideline that states a paragraph should have no more than two simple sentences.

- distinguish between simple, compound, complex, and compound-complex sentences.
- explain the necessity of the writing guideline that states a paragraph should have no more than two simple sentences.
- identify declarative, interrogative, imperative, and exclamatory sentences.
- identify various elements in a sentence (subject, verb, etc.).
- manipulate clauses and conjunctions in order to change sentences from one type to another.

Assessments

Formative Quizzes
Formative: Written Test

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

Unit Test
Summative: Written Test

End-of-unit test

Unit Prestest
Diagnostic: Written Test
Worksheets and exercises
Other written assessments
Peer-Instruction Presentations (if teacher chooses)
Formative: 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, 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.

Parameters and Assessment Rubrics for Peer Instruction Presentations

- Diagnostic: Written Test
- End-of-unit test
- Formative Quizzes
- Formative quizzes given periodically to assess students' understanding of concepts and skills.
- Formative: Other oral assessments
- Formative: Written Test
- Other written assessments
- Peer-Instruction 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, 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.
- Unit Prestest
- Unit Test
- Worksheets and exercises

Activities

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

Distribution of handouts/study guides for each sentence mode (declarative, interrogative, etc.) and sentence type (simple, compound, complex); discussion and analysis of concepts and contexts

SmartBoard exercises 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

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 sentence modes and sentence types

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

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 Understanding Sentences Notes.doc