# Grammar Blitz, Part II -- 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.

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.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| 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.8.3 | 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

Parts of Speech Pretest
Diagnostic: Written Test

This initial assessment reveals the understanding the student already has with regard to sentence modes, clauses, sentence components, and configurations like simple, compound, and complex sentences.

Unit Test
Summative: Written Test

This test requires students to identify declarative, interrogative, exclamatory, and imperative sentences and to recognize and identify independent and dependent clauses, coordinating and subordinating conjunctions, and simple, compound, and complex sentences.

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.

- Diagnostic: Written Test
- Formative: Oral Report
- Group Presentation (if teacher chooses)
- Parts of Speech Pretest
- Summative: Written 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 the understanding the student already has with regard to sentence modes, clauses, sentence components, and configurations like simple, compound, and complex sentences.
- This test requires students to identify declarative, interrogative, exclamatory, and imperative sentences and to recognize and identify independent and dependent clauses, coordinating and subordinating conjunctions, and simple, compound, and complex sentences.
- Unit Test
- 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.

## 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 and discussions

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/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

None for this unit.

## Resources

**Teacher, Student, and Parent Resources**

Note packet for Understanding Sentences

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall *Writing Coach ExamView* CD-ROM

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)

UbD Understanding Sentences Notes.doc