

8-2011

Grammar is a Source of Power: Bridging the Gap to Empower the Writer

Tina Harper
Trinity University

Monica Gonzalez
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Harper, Tina and Gonzalez, Monica, "Grammar is a Source of Power: Bridging the Gap to Empower the Writer" (2011). *Understanding by Design: Complete Collection*. 152.

http://digitalcommons.trinity.edu/educ_understandings/152

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Grammar is a Source of Power: Bridging the Gap to Empower the Writer

Grade Level: Grade 8 and 9

Subject/Topic Area(s): English

Designed By: Tina Harper and Monica Gonzalez

Time Frame: Five Weeks

School District: National Association of Independent Schools

School: Trinity Valley School

School Address and Phone: 7500 Dutch Branch Road
Fort Worth, Texas 76132

Brief Summary of Unit (Including curricular context and unit goals):

Helping students tap into the power of grammar as a tool to empower their writing is the central goal of this unit. Students often see grammar as a list of rules and regulations that must be followed to avoid losing points on an assignment. It is our goal to help them see grammar as an avenue to communicate effectively and gain credibility from their audience.

Furthermore, students often struggle when transitioning from middle school to high schools. This unit is written to be taught and modified by an eighth grade and ninth grade English teacher. Because we teach at an independent school, the majority of our students will experience this unit both in 8th grade English and in 9th grade English (with modification). By designing and teaching the same unit together, students experience consistency in skill development. Additionally, teachers may discuss the concepts students master and the concepts students need further practice with throughout and after the unit.

In this unit students will study the power of grammar as it is structured to reflect education, social power, and purpose. Additionally, they will study the parts of the sentence and how writers modify or add to sentences to add clarity, meaning, style and sophistication.

Analysis of the sentence will also lead into the analysis of meaning in a piece of writing. Students will practice breaking a sentence into parts, looking at sentence structure, and then looking at the literary devices an author uses to affect meaning. It is our goal to help students see that grammar and literary devices are tools used by writers to bring power to their message. Both serve as layers, causing the reader to make discoveries and feel connected to the text.

UbD Template 2.0

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>ELA and Reading English I (TEKS) 5a,b,c; 6, 13a,b,c,d,e; 14a; 15c; 17a(i)(ii), c; 18a(ii); 19; 26 (See Appendix)</p> <p>This unit will focus on students’ ability to create a piece of writing using the writing process and to incorporate their understanding of grammar and sentence variety to enhance their work.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> • Self-revise for varied sentence structure • Use a process to create a piece of writing, specifically focused on revision • Use the writing of others to enhance their own sentence structure (use model texts) • Create writing with style and sophistication 	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Command of grammar has been and is a source of power in societies <ul style="list-style-type: none"> ○ Analyzing grammar deepens critical thinking skills and improves/empowers writers • Varied sentence structure adds clarity and meaning to the ideas expressed • Varied sentence structure enhances style and sophistication • Effective sentence construction is about making conscious choices in writing • Authors use literary elements to enhance their writing and the experience of their readers • Collaboration and dialogue can yield more effective thinking and writing 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How is grammar used as a source of power? • Why does sentence structure matter? • How does sentence variety enhance writing? • How do literary elements used by writers enhance the effectiveness of their message?
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • The steps in the writing process, specific focus on revision • The parts of a sentence • Types of sentences • The elements of a participial phrase and appositive phrase • Punctuation guidelines • Literary Elements • Writing is a form of thinking 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze a work of fiction for literary elements • Analyze a work of fiction for sentence structure • Identify and define literary elements in isolation and in context • Identify the parts of speech • Identify the parts of a sentence • Identify types of sentences • Imitate varied types of sentences based on mentor texts • Work collaboratively • Identify the steps in the writing process • Use the steps in the writing process

		<ul style="list-style-type: none"> • <i>Punctuate sentences correctly</i> • <i>Explain the connection between grammar and meaning in a piece of writing</i> • <i>Analyze the communication for the way grammar reveals power</i> • <i>Annotate a text with purpose</i>
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
M	For All Performance Tasks, See Accompanying Rubrics in Appendix for Evaluative Criteria	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> <ul style="list-style-type: none"> • Special Phrases Assessment and Literary Elements Assessment (See Appendix) <ul style="list-style-type: none"> ○ Special Phrases Assessment: Appositive and Participial Phrases and <i>Lord of the Flies</i> (Grade 9) ○ Special Phrases Assessment: Appositive and Participial Phrases and “The Bet” by Anton Chekhov and “38 Witnesses”
T		<ul style="list-style-type: none"> • Revision of interpretive response from <i>The Giver</i> (Grade 8) Students will apply their understanding of literary elements and grammar taught in this unit to revise an interpretive response written about their summer reading. This assessment will also be used to set the procedure of revision as a central component for all writing completed in the course. (See Appendix)
T		<ul style="list-style-type: none"> • Revision of interpretive response from <i>Lord of the Flies</i> (Grade 9) Students will apply their understanding of literary elements and grammar taught in this unit to revise an interpretive response written about their summer reading. This assessment will also be used to set the procedure of revision as a central component for all writing completed in the course. (See Appendix)
M,T		<ul style="list-style-type: none"> • Sentence Stalker Assignment Over the next few weeks students will discuss the ways writers use sentence structure to impact meaning and message. They will also spend time in class talking about the role of grammar in a society. How has grammar been used historically as a source of power? How is grammar still a way in which groups establish power or resistance? How does the sentence structure affect the conversation between reader and writer? <p>As we learn about special phrases, students will be asked to search for examples of these sentences in the writing of others. It is their job to <i>stalk</i> the sentences of writers and record the sentences where special phrases enhance the message of the</p>

M,T A, M M M M M A, M A, M A,M A,M	For Criteria, See Accompanying Quizzes and Assignments	writer. They will also have the opportunity to search for sentences <i>they</i> find appealing, powerful, interesting to include and analyze as they stalk. (See Appendix)	

