Grammar Blitz, Part I -- 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 heavily abridged version of corresponding units in the curricula for grades 6 and 7. 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.

The Grammar Blitz units provide for an expedient review of the grammar topics most important to students' writing skills. This enables students to spend more of the year working on their various Writing Workshop projects.

Teachers may wish to employ a format in which instruction and activities are conceived and driven by students, in consultation with the teacher. For example for the four Grammar Blitz units, a class can be divided into four groups, each presenting instructions and activities for one unit. The teacher administers assessments, additional instruction, and follow-up assessments as needed.

Standards

CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.5	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.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.8.8	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.8.10	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.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.
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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.

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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.

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

Working in groups, students prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher provides 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.

Test: Verbs, Verbals, Mood, and Voice
Summative: Written Test

Students demonstrate solid understanding of verbals (infinitives, participles, and gerunds), mood (indicative, subjunctive, and imperative), and voice (active and passive).

- 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

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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).

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Activities

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

Daily review of essential questions

Daily SmartBoard warm-up activities

Teacher or peer-group presentation of concepts, examples, and contexts for each part of speech

Peer study groups

Student-generated exercises for each critical stage of the unit (nouns, verbs, and adjectives; adverbs and pronouns; prepositions, conjunctions, and interjections)

Peer-generated challenge assessments

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

Activities to Differentiate Instruction

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 technique

Integrated/Cross-Disciplinary Instruction

None for this unit.

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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!)