

Comma Rule Presentations



	DNM	Partially Proficient	Proficient
B. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.4)	My presentation is limited in content, evidence or organization such that the listener cannot follow the line of reasoning.	I can present information, findings and supporting evidence such that listeners can follow the line of reasoning, but my presentation lacks development, organization or an appropriate style for the task.	I can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Purpose: Demonstrate command of the conventions of standard English—the focus is on comma rules and their use. The goal is to learn, apply correctly, and remember the comma rules; you will become a clear, effective writer and provide joy to all your English teachers!

Task: To collaboratively create an instructional presentation on a comma rule.

Requirements for Comma Rule Presentation:

1. Names of group members
 2. List your rule
 3. Give three examples
 4. Create a lesson to teach the class. Lesson could be a fun activity, video, music, etc.
- The idea is to engage the class in something interesting while teaching your lesson.

Comma Rules

1. Insert a comma between two independent clauses that are joined with a coordinating conjunction (FANBOYS).

- My dog chased three rabbits out of the woods, but they all got away.

2. Use commas after a subordinate clause.

- *Before eating three candy bars, I should have thought of the consequences.*

3. Use commas after introductory words or phrases that come before the main clause

- *To get a good grade in this class, you will have to study.*
- *Yes, you can go to the field hockey game after school.*
- *First, you have to prepare for the meeting.*

4. Use commas to set off items that interrupt the flow of the sentence or are not essential to the meaning of the sentence: (offers further information—explains, identifies).

- *Jimmy Fallon, as you can see in this video, is hilarious.*
- *Barrack Obama, the President of the United States, might have a dog show at the White House.*

5. Use commas to separate three or more items in a list or series or two or more coordinate adjectives used to describe a noun.

- *I want peace on Earth, quality family time, and no credit card debt for Halloween.*
- *She was a hard-working, intelligent student.*

6. Use commas to set off words of direct address.

- *Joey, why don't you help me.*

7. Use a comma to set off quotations.

- "I'll help you after dinner," she offered.
- "I got there early," she began, "but no one was there."

Resources:

<https://owl.english.purdue.edu/owl/resource/607/02/>

<http://www.grammarbook.com/punctuation/commas.asp>