Other Evidence (e.g., formative)			
<ul style="list-style-type: none">• Socratic Seminar• Special Phrases Practice using <i>Sentence Composing</i> by Don Killgallon• Special Phrase Quiz: Appositive Phrases and <i>Lord of the Flies</i> by William Golding (Grade 9)• Special Phrase Quiz: Participial Phrases and <i>Lord of the Flies</i> by William Golding (Grade 9)• Special Phrase Quiz: Appositive Phrases and “The Bet” by Anton Chekhov (Grade 8)• Special Phrase Quiz: Participial Phrases and “38 Witnesses” (Grade 8)• The Power of Grammar Warm-ups• Annotated texts			
<ul style="list-style-type: none">• Literary Terms Practice:<ul style="list-style-type: none">○ Summer Reading Literary Terms Review○ Literary Terms in Context• Sentence Stalker Tuning Protocol			
Stage 3 – Learning Plan			
CODE (A, M, T) A ,M A	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i> <ul style="list-style-type: none">• <i>Post essential questions and understandings written on chart paper (label chart paper pre-unit) on the board/wall. Divide students into groups of 3-5. Pass out different colored sentence strips to each group. Instruct students to place the number of their class period in the top corner of each strip they will use for this activity.</i><ul style="list-style-type: none">○ <i>Have each group answer the essential questions posted</i>○ <i>Discuss answers as a class and add student ideas and thoughts to essential questions (tape/staple sentence strips to the chart paper)</i>○ <i>Have students repeat the same exercise with unit understandings.</i>○ <i>Discuss answers as a class and add student ideas and thoughts to essential questions (tape/staple sentence strips to the chart paper)</i>• <i>Grammar pre-quiz- What do you know about the construction of a sentence? (see appendix)</i>		
A, M A, M	Learning Activities Day 1: <ul style="list-style-type: none">• Pre-assessment activity for essential questions and understandings (see explanation above)• Homework: literary terms/devices review	Progress Monitoring (e.g., formative data) Posted Answers On Wall and Discussion Literary Terms Review	

	<p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Authors use literary elements to enhance their writing and the experience of their readers.</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> <p>Day 2: EQ- How is grammar used as a source of power?</p>	Assignment
A, M	<ul style="list-style-type: none"> • <u>Grammar as Power Warm-Up:</u> Throughout the unit, clips and the written word will be presented to students by the teacher as clear examples for how grammar is used as a source of or symbol of power in society. Students will be asked to write about how the presented material reflects power structures within the work (social hierarchies, cultural norms). <ul style="list-style-type: none"> ○ Example- In chapter 19 of Harper Lee's <i>To Kill A Mockingbird</i>, the exchange between Mayella and Atticus during the trial clearly denotes the way grammar is a reflection of power in a society. (Post excerpt and ask students questions about who is the higher class in this situation. How do they know? How does grammar reflect power in this situation? 	Students' Written Responses and Class Discussion
A	<ul style="list-style-type: none"> • Pass out Grammar Pre-quiz. Explain to students that this quiz is not for a grade, but they will be asked to revise all answers they miss. Allow students most of the class period to complete the quiz. Post correct answers on the LCD projector and have students correct their quiz with purple pen. As they correct discuss answers as a class. 	Graded Pre-Quiz and Revision
A	<ul style="list-style-type: none"> • <u>Homework:</u> Pass out clean pre-quiz and have students complete using their graded quiz. <p>Day 3: EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p>	
A A	<ul style="list-style-type: none"> • Homework check • Introduce Killgallon text <ul style="list-style-type: none"> ○ What type of text is this? ○ How do you approach a text like this? ○ Why is this text useful? ○ Read introduction to text 	Student Notes and Class Discussion
A,M	<ul style="list-style-type: none"> • Post a quality sentence on the board that contains an appositive phrase that adds to the power of the sentence. Ask students: <ul style="list-style-type: none"> ○ What makes this a sentence I would place on 	Student Notes and Class Discussion

<p>A</p> <p>A</p>	<p>the board for us to study?</p> <ul style="list-style-type: none"> ○ What makes this sentence effective? ○ What is the message of this sentence? ○ How does the structure of the sentence impact the effect of the sentence? ○ (Note- do not discuss appositive phrase just yet) <ul style="list-style-type: none"> ● Pass out Killgallon Introduction handout and Appositive Phrases handout (mini lesson on the appositive phrase) ● Revisit sentence posted earlier in class. As a class label: <ul style="list-style-type: none"> ○ The subject of the sentence with an <u>S</u> ○ The verb of the sentence with a <u>V</u> ○ Underline and label the appositive phrase ○ Label the position (opener, closer, subject-verb split) ○ Circle the noun or pronoun the phrase is describing ○ Draw an arrow from the phrase to the circled noun or pronoun <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> 	<p>Class Discussion and Student Notes in Composition Notebook (English Journal)</p>
<p>A, M</p>	<p>Day 4:</p> <p>EQ: Why does sentence structure matter?</p> <p>EQ: How does sentence variety enhance writing?</p> <ul style="list-style-type: none"> ● <u>Appositive Phrase Sentence Physical Manipulation</u> <ul style="list-style-type: none"> ○ Review the notes from day 3 on appositive phrases and coding. Break students into groups of 3-5 and pass out the parts of a sentence that includes an appositive phrase. Ask them to try to organize the parts of the sentence as it was written by the author. Have each group stand in a corner of the room facing the other students in the order they believe the sentence was written/constructed. Have each group explain how/why they arranged the sentence to be read in the specific order chosen and identify the verb, subject, appositive phrase, position, and pronoun the phrase is describing. ○ Show students how the author originally wrote the sentence. Talk about the way sentence structure affects the effectiveness of the sentence. Is it possible to structure the 	<p>Student Presentations, Class Discussion, and Student Notes in English Journal</p>

