Grammar Blitz, Part IV -- Capitalization

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 practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing.

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.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

How do conventional rules apply to capitalization?

Why does following standard conventions makes writing more authoritative?

Application of Knowledge and Skills...

Students will know that...

Students will know:

-the rules for capitalization as they apply to initial words, salutations and closings of letters, and miscellaneous categories of words.

-the rules for capitalization as they apply to various categories of proper nouns and adjectives.

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- -the rules for capitalization as they apply to various categories of proper nouns and adjectives.

Students will be skilled at...

Students will be able to:

-capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.

-capitalize the various categories of proper nouns and adjectives.

- -capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.
- -capitalize the various categories of proper nouns and adjectives.

Assessments

Unit Pretest
Diagnostic: Written Test

This initial assessment reveals the understanding the student has with regard to the conventions of capitalization.

Unit Test
Summative: Written Test

This test requires students to demonstrate all skills related to capitalization.

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.

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- Formative: Oral Report

- Group Presentation (if teacher chooses)
- 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 has with regard to the conventions of capitalization.
- This test requires students to demonstrate all skills related to capitalization.
- Unit Pretest
- 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 capitalization

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 capitalization

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 Capitalization Notes.doc