

Integrating Grammar

NEATE 2017

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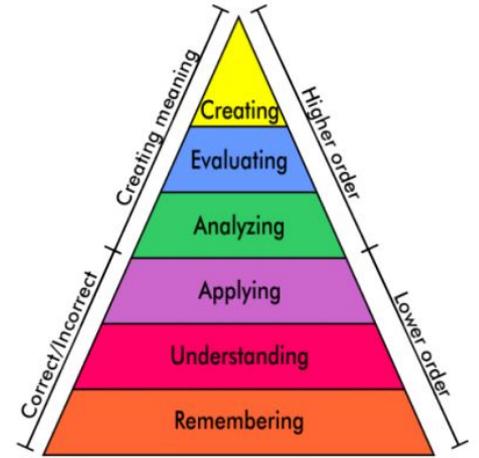
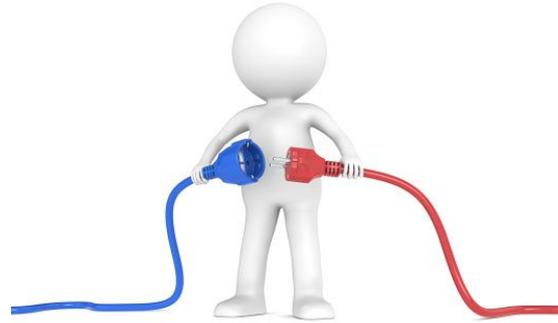
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We hope you will leave this room with:

- A vision of a philosophy statement
- An understanding of the Language Standards and how they can fit within a scope and sequence
- A greater understanding of how effective grammar instruction improves student writing
- Explicit templates and strategies for creating lesson plans
- Ideas for assessment that measure the impact of grammar instruction on student writing and reading

Problem of Practice



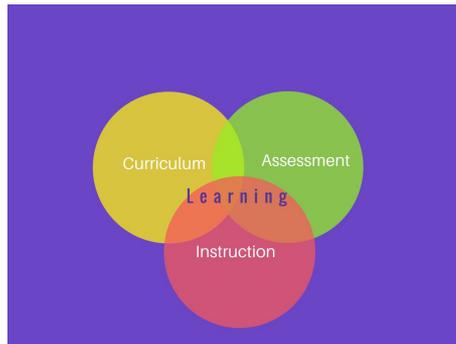
Systems in Place

Commitment to the Instructional Core

Vertical teams

Professional Learning Communities

Clear Language Arts Philosophy Statement



Language Arts Philosophy Statement

The Simsbury Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.

The elements of the Simsbury Public Schools' comprehensive language arts program include:

- instruction to develop proficient readers who understand, interpret, evaluate and appreciate texts;
- opportunities for student choice and collaboration to meet a variety of needs and interests;
- fiction and nonfiction texts, both rigorous and accessible, that reflect diversity of authors and genres and that balance classic and contemporary works;
- authentic tasks and activities that are challenging and have personal value to students;
- a variety of technological and informational resources as a means for collecting and communicating information to meet the demands of our ever-changing society;
- assessments that are frequent and varied, and are used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of

their own learning; and

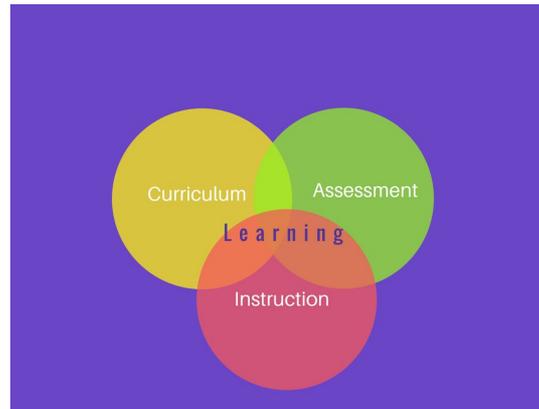
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

By the end of grade 12, all students will be able to:

- read and respond to a variety of authors, texts and genres, including theatre, film, and art;
- apply strategies and skills to enhance their understanding of multiple types of text;
- develop and communicate informed opinions and arguments through interpreting and evaluating various texts;
- recognize that readers and authors are influenced by individual, social, cultural, and historical contexts;
- appreciate the influence that contemporary and classical authors have on human thought;
- use the traits of writing to communicate effectively for a specific purpose and audience;
- contribute, respond to, and develop what others have said in conversations and discussions;
- write and speak in acceptable standard English; and
- transfer literacy skills across multiple content areas.