A	<p>sentence differently (yes)? How do the different positions and structures impact the effect of the sentence on the reader?</p> <ul style="list-style-type: none"> • <u>Fist of Five</u>- Have students show a fist from 1 to 5 to indicate their level of understanding of sentence coding and the appositive phrase (1 = least comfortable/knowledgeable and 5= expert on content, and concepts) 	Fist of Five (Informal)
A,M	<ul style="list-style-type: none"> • <u>Coding Practice- Unscrambling</u> Students follow the same procedure from day 3 and the beginning of class on day 4 to unscramble and code sentences with appositive phrases in pairs 	Graded Practice and Class Discussion
A,M	<ul style="list-style-type: none"> • <u>Homework</u>: Finish unscrambling practice (to be graded in class on Day 5). See <i>Sentence Composing for High School</i> by Don Killgallon page 3-26; QUIZ DAY 10 <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> 	
A,M A,M	<p>Day 5: EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p> <ul style="list-style-type: none"> • Grade and discuss practice • <u>Independent practice</u> <ul style="list-style-type: none"> ○ Post scrambled sentence on LCD projector ○ Students unscramble and code the sentence ○ Grade and discuss 	Graded Practice and Class Discussion
A	<ul style="list-style-type: none"> • Introduce Sentence Stalker assignment (see appendix) with prepared example <ul style="list-style-type: none"> ○ Find appositive phrase to record, code, and analyze as a class. Have students record in their composition notebook. Have students imitate this sentence in groups. ○ <u>Fist of Five</u> to check for understanding (see explanation on day 4) 	Fist of Five

A,M	<ul style="list-style-type: none"> • <u>Homework</u>: Practice imitating sentences with appositive phrases (due day 6). See <i>Sentence Composing for High School</i> by Don Killgallon page 2-11; QUIZ DAY 10 <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> <p>Day 6-7: EQ: How do literary elements used by writers enhance the effectiveness of their message?</p>	Graded Practice and Class Discussion
A,M A,M	<ul style="list-style-type: none"> • Pass out Literary Terms in Context (see appendix) • Literary terms mini-lesson to include discussion of literary terms and explanation of “Literary Terms in Context” assignment. <ul style="list-style-type: none"> ○ Discuss specific terms students will focus on in “The Bet” ○ Give students small scenarios to act out where the delivery is changed based on the literary element and how it is used by the group/author(s) ○ Have students draw image to reflect understanding of the literary elements discussed in their composition notebook (English journal) 	Graded Assignment Student Presentations and Student Drawings in Journal
A	<ul style="list-style-type: none"> • Read “The Bet” by Anton Chekhov aloud as a class. While reading, model finding sentences with appositive phrases (talk through coding and analysis orally) and evidence of literary terms on the first two pages of the story. Have students mark these portions of the text following effective annotation at the same time. Students may use this as a reference throughout the unit for text annotation, sentence stalking, and the literary terms in context assignments. 	Annotated Text
A,M	<ul style="list-style-type: none"> • <u>Homework Day 6</u>: Sentence combining practice; see Killgallon, page 2-11; QUIZ DAY 10 	Graded Practice and Class Discussion
A,M	<ul style="list-style-type: none"> • <u>Homework Day 7</u>: Annotate “The Bet” for literary terms, quality sentences with appositive phrases, and for Socratic seminar; QUIZ DAY 10 <p><u>Central understandings-</u></p>	Annotations and Socratic Seminar

<p>M,T</p>	<ul style="list-style-type: none"> ▪ <i>Authors use literary elements to enhance their writing and the experience of their readers.</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> <p>Day 8-9: EQ: How do literary elements used by writers enhance the effectiveness of their message?</p> <ul style="list-style-type: none"> • <i>“The Bet” by Anton Chekhov Socratic Seminar</i>- students are familiar and use Socratic seminar as a procedure for whole class discussion throughout the entire year. They follow the procedures for Socratic seminar established by the classroom expectation and norms specifically discussed and taught earlier in the year. <ul style="list-style-type: none"> ○ For further information on Socratic Seminar, see The National Paideia Center (www.paideia.org) for additional resources and training. 	<p>Socratic Seminar Rubric Grade</p>
<p>A,M</p>	<ul style="list-style-type: none"> • Review for quiz • <u>Homework Day 8 and 9:</u> STUDY FOR QUIZ DAY 10 <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Authors use literary elements to enhance their writing and the experience of their readers.</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> 	<p>Informal Through Teacher Observation During Review Game</p>
<p>M</p> <p>M</p>	<p>Day 10: EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p> <ul style="list-style-type: none"> • Appositive Phrases Quiz • While students take quiz, check-in on student progress for the Literary Elements in Context assignment and the Sentence Stalker assignment. <p><u>Central Understandings:</u></p>	<p>Graded Practice and Class Discussion</p> <p>Informal Check; Make Notes to Students on Sticky Notes and Place in Journals</p>

A,M	<ul style="list-style-type: none"> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> <p>EQ- How is grammar used as a source of power?</p> <ul style="list-style-type: none"> • <u>Homework: Flipped Classroom</u> “The Power of Grammar Warm-ups” (see day 3) <ul style="list-style-type: none"> ○ Students watch a clip where grammar is used/reflected as a source of power. The teacher records some discussion from his/her own perspective (mini-lesson given to students online at home) about the video. Students must jot down their own thoughts about how grammar is used as a tool of power in the clip and come prepared to discuss in class on day 11. <p>Day 11: EQ- How is grammar used as a source of power? EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p>	Student Written Response and Class Discussion
A,M A,M	<ul style="list-style-type: none"> • Discuss homework • Sentence Stalker Check for Understanding: <u>Tuning Protocol-</u> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • Protocol goals, guidelines, and schedule 2. Student Presentation <ul style="list-style-type: none"> • Explain work, focusing question, group is silent 3. Clarifying Questions <ul style="list-style-type: none"> • group asks question that will better help them give feedback; questions of fact, not judgement 4. Examination of work sample(s) 5. Pause for reflections <ul style="list-style-type: none"> • Participants reflect on potential contribution 6. Warm and Cool Feedback <ul style="list-style-type: none"> • Group shares feedback; presenter is silent 7. Reflection <ul style="list-style-type: none"> • Presenter speaks to issue(s) deemed appropriate 8. Debrief <ul style="list-style-type: none"> • Open discussion on the experiences of the 	Student Written Response and Class Discussion Teacher Observation and Class Discussion

