# Grammar Blitz, Part III -- 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.

This 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). The portion of the unit involving commas includes lessons on how to use a comma or an ellipsis to indicate a pause or break, and an ellipsis to indicate an omission.

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

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 unit provides 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

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| 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. |

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| 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.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.8.2.a | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| CCSS.ELA-Literacy.L.8.2.b | Use an ellipsis to indicate an omission. |
| CCSS.ELA-Literacy.L.8.3 | 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 can practice and observation make punctuation easier?

## 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.

-correct punctuation facilitates effective writing.

-commas, dashes, and ellipses can be used to indicate a break.

-an ellipsis can be used to indicate an omission.


- -an ellipsis can be used to indicate an omission.
- -commas, dashes, and ellipses can be used to indicate a break.
- -correct punctuation facilitates effective writing.
- -punctuation has specific functions for ensuring clarity in sentences.
- -punctuation is used to format many conventional constructions.


## 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, dashes, and ellipses to indicate a break.

-use an ellipsis to indicate an omission.

- -format conventional constructions such as clauses, sentences, and series using applicable punctuation.
- -identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons.
- -use an ellipsis to indicate an omission.
- -use commas, dashes, and ellipses to indicate a break.

## Assessments

Parts of Speech Pretest
Diagnostic: Written Test

This initial assessment reveals the understanding the student already has with regard to the uses of various forms of punctuation.

Unit Test
Summative: Written Test

This test requires students to apply various forms of punctuation to challenging contexts.

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 the uses of various forms of punctuation.
- This test requires students to apply various forms of punctuation to challenging contexts.
- 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 all forms of punctuation

Peer study groups and discussions

Peer-generated challenge assessments

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

## Activities to Differentiate Instruction

Teachers may choose to have 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: 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

**Teacher, Student, and Parent Resources**

Note packets for punctuation

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 Punctuation Notes Apostrophes Hyphens.doc
- UbD Punctuation Notes Commas.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