Get Your Grammar On Point!
ACT Grammar

Grade Level	9th – 12th Grade	**Time Frame**	3-4 class period(s)
Subject	English/Language Arts	**Duration**	150 minutes

Essential Question

What do good editors/writers do when they make mistakes in their writing?

Summary

To introduce ACT grammar concepts, students will watch the Word Crimes music video, and complete an I Notice, I Wonder activity before discussing the importance of grammar, usage, and mechanics (GUM). Then, students will work in small groups to categorize and analyze common mistakes using the Card Sort strategy. Next, students will complete a quickwrite answering the essential question followed by a think-pair-share. Then students will use the Exclaim and Question strategy to analyze a professional stylebook available online. Next, students will create an online class stylebook, or in-class anchor charts, illustrating important grammar rules. Finally, students will revisit the essential question using the CER strategy.

Snapshot

Engage

Students will watch a grammar-related music video and complete an I Notice/I Wonder activity.

Explore

Students will categorize grammar mistakes using the card sorts strategy.

Explain

Students will write their answer to the essential question using the Claim, Evidence, Reasoning framework and a think-pair-share activity.

Extend

Students will analyze a real-life stylebook using the Exclaim and Question strategy and create a collaborative stylebook (or anchor charts).

Evaluate

Students will evaluate their original answer to the essential question using the CER framework.

Attachments

- ACT Grammar Cards Answer Key.docx
- ACT Grammar Cards.docx

Materials

- Word Crimes music video by Al Yankovic
- SmartBoard
- One Google Slides document per class or one anchor chart per grammar rule/class
- Markers (if using anchor charts)
- Cards with examples of common, standards-related grammar mistakes
- Online access to the EPA Communications Stylebook or copy of stylebook for each group
- Grade level grammar textbooks, dictionaries, online resources for each group

Engage

Before Class Begins

Before class begins, load the Word Crimes video by Weird Al video on your computer and display it on your interactive whiteboard. Let the video play for 2 seconds, and then pause it so students can see the hashtag as they enter the room. To prevent ads and other videos from appearing on the video, you can paste the link into ViewPure or SafeShare.tv.

When class begins, ask students to draw a T-Chart for the I notice, I wonder instructional strategy. Then explain to student that they will watch the Word Crimes by Weird Al video. As they watch, they will write on their charts what they notice the video saying about grammar, usage, and mechanics (GUM) rules and what the video makes them wonder about those rules and the real world they live in. Ask students if they have any questions, then show them the Word Crimes video. Give students 2-3 minutes to fill out their charts; allow them to discuss their thoughts with an elbow partner. Once students have filled out their charts, ask for volunteers to discuss the grammar, usage, and mechanics related elements they noticed in the video that they've seen in social media, instant messages, emails, or even in print. (20 min)

Explore

Before School Begins

Before school, print the attached grammar cards, cut each sentence into separate cards and place two sets of cards (with the same group number) into an envelope. Label the envelope Group # (replacing # with the actual number). You will need to have one envelope for each student group. if you have more envelopes than groups, some or all groups may have more than one envelope. Also, make sure you have enough dictionaries or other grammar reference or textbooks (or online access) for each group in your class. Also, print the attached answer key, which you can keep with you during this activity.

Divide students into small groups (3-4 students) and provide each with an envelope of the attached cards containing real-world texts featuring common GUM mistakes and a separate sheet of notebook paper. If you have fewer than 9 groups, you can give each group more than one envelope. Explain that students will be using the card sort instructional strategy to find the mistakes and categorize the cards by which GUM rule is violated. Students will also write on their notebook paper a description of the mistake, the rule the mistake violated, and the correction on the separate sheet of paper. Tell students that they can use any grammar books, dictionaries, or other GUM reference books or websites available to them. Circulate around the room, and if any group is having trouble, offer hints based on the answer key. (30 min)

Explain

Before Class Begins

Before class, post the following question on your board: What do good editors/writers do when they make mistakes in their writing?

Ask students to use the [CER framework](#) to write a persuasive paragraph that includes their claim, evidence, and reasons. Provide them with 5 minutes to answer the question. Then using the [think-pair-share](#) instructional strategy, ask students to share their responses with an elbow partner. Finally, students will compare/and contrast their groups conclusions with the class. (15 min)

Extend

Before Class Begins

Before class, you will need to ensure that students will have online access to the EPA Communications Stylebook. or print a class set for the number of groups you will have in your classes. Also either create an anchor chart for each GUM category or create Google Slides that students can collaboratively edit. If you are using Google Slides for the collaborative Style Book, create a Slide document. Add the following sections in the document: 1.Why is style important? 2. Grammar 3. Punctuation 4.Vocabulary 5.Usage. Make a copy of the document, and then under the sharing settings, add your email address and that of every student in the class. Rename the file based on the class name, grade, or hour. Make another copy of the original, add yourself and the next class, and rename the file. When you reach your last class, use the original you created. If you are using anchor charts, create a chart for each of those sections and each class. In this case, you'll also need to provide students with markers.

Divide students into groups of 3-4, then explain that students will use the Exclaim and Question strategy to evaluate a real life stylebook. Explain that students will create a list of strengths, weaknesses, and questions related to the stylebook and its usage as a tool for writers and editors to improve their written communication in an educational setting and in the real world. Students should have at least 3-5 items in each category. Instruct students to access the EPA Communications Stylebook using their laptop, smartphone, or other device. During class, talk with each group and, if necessary, lead them to consider more grammatical categories, based on the grammar standards that need to be covered for their grade level. (45 min)

Students should work within their existing groups. Explain that they will create a Collaborative Style Book in Google Slides (or anchor charts for reference in the classroom). Model the process of editing the Google Slides, or demonstrate how students will write notes on their own paper, copy them onto the anchor chart using a pencil, then tracing their final anchor notes with a marker. Explain that students will create grammar rules for each category you have created and good/bad examples for each. Each member of the group must work on their own rule, and each rule will be placed on its own slide. Ask students if they have any questions. Once questions have been answered, students will use all the materials they have created or referenced, plus reference books and websites available in the room, to create the stylebook which they will use as peer editors for future writing assignments. In each category, students will create a rule and provide an example of proper and incorrect usage. During the process, visit with each group multiple times to ensure that everyone is working on a different rule, and that the rules are standards-based. (50 min+)

Evaluate

When students have completed the stylebook activity, ask them to return to their essential question quickwrite and, using a [CER strategy](), add another paragraph. Ask students if their original answer changed or not and explain why. Discuss as a class how the experience of creating their own stylebook changed or reinforced their original answer to the essential question.

Resources

- ***Oklahoma > Priority Academic Student Skills > Language Arts (2010)***
  - *apply Standard English usage and correct spelling in text.*
  - *employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.*
  - *Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.*

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