	<p>group</p> <ul style="list-style-type: none"> Teacher walks around to help and listen to discussion. Whole class discussion after protocol. <u>Homework:</u> Sentence Stalker Sentence <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> <i>Collaboration and dialogue can yield more effective thinking and writing</i> <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> <i>Varied sentence structure enhances style and sophistication</i> <i>Effective sentence construction is about making conscious choices in writing</i> <p>Day 12: Review of All Essential Questions and Student Understanding in the Middle of the Unit</p> <ul style="list-style-type: none"> Pass back and discuss Appositive Phrases Quiz Mid Unit Assessment (repeat activity from day 1) <u>Homework:</u> Sentence Stalker Sentence <p>Day 13-14:</p> <ul style="list-style-type: none"> Sentence Share- give students a chance to share a sentence they love from their sentence stalker journal. Discuss the structure of each sentence and the analysis. Model how students might revise their analysis to achieve the requirements of the rubric if needed. <p>EQ- How is grammar used as a source of power? EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p> <ul style="list-style-type: none"> Post quality sentence that contains a participial phrase. Ask students why I chose this sentence. What is striking? What about this sentence makes it effective (note: do not discuss that it contain a participial phrase 	
M		Quiz
M		Posted Responses and Class Discussion
M,T		Sentence Share
M		Class Discussion
A,M		Class Discussion
A		Student Notes
A		Student Notes
A,M		Student Presentations Fist of Five

	<p>participial phrase. Ask them to try to organize the parts of the sentence as it was written by the author. Have each group stand in a corner of the room facing the other students in the order they believe the sentence was written/constructed. Have each group explain how/why they arranged the sentence to be read in the specific order chosen and identify the verb, subject, participial phrase (to include tense), position, and pronoun the phrase is describing.</p> <ul style="list-style-type: none"> ○ Fist of Five to check for understanding • Show students how the author originally wrote the sentence. Talk about the way sentence structure affects the effectiveness of the sentence. Is it possible to structure the sentence differently (yes)? How do the different positions and structures impact the effect of the sentence on the reader? • Participial phrases practice- unscrambling- in pairs (Killgallon, page 12-23) • <u>Homework</u>: finish unscrambling 	
A,M	<p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> 	Graded Practice and Class Discussion
A,M A,M	<p>Day 15: EQ: Why does sentence structure matter? EQ: How does sentence variety enhance writing?</p> <ul style="list-style-type: none"> • Grade and discuss homework • <u>Independent practice</u> <ul style="list-style-type: none"> ○ Post scrambled sentence on LCD projector ○ Students unscramble and code the sentence ○ Grade and discuss 	Graded Practice and Class Discussion
A,M	<ul style="list-style-type: none"> • <u>Homework</u>: Participial phrase practice- imitating (Killgallon, page 12-23) 	Graded Practice and Class Discussion

<p>A,M</p> <p>A,M</p> <p>A,M</p> <p>A,M</p>	<p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Varied sentence structure adds clarity and meaning to the ideas expressed</i> ▪ <i>Varied sentence structure enhances style and sophistication</i> ▪ <i>Effective sentence construction is about making conscious choices in writing</i> <p>Day 16: EQ- How is grammar used as a source of power? EQ: How do literary elements used by writers enhance the effectiveness of their message?</p> <ul style="list-style-type: none"> • Power of Grammar warm-up (see explanation from day 2) • Grade and discuss homework • Mini-lesson: Discuss literary elements related to “38 Witnesses” by Martin Gansberg <ul style="list-style-type: none"> ○ Have students draw image to reflect understanding of the literary elements discussed in their composition notebook (English journal) • <u>Homework:</u> Finish reading “38 Witnesses”; annotate and sentence stalk as preparation for Socratic seminar <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Authors use literary elements to enhance their writing and the experience of their readers.</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> <p>Day 17: EQ: How do literary elements used by writers enhance the effectiveness of their message?</p> <ul style="list-style-type: none"> • “38 Witnesses” Socratic Seminar • <u>Homework:</u> Participial Phrases Practice- combining; QUIZ DAY 20 <p><u>Central understandings-</u></p> <ul style="list-style-type: none"> ▪ <i>Authors use literary elements to enhance their writing and the experience of their readers.</i> ▪ <i>Collaboration and dialogue can yield more effective thinking and writing</i> <p>Day 18:</p>	<p>Students’ Written Responses in Journal and Class Discussion</p> <p>Annotations; Socratic Seminar</p> <p>Graded Socratic Seminar Rubric Graded Practice and Class Discussion</p>
---	--	--

	<p>**Days 18-28 encompass involve the weaving together of all essential questions and understandings through unit assessments and reflections.**</p>	
A,M	<ul style="list-style-type: none"> Grade and discuss homework 	Graded Practice and Class Discussion
M,T	<ul style="list-style-type: none"> Sentence Stalker and Literary Terms in class work time <ul style="list-style-type: none"> Teacher facilitates work and acts as a resource for questions related to student work Address common errors with students as a mini-lesson during this time 	One-On-One Conferencing Sentence Stalker Rubric Literary Elements in Context Grade and Class Discussion
M	<ul style="list-style-type: none"> <u>Homework:</u> STUDY FOR QUIZ DAY 20 	
M,T	<p>Day 19:</p> <ul style="list-style-type: none"> Sentence Stalker and Literary Terms in class work time <ul style="list-style-type: none"> Teacher facilitates work and acts as a resource for questions related to student work Address common errors with students as a mini-lesson during this time 	One-On-One Conferencing Sentence Stalker Rubric Literary Elements in Context Grade and Class Discussion
A,M	<ul style="list-style-type: none"> Review for Quiz- <u>Race to the Board/Numbered Heads</u> <u>Homework:</u> STUDY FOR QUIZ 	Teacher Observation and Class Discussion
M M	<p>Day 20:</p> <ul style="list-style-type: none"> Participial Phrases Quiz <u>Homework:</u> Literary Terms in Context Assignment due tomorrow 	Quiz Grade Assignment Grade and Class Discussion
M M M,T	<p>Day 21-22:</p> <ul style="list-style-type: none"> Pass back and discuss quiz Grade Literary Elements in Context Assignment Literary elements analysis practice with “The Bet” and “38 Witnesses” Review format of test; pass out review checklist 	Quiz Grade Assignment Grade and Class Discussion
A,M,T	<ul style="list-style-type: none"> <u>Homework:</u> STUDY FOR ASSESSMENT TO TAKE PLACE DAY 23-25 	Class Discussion; Performance on Unit Assessment (Using Rubric)
T	<p>Day 23-25:</p> <ul style="list-style-type: none"> Unit Assessment (see appendix) 	Performance on Unit Assessment (Using Rubric)
M,T	<ul style="list-style-type: none"> <u>Homework:</u> Sentence Stalker Assignment due day 28 	(Performance on Sentence Stalker

