

Nonfiction Assessment Planner

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Topic Nouns

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1. **Assessment Text Title:** (None) Use of grammatical information found in several textbooks and the Internet. **Author:** **Genre::**

<p>a. Major Assertion(s)/Ideas: Understanding a grammatical category "Noun," as a concept observable in reality (e.g. rock) or defined within a field of study (e.g. soul, evil), requires beginning by observing reality and connecting, afterwards, reality to language use and language categorization.</p>	<p>b. Evidence for Assertion(s)/Ideas While some students may give evidence of mastering some types of nouns (e.g. Proper Nouns) few students consistently (1) use nouns appropriately and in the many varied functions nouns may be found, such as adjectives, subjects, objects, or (2) recognize different types of nouns and noun phrases.</p>
<p>c. What is the reasoning leading from the evidence to the assertions/ideas? Students have difficulty identifying grammatical categories since, on many occasions, the teaching process begins with an abstraction - the definition of NOUN, for example. In this lesson, the beginning of teaching is observable reality and, throughout the lesson, observable reality will be the key tool leading to understanding and mastery.</p>	
<p>d. Significance to topic: The recognition of grammatical categories is especially essential for reading understanding and effective writing in English because of the multiple grammatical categorization of English words. Grammatical categories were originally developed, thousands of years ago, by grammarians in reference to Greek and Latin, at a time when English was not even a language. The Greek-Latin-based grammatical categories are very confusing when applied to English, a language that depends in many instances on (1) the intonation of the speaker's voice to convey meaning depending on the grammatical category, and (2) the listener's knowledge of the intonation patterns to recognize the intended meaning. Similar knowledge and skills must be part of the writer's/reader's repertoire to infuse / abstract meaning from the printed page.</p> <p>This lesson, and others previously created and in the planning stages, are designed to re-create the process of recognizing, identifying and defining -in that order—the Greek-Latin category of NOUN in the English language by beginning the process observing reality. When students understand the relationship between the reality they perceive or think about /imagine -such as concepts—and the words they use to express ideas about the observable reality or conceptualized terms, listening with full understanding, speaking clearly, reading with full comprehension and writing precisely may result, improving student performance as a communicator.</p>	

3. Write the standards, both the standard number and all the words.

<p>Listening and Speaking</p>
<p>1.0 Listening and Speaking Strategies Organization and Delivery of Oral Communication 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers . . . that enliven oral presentations. 1.6 Use appropriate grammar (including grammatical categories), word choice, enunciation, and pace during . . . presentations. 1.7.b. Rearrange words . . . to clarify the meaning.</p>
<p>2.0 Speaking Applications - Student speaking demonstrate a command of standard American English. . . 2.1.c. Employ . . . descriptive strategies (e.g. . . . physical description, background description) 2.3.c. Organize and record information on charts and graphs. 2.4.d. Maintains a reasonable tone. 2.5 Recites . . . (sentences) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>
<p>Writing</p>
<p>1.0 Writing Strategies 1.6 Revise writing for word choice; appropriate sentence (structure, depending on grammatical concept)</p>

Written and Oral English Language Conventions

- 1.0 Written and Oral English Language Conventions** - Students write and speak with a command of standard English conventions appropriate to this 8th grade level.
- Sentence Structure**
 1.1 Use correct and varied sentence types and sentence (structures) to present a lively and effective personal style.
 1.3 Uses subordination, coordination, apposition and other (sentence structure) devices to indicate clearly the relationship between (descriptive) ideas.
- Grammar**
 1.4 Edit written (sentences) to ensure that correct grammar is used
- Punctuation and Capitalization**
 1.5 Uses correct punctuation and capitalization.
- Spelling**
 1.6 Uses correct spelling conventions.

4. List the major concepts & skills students are to learn from the readings you selected.

Concept(s)	Skill(s)
1. NOUN 2. Categories of nouns – people, places, things, ideas, concepts, events, actions, qualities, etc. 3. Vocabulary of NOUNS – subject, object of verb, indirect object of verb, object of preposition, subject complement with linking verb, grammatical gender in inflected language. 4. prototypical nouns (time stability criterion – perceived, concrete, physical, compact entities;) non-prototypical nouns (not concrete, not the same over period of time). 5. Types: abstract, collective, alienable, inalienable, concrete, count, mass or non-count; verbal noun (gerund phrase). 6. Substantive – includes nouns & nominals (+ pronouns). 7. Nominals – function as noun but another category 8. Nouns used in other grammatical categories 9. Morphological characteristics of nouns: definite article.	Listening Skills Speaking Skills Reading Skills Writing Skills Specifically: Organize information (pictures, words, phrases, sentences) to achieve purpose of this series of lessons. Describe sensory details (pictures – physical description and background description) to enliven oral and printed presentation. Develop vocabulary for grammatical categorization. Correct use of nouns (as category in different sentence structures: subordination, coordination, apposition, etc.). Rearrange words to clarify meaning. Write, revise, edit descriptive words (nouns), noun phrases and sentences (sentence structures), including punctuation capitalization and spelling. Organize charts and graphs with recorded information. Use voice modulation, tone and gesture when orally presenting or reading information.

**8. What is the overarching question that captures the major and minor issues of the topic?
 WHAT ARE THE MANY CATEGORIES OF NOUNS?**

9. What are the questions students must answer in order to answer the overarching question?

What is a NOUN?

Categories of nouns – Can students label pictures of people, places, things, ideas, concepts, events, actions, qualities, with nouns, Proper Nouns and Common Nouns?