M,T	Day 26-28: <ul style="list-style-type: none"> • Unit Reflection • Introduce following unit • Return Unit Assessment • Sentence Stalker Assignment 	Assignment Using Rubric) Graded Rubrics; Students' Written Reflections
-----	--	--

Notes (to self) on how sentence variety enhances writing:

- Imagery
- Characterization
- Setting
- Tone
- Clarity
- Enjoyment
- Appeal to emotions
- Reflects emotion
- Gives the reader a break

Grammar Pre-Assessment

Before we study grammar this year, it is helpful to get a sense of your understanding of the grammar related to our first unit of study at this point. This assignment does not count as a grade (though your **revision** of this assignment is a grade). Just do your best! ☺

For the sentences below, identify the subject, verb(s), pronoun, and object of the sentence.

1. “The precision of language was one of the most important tasks of small children.”
—Lois Lowry, *The Giver*

a. Subject:

b. Verb(s):

c. Object(s):

d. Pronoun:

2. “Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above.” —Lois Lowry, *The Giver*

a. Subject:

b. Verb(s):

c. Object(s):

d. Pronoun:

3. A group of words that has a subject and a predicate is called a(n) _____

4. The noun or pronoun that the sentence is about is called the _____

5. A word that names a person, place, thing, or idea is called a(n) _____
6. A word that shows action is called a(n) _____
7. A verb form used as an adjective is a(n) _____
8. A special phrase that is a noun phrase that identifies adjacent nouns or pronouns. They can occur as sentence openers, subject-verb splits, or sentence closers. What type of phrase is this?

9. This special phrase consists of a participle and its accompanying words. The whole phrase will modify a noun or pronoun. The accompanying words can be: prepositional phrase(s), adverbs, and a direct object. What type of phrase is it?

10. Underline the appositive phrase in the sentence below.

“A balding, smooth-faced man, he could have been anywhere between forty and sixty.”

—Harper Lee, *To Kill A Mockingbird*

11. Underline the participial phrase in the sentence below.

“Amazed at the simplicity of it all, I understood everything as never before.”

—Alphonse Daudet, “The Last Lesson”

12. How comfortable are you with the study of grammar? _____

13. What do you like least about studying grammar (be specific)? _____

14. What do you enjoy most about the study of grammar? _____

Literary Terms

Genre, Setting, Conflict, Theme, Symbolism, Foreshadowing, Flashback, Imagery, Irony, Tone, Characterization, Simile, Metaphor, and Point of View

Cut a good story anywhere and it will bleed. –Anton Chekhov

Literary terms/devices are the tools and techniques of language that authors use to convey meaning.

Skilled use of literary devices brings richness and clarity to a text. Literary devices help to make a simple narrative beautiful, striking, or memorable. They add layers of meaning. Rather than simply stating the facts, authors hint at and disguise some of it, so that the reader must figure things out for him/herself. It is the layering of the text that causes the reader to make discoveries and feel connected to texts.

As readers, we will look at how authors use literary elements/devices toward deeper understanding of the author's message and the story he/she is telling. As writers, we will use our understanding of literary devices and mentor text to add richness and layers to our own pieces of work.

In our discussion of *The Giver*, by Lois Lowry, we studied the purposes and impact of setting, symbolism, theme, conflict, genre, and foreshadowing. We will continue to analyze these literary elements as we discuss "The Bet", by Anton Chekhov and "38 Witnesses", by Martin Gansberg. In addition, we will add flashback, imagery, irony, tone, characterization, simile, metaphor, and point of view to our toolbox of literary elements as readers and writers.

Review your notes on genre, setting, conflict, theme, symbolism, and foreshadowing.

- Briefly write your own definition of these terms
- Write an example of how these devices are used in writing (may be original examples or from mentor texts).

1. Genre

My own definition-

Example in writing-

2. Setting

My own definition-

Example in writing-

3. Conflict

My own definition-

Example in writing-

4. Theme

My own definition-

Example in writing-

5. Symbolism

My own definition-

Example in writing-

6. Foreshadowing

My own definition-

Example in writing-

Literary Terms in Context

Flashback, Imagery, Irony, Tone, Characterization, Simile, Metaphor, and Point of View

As we read, analyze, and discuss “The Bet” by Anton Chekhov and “38 Witnesses” by Martin Gansberg, mark the text for the following literary terms/devices. Be prepared to discuss the impact of these terms on the effectiveness of the writer. What purpose do these terms serve toward revealing the message to the reader?

Literary element/device with definition	Examples from the texts to include author's words with proper MLA citation (author page number)	Impact of example on writer's message to the reader (note form)
Flashback: action that interrupts to show an event that happened at an earlier time which is necessary to better understanding		
Imagery: A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing, and smell. The use of images serves to intensify the impact of the work		
Irony: an implied discrepancy between what is said and what is meant. The use of words to convey the opposite of their literal meaning; a statement or situation where the meaning is contradicted by the appearance or presentation of the idea	* Identify the type of irony (verbal, dramatic, situational)	
Tone: the writer's attitude toward the material and/or readers. Tone may be playful, formal, intimate, angry, serious, ironic, outraged, baffled, tender, serene, depressed, etc.		

Sentence Composing

APPOSITIVE & PARTICIPIAL PHRASES

Characteristics of the Appositive Phrase

Appositives, **noun phrases that identify adjacent nouns or pronouns**, are an efficient way to combine related ideas in one sentence. They can occur as sentence openers, subject-verb splits, or sentence closers. In the following examples, the nouns or pronouns are underlined, and the appositive phrases are bolded.

EXAMPLE 1: Appositive Phrase, sentence opener

- **A tall, rawhide man in an unbuttoned, sagging vest**, he was visibly embarrassed by any furnishings that suggested refinement. —Conrad Richter, “Early Marriage”
-

EXAMPLE 2: Appositive Phrase, subject-verb split

- A man, **a weary old pensioner with a bald dirty head and a stained brown corduroy waistcoat**, appeared at the door of a small gate lodge. —Brian Moore, *The Lonely Passion of Judith Hearne*
-

EXAMPLE 3: Appositive Phrase, sentence closer

- Hour after hour he stood there, silent, motionless, **a shadow carved in ebony and moonlight**. —James V. Marshall, *Walkabout*
-

Characteristics of the Participial Phrase

Combining related ideas efficiently into one sentence, participial phrases are verb phrases that modify a noun or pronoun. Present participles always end in *-ing*. Past participles usually end in *-ed*. They can occur as sentence openers, subject-verb splits, or sentence closers. In the following examples, the nouns or pronouns are underlined, the participles are capitalized, and the rest of the participial phrases are bolded.

EXAMPLE 1: PAST Participial Phrase, sentence opener

- **AMAZED at the simplicity of it all**, I understood everything as never before. —Alphonse Daudet, “The Last Lesson”
-

EXAMPLE 2: PRESENT Participial Phrase, subject-verb split

- In six months a dozen small towns had been laid down upon the naked planet, **FILLED with sizzling neon tubes and yellow electric bulbs**. —Ray Bradbury, *The Martian Chronicles*
-

EXAMPLE 3: PRESENT Participial Phrase, sentence closer

- He walked to the corner of the lot, then back again, **STUDYING the simple terrain as if deciding how best to effect an entry, FROWNING and SCRATCHING his head** —Harper Lee, *To Kill a Mockingbird*
-

EXAMPLE 4: PAST Participial Phrase, sentence closer

- **DISMAYED by what had happened**, he buried his face in his hands and cried. —Mildred Taylor, *Roll of Thunder, Hear My Cry*
-

Practice What You've Learned

Directions: For the first practice, unscramble the list of lettered sentence parts to make a sentence that imitates the model. For extra practice, imitate the same model by writing your own sentence. For the second practice sentence, analyze the construction of the sentence parts and write your own imitation of the model, making all of your sentence parts like those in the model. Be sure to code and label all parts of the sentence according to the guidelines presented in class.

Scrambled Imitations: *Present Participial Phrase—Opener*

Model: Dazed, **suffering intolerable pain from throat and tongue**, with the life half throttled

out of him, {*Buck attempted to face* his tormentors.} —Jack London, *The Call of the Wild*

- a. because of vacation
- b. refreshed
- c. in a mood
- d. from pressure and performance
- e. he started to swing his tennis racket
- f. much improved
- g. feeling tremendous relief

Unscramble: _____

Imitation of Model: Appositive Phrase, Sentence Closer

Model: {She struggled as usual to maintain her calm, composed, friendly bearing}, **a sort of mask she wore all over her body.**

Imitation: _____

APPOSITIVE PHRASES QUIZ—8th Grade

Appositive Phrases and “The Bet” (10 points)

You will write four sentences about literary elements in our reading, writing, and discussion of “The Bet” by Anton Chekhov.

Each sentence will be worth 5 points and will be evaluated according to the following criteria

- Complete sentence with proper mechanics (**1 point**).
- Content of the sentence relates to literary elements for selected work (**1 point**).
- Correct use of the specified phrase (**3 points**):
 - Correct sentence position as indicated (1 point).
 - Phrase highlighted, coded, and labeled according to protocol (1 point).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (1 point).

*Note: You are required to write sentences that ***reflect your understanding*** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the teacher-selected text.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Appositive phrase used as a subject-verb split

Sentence #2: Appositive phrase used as a sentence closer

APPOSITIVE PHRASES QUIZ—9th Grade
Appositive Phrases and *Lord of the Flies* (10 points)

You will write four sentences about literary elements in our reading, writing, and discussion of *Lord of the Flies* by William Golding.

Each sentence will be worth 5 points and will be evaluated according to the following criteria

- Complete sentence with proper mechanics (**1 point**).
- Content of the sentence relates to literary elements for selected work (**1 point**).
- Correct use of the specified phrase (**3 points**):
 - Correct sentence position as indicated (1 point).
 - Phrase highlighted, coded, and labeled according to protocol (1 point).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (1 point).

*Note: You are required to write sentences that **reflect your understanding** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the teacher-selected text.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Appositive phrase used as a subject-verb split

Sentence #2: Appositive phrase used as a sentence closer

PARTICIPIAL PHRASES QUIZ—8th Grade

Participial Phrases and “38 Witnesses” (10 points)

You will write four sentences about literary elements in our reading, writing, and discussion of the article “38 Witnesses” by Martin Gansberg.

Each sentence will be worth 5 points and will be evaluated according to the following criteria

- Complete sentence with proper mechanics (**1 point**).
- Content of the sentence relates to literary elements for selected work (**1 point**).
- Correct use of the specified phrase (**3 points**):
 - Correct sentence position as indicated (1 point).
 - Phrase highlighted, coded, and labeled according to protocol (1 point).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (1 point).

*Note: You are required to write sentences that **reflect your understanding** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the teacher-selected text.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Past *or* Present Participial phrase, subject-verb split—Be sure to label tense!

Sentence #2: Past *or* Present Participial phrase, sentence opener—Be sure to label tense!

PARTICIPIAL PHRASES QUIZ—9th Grade
Participial Phrases and *Lord of the Flies* (10 points)

You will write four sentences about literary elements in our reading, writing, and discussion of *Lord of the Flies* by William Golding.

Each sentence will be worth 5 points and will be evaluated according to the following criteria

- Complete sentence with proper mechanics (**1 point**).
- Content of the sentence relates to literary elements for selected work (**1 point**).
- Correct use of the specified phrase (**3 points**):
 - Correct sentence position as indicated (1 point).
 - Phrase highlighted, coded, and labeled according to protocol (1 point).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (1 point).