Vocabulary of NOUNS – Can students recognize (if possible through pictures) and label pictures using use nouns as subject, object of verb, indirect object of verb, object of preposition, subject complement with linking verb? Can students master the grammatical gender of nouns in English and compare grammatical gender of nouns in inflected languages, such as Spanish?

Can students categorize prototypical nouns through pictures (time stability criterion – perceived, concrete, physical, compact entities;) and non-prototypical nouns through pictures or by definition (not concrete, not the same over period of time).

Can students categorize through pictures or by definitions Noun Types: abstract, collective, alienable, inalienable, concrete, count, mass or non-count; verbal noun (gerund phrase).

Can students categorize through pictures or by definitions Substantives – includes nouns & nominals (not including pronouns)?

Can students categorize through pictures or by definitions Nominals – function as noun but another category?

Can students categorize through pictures or by definitions Nouns used in other grammatical categories?

Can students recognize the Morphological Characteristics of nouns: definite article?

10. Write your End-of-Unit Assessment (EOUA) question first. Then write in the elements that must be in the prompt. If an element is missing, rewrite the prompt to include the missing element in the prompt.

Create a Picture Book that includes each of the following types of Nouns, as shown below in the TABLE OF CONTENTS for your booklet.

TABLE OF CONTENTS

Categories of nouns –

1. People (Proper, Common Nouns)
2. Places (Proper, Common Nouns)
3. Things (Proper, Common Nouns)
4. Events (Proper, Common Nouns)
5. Actions
6. Nouns as subject
7. Nouns as object of verb
8. Nouns as indirect object of verb
9. Nouns as object of preposition
10. Nouns as subject complement with linking verb
11. Grammatical gender of nouns in English and compare grammatical gender of nouns in inflected languages, such as Spanish
12. Prototypical Nouns (time stability criterion – perceived, concrete, physical, compact entities;)
13. Non-prototypical Nouns (not concrete, not the same over period of time)
14. Abstract Nouns (ideas, concepts, qualities)
15. Collective Nouns
16. Alienable Nouns, Inalienable Nouns
17. Concrete
18. Count Nouns, Mass or Non-count Nouns
19. Verbal Nouns (Gerund Phrase)
20. Substantives – includes Nouns & Nominals (not including pronouns)
21. Nominals – function as noun but another category
22. Nouns used in other grammatical categories
23. Morphological Characteristics of Nouns: Definite Article
24. Morphological Characteristics of Nouns: “AN” Nouns

Find three pictures or draw three picture AND write a word, phrase or sentence for EACH PICTURE for EACH of the 24 topics in the TABLE OF CONTENTS.

End-of-Unit Assessment (EOUA)	
<p>The Prompts Response to prompt answers Overarching Q.</p>	<p>Create a Picture Book that includes each of the following types of Nouns, as shown below in the TABLE OF CONTENTS for your booklet.</p> <p>TABLE OF CONTENTS Categories of nouns – People Places Things Events Actions Nouns as subject Nouns as object of verb</p>

End-of-Unit Assessment (EOUA)	
	<p>Nouns as indirect object of verb Nouns as object of preposition Nouns as subject complement with linking verb Grammatical gender of nouns in English and compare grammatical gender of nouns in inflected languages, such as Spanish Prototypical Nouns (time stability criterion – perceived, concrete, physical, compact entities;) Non-prototypical Nouns (not concrete, not the same over period of time) Abstract Nouns (ideas, concepts, qualities) Collective Nouns Alienable Nouns, Inalienable Nouns Concrete Count Nouns, Mass or Non-count Nouns Verbal Nouns (Gerund Phrase) Substantives – includes Nouns & Nominals (not including pronouns) Nominals – function as noun but another category Nouns used in other grammatical categories Morphological Characteristics of Nouns: Definite Article Morphological Characteristics of Nouns: “AN” Nouns</p> <p>Find three pictures or draw three picture AND write a word, phrase or sentence for EACH PICTURE for EACH of the 24 topics in the TABLE OF CONTENTS.</p>
Purpose of Writing (narrative, descriptive, expository, persuasive) Tab 8	Descriptive Writing
Genre (editorial, essay, ,poem, letter, Pwrpt...)	Picture Book
Audience	Other students and teachers; parents and community
Student Pt.of View (1st or 3 rd Person)	3 rd Person
5 W's + How (who, what, where, when, why, how?)	Students will develop a Picture Booklet in class, at the end of this Unit of instruction to fulfill a grade requirement by illustrating through pictures and words the many categories of nouns.
Organization Skills (compare/contrast, summarize, explain, analyze, convince...)	Students will demonstrate by selecting pictures and writing words, phrases and sentences that they have mastered the 24 categories of nouns indicated above.

11. **Write your response to you assessment** on this form. Share response with partners.
Did your prompt assess the concepts and skills you wanted? Yes No
If no, revise as needed. What did you revise?

12. On **chart paper**, write the following: 1) **topic**, 2) **team names**, 3) **grade**, 4) **standards assessed (key points only)**, 5) **overarching question**, 6) **genre**, 7) **assessment**, 8) **activities** that teach the concepts and skills in the assessment.
Be ready to make a brief **presentation** (3 min.) of this chart. **DONE!!!!!!!**

13. **Design Rubric**.
See Tab 4 for writing (W) and reading (R) templates, AND for electronic copies of the templates, see downloaded files in your electronic folder. **IN PROGRESS**

14. **Format** your assessment in a **student booklet format**.
See Tab 4 for student booklet templates, AND for electronic copies see downloaded files in your electronic folder. **IN PROGRESS**

15. **Design the assessment score sheet**.
See Tab 4 for score sheet templates, AND for electronic copies see downloaded files in your electronic folder. **IN PROGRESS**