*Note: You are required to write sentences that **reflect your understanding** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the teacher-selected text.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Past *or* Present Participial phrase, subject-verb split—Be sure to label tense!

Sentence #2: Past *or* Present Participial phrase, sentence opener—Be sure to label tense!

SPECIAL PHRASES ASSESSMENT—8th Grade
Appositive & Participial Phrases and “The Bet” and “38 Witnesses” (40 points)

You will write four sentences about literary elements in our reading, writing, and discussion of and “The Bet” by Anton Chekhov and “38 Witnesses” by Martin Gansberg.

Each sentence will be worth 10 points and will be evaluated according to the following criteria (for a total of 40 points):

- Complete sentence with proper mechanics (**2 points**).
- Content of the sentence relates to literary elements for selected work (**2 points**).
- Correct use of the specified phrase (**6 points**):
 - Correct sentence position as indicated (2 points).
 - Phrase highlighted, coded, and labeled according to protocol (2 points).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (2 points).

*Note: You are required to write sentences that ***reflect your understanding*** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the texts. You must use only the teacher-selected texts.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Past *or* Present **Participial phrase**, sentence **opener**—Be sure to label tense!

Sentence #2: Past *or* Present **Participial phrase**, sentence **closer**— Be sure to label tense!

Sentence #3: Appositive phrase used as a subject-verb split

Sentence #4: Appositive phrase used as a sentence closer

SPECIAL PHRASES ASSESSMENT—9th Grade
Appositive & Participial Phrases and *Lord of the Flies* (40 points)

You will write four sentences about literary elements in our reading, writing, and discussion of *Lord of the Flies* by William Golding.

Each sentence will be worth 10 points and will be evaluated according to the following criteria (for a total of 40 points):

- Complete sentence with proper mechanics (**2 points**).
- Content of the sentence relates to literary elements for selected work (**2 points**).
- Correct use of the specified phrase (**6 points**):
 - Correct sentence position as indicated (2 points).
 - Phrase highlighted, coded, and labeled according to protocol (2 points).
 - Quality of **phrase** adds depth, significance, and/or detail related to literary elements studied and discussed: setting, characterization, symbolism, theme, conflict (2 points).

*Note: You are required to write sentences that **reflect your understanding** of how these concepts are applied in this work; no credit will be earned for simply writing definitions of these elements.

You may use your annotated copy of the text. You must use only the teacher-selected texts.

Write each sentence in the space provided. Be advised that any sentence which resembles a sentence in the selected texts will be disqualified.

Sentence #1: Past or Present **Participial phrase**, sentence **opener**—Be sure to label tense!

Sentence #2: Past or Present **Participial phrase**, sentence **closer**— Be sure to label tense!

Sentence #3: Appositive phrase used as a subject-verb split

Sentence #4: Appositive phrase used as a sentence closer

Revision Exercise

“Learning how to recognize and reflect on language as (something that is) *made* and *made to work* on people’s lives is central to being able to use language strategically.”—Laura Micciche

As writers, we have a responsibility to convey our message to the reader in an interesting and effective way. Through the use of our journals and “sentence stalking” exercises, we have studied how professional writers use the power of grammar to achieve this purpose. Through your analysis of the sentences you selected for your journal, you have reflected on the purposeful choices the writer makes to use language strategically. Now, it’s *your* turn!

Assignment: You will select three specific places in your summer reading response that you want to improve by adding, deleting or replacing sentences through the revision process. Using the appositive and participial phrases from the mentor texts you recorded in your journal, you will revise these sentences, imitating three of the models you selected for your journal.

Step 1: *Identify* at least three “plain” sentences in your summer reading response that you’d like to revise to reflect sentence variety and sophistication. Highlight these in your original draft.

Step 2: *Select* three different model sentences from your journal that you would like to imitate in your summer reading response and copy each sentence in the allotted space on the back of this handout.

Step 3: *Revise* your selected (now highlighted) sentences by imitating the models you recorded in the space provided.

Step 4: *Code and label each imitation according to the guidelines provided (see example).

- Label the subject of the sentence with an S
- Label the verb of the sentence with a V
- Underline and label the phrase (“Appositive”, “Present Participial”, or “Past Participial”)
- Label the position (sentence opener subject-verb split, or sentence closer)
- Circle the noun or pronoun that the phrase is describing
- Draw an arrow from the phrase to the circled noun or pronoun

Example (We will code this together in class.)

Amazed at the simplicity of it all, I understood everything as never before.

The Next Step: Remember, the word revision literally means “to see again.” The process described above will help you to see your writing again in terms of structure. Now that you have pulled these sentences out and revised them—adding sophistication by varying their structure— you will go back to your original draft and look at your response again. This time as you see your work again, focus on revising your ideas to reflect a deeper understanding of the literary terms discussed and improving the effectiveness of your message.

Model 1: _____

Imitation: _____

Model 2: _____

Imitation: _____

Model 3: _____

Imitation: _____

Revision Worksheet

The Next Step

Remember, the word revision literally means *to see again*. The “Revising Sentences” process helped you to see your writing again in terms of structure. Now that you have pulled these sentences out and revised them—adding sophistication by varying their structure— you will go back to your original draft and look at your response again. This time as you see your work again, focus on revising your ideas to reflect a deeper understanding of the literary terms discussed and improving the effectiveness of your message. Review your written response, focusing on the elements of the rubric presented below. Respond to the questions on your draft, as well as in the space provided beneath the questions (in bullet / note form).

- Evaluate your analysis of the author’s use of literary elements.
 - How can you make your understanding of the literary element clearer?

 - Where do you have opportunities to revise your draft to reflect a deeper analysis?

- Evaluate your analysis of the author’s purpose in using the literary element(s).
 - How can you make your understanding of the literary element(s) clearer?

 - Where do you have opportunities to revise your draft to reflect a deeper analysis?

- Evaluate how your evidence from the text supports the explanation of the literary element.
 - Do your examples clearly illustrate the point you are trying to make?
 - Are there better examples you could use? If so, note them on your draft.
- What else can you do to improve the clarity and meaning of the ideas expressed?

- Finally, review your draft for opportunities for improvement in grammar, mechanics, and sentence fluency. Incorporate all of these revisions into your draft and be sure to complete the self assessment before you submit your final draft for grading.

SPECIAL PHRASES UNIT ASSESSMENT		
ELEMENT	Points Possible	Self Assessment
Formative Assessment/Practice	60	60
<ul style="list-style-type: none"> ✓ Appositive Phrase Assessment/Quiz submitted: _____ (10 points) ✓ Participial Phrase Assessment/Quiz submitted: _____ (10 points) ✓ Special Phrases Test submitted: _____ (40 points) 		
Summer Reading Response Revision- Special Phrases	20	20
<ul style="list-style-type: none"> ✓ One imitation of a model text with an appositive phrase <ul style="list-style-type: none"> ○ Imitated sentence follows the structure of the <u>model text</u> (2 points) ○ Quality of phrase enhances clarity and meaning of ideas expressed (4 points) ○ Sentence is highlighted and labeled according to guidelines (4 points) ✓ One imitation of a model text with a participial phrase <ul style="list-style-type: none"> ○ Imitated sentence follows the structure of the <u>model text</u> (2 points) ○ Quality of phrase enhances clarity and meaning of ideas expressed (4 points) ○ Sentence is highlighted and labeled according to guidelines (4 points) 		
Summer Reading Revision- Analysis of Literature	15	15
<ul style="list-style-type: none"> ✓ Explanation of author's purpose in using the literary element(s) (5 points) <ul style="list-style-type: none"> ○ Evidence from the text supports explanation of literary element ✓ Revised content reflects deeper analysis and understanding of literary elements in response (10 points) 		
Writing Process	5	5
<ul style="list-style-type: none"> ✓ Original draft turned in with final draft ✓ Completion of revision checklist with evidence on original draft ✓ Conventions- grammar enhances credibility of the writer (zero errors) ✓ MLA format: Times New Roman 12-point font, double spaced ✓ Proper MLA heading format 		
TOTAL	___ / 100	___ / 100

Reflecting on all that we have studied in this unit, as well as your own observations—now that you are trained “sentence stalker”—consider our Essential Questions once again. Please respond on the back of this page.

1. Why does sentence structure matter?
2. How does sentence variety enhance writing?
3. How do literary elements used by writers enhance the effectiveness of their message?

English Journal: Sentence Stalking

“Word choice and sentence structure are an expression of the way we attend to the words of others, the way we position ourselves in relation to others” —Laura R. Micciche

Over the next few weeks we will discuss the ways writers use sentence structure to impact meaning and message. We will study how a sentence is constructed and how special phrases enhance clarity and meaning of ideas expressed.

We will also spend time in class talking about the role of grammar in a society. How has grammar been used historically as a source of power? How is grammar still a way in which groups establish power or resistance? When you think about the sentences you will write for this assignment, think about answering how the writer is using grammar as rhetoric. How is she structuring sentences to connect to her audience? How does the sentence structure affect the conversation between reader and writer?

As we learn about special phrases, you will be asked to search for examples of these sentences in the writing of others. It is your job to stalk the sentences of writers and record the sentences where special phrases enhance the message of the writer. You will also have the opportunity to search for sentences you find appealing, powerful, interesting to include and analyze as you stalk.

*“All I know about grammar is its infinite power. To shift the structure of a sentence alters the meaning of that sentences, as definitely and inflexibly as the position of a camera alters the meaning of the object photographed” —
Joan Didion*

The Assignment:

- Record ten mentor sentences in your journal:
 - Find two sentences each week (these may be assigned from specific texts) that serve as strong examples of appositive and/or participial phrases
 - Find at least four sentences to put in your journal that strike you as interesting over the next three weeks.
- Code Sentences
 - Label the subject
 - Label the verb
 - Label the phrase (including tense for participial phrases)
 - Label the position
 - Circle the noun or pronoun that the phrase is describing
 - Draw an arrow from the phrase to the circled noun or pronoun
- Write at least one paragraph of analysis where you:
 - Identify the title and author
 - Explain the grammatical techniques used by the author
 - Analyze the impact of sentence structure and grammatical techniques on the message communicated by the author
 - Explain how grammar is used to emphasize meaning, and, therefore, is a source of power for the writer
 - Also explain if changes in grammar also reflect power structures within the work (social hierarchies, cultural norms)

Sentence Stalker Rubric

ELEMENT	POINTS	Self Assess Points
Completion	10	10
✓ Ten mentor sentences with coding and analysis turned in by due date: _____ (10 points)		
Accurate Selection and Coding	25	25
✓ Six appositive and participial phrases accurately selected (5 points) ✓ Coding: <ul style="list-style-type: none"> ○ Label the subject (4 points) ○ Label the verb (4 points) ○ Label the phrase (including tense for participial phrases) (2 points) ○ Label the position (2 points) ○ Circle the noun or pronoun that the phrase is describing (2 points) ○ Draw an arrow from the phrase to the circled noun or pronoun (2 points) ○ For choice sentences that do not include special phrases, label the subject and the verb (4 points) 		
Analysis of Grammatical Techniques	20	20
✓ Identify the title and author (2 points) ✓ Explain the grammatical techniques used by the author (4 points) ✓ Analyze the impact of sentence structure and grammatical techniques on the message communicated by the author (7 points) ✓ Explain how grammar is used to emphasize meaning, and, therefore, is a source of power for the writer (7 points) <ul style="list-style-type: none"> ○ Also explain if changes in grammar also reflect power structures within the work (social hierarchies, cultural norms) 		
Conventions	5	5
✓ Overall attention to grammar and mechanics adds clarity ✓ Handwriting does not interfere with readability		
TOTAL	___ / 100	___ / 100

Reflection- How is grammar used as a source of power?

TEKS for Sentence Variety UbD

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and

.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:

(i) extends beyond a summary and literal analysis;

(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);

(ii) restrictive and nonrestrictive relative clauses; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and

(B) use correct punctuation marks including:

(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.