Grammar Philosophy Statement

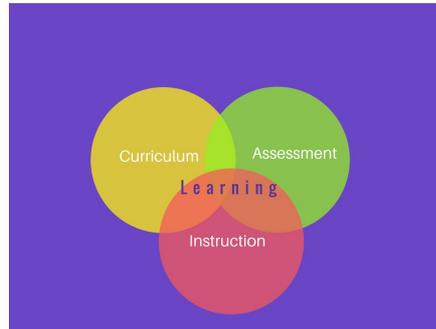
The Simsbury Public School System believes that a strong language arts curriculum provides explicit instruction in language skills. In order to comprehend and communicate effectively, students should be able to **interpret and leverage grammar** across genres and modalities. Effective instruction within these areas involves **understanding the purpose and power of grammatical craft moves**, as well as **opportunities to try out the skills** explicitly and deliberately.



Guiding Beliefs

How do they fit within practice?

- If we adopt a common language around grammar instruction, students will successfully transfer their skills from subject to subject and school year to school year.
- Effective grammar instruction improves reading, writing, and speaking.
- Grammar instruction should be integrated into the daily lives of student readers, writers, and thinkers.
- Explicit skills should be addressed within specific units and described within the learning plans of our units.
- Assessment should be formative and summative, as well as reflective of student work.
- The independent application of skills should be a primary goal of instruction and assessment.



What do we really want ALL students to know and be able to do?

1. When do we introduce terms?
2. What terms are more complex than the writing and not necessary for ALL students to know?
3. What does the Common Core require students to know and be able to do?

Consider the following terms:

- a. Ellipses
- b. Subject and predicates
- c. Appositive phrase
- d. Adverbial conjunction



Guiding question: What terms do students really need to know in order to participate in conversations and lessons about powerful grammar?

Purpose: To use common language across the district and to clarify what students need to know

Sections of the Glossary: *5 to 10 items per section*

1. Parts of Speech
2. Sentence Structure
3. Types of Sentences
4. Usage, Voice, and Style
5. Elements of Punctuation





Scope and Sequence

Four elements:

- Punctuation: [Link to an electronic version](#)
- Parts of Speech
- Knowledge of sentence structure
- Usage, voice and style

[Vertical Accountability and Retention](#)

Transitional Statements

Grade 6

By the end of sixth grade, students should:

- know the parts of speech and be able to state why purposeful use of the parts of speech improves writing.
- write in complete sentences using a variety of sentence types.
- understand that purposeful sentence variation improves writing.
- use conventions correctly including end punctuation, commas, quotation marks, and possession.

Grade 8

At the end of eighth grade, students should:

- Recognize grammatical conventions and evaluate how they affect an author's meaning.
- Analyze the purpose and impact of advanced parts of speech including verbals.
- Focus on and use active and passive voice and varied tones and moods.
- Apply their knowledge to original writing that addresses different audiences and purposes.

Grade 12

By the time students graduate, students should:

- Leverage grammar to express their ideas in meaningful ways.
- Evaluate the impact of grammar on meaning--specifically purpose, tone, and subject.
- Artfully “break” conventions and rules based on audience and purpose.
- Utilize an arsenal of stylistic techniques in order to create sophisticated writing



What problems of practice do you share?
What systems are in place to help you solve them?



Student Self-Assessment

Metacognition includes:

- ❖ knowledge about oneself as a learner.
- ❖ monitoring of one's thinking and growth
 - awareness of comprehension
 - reflection on skill achievement
 - evaluation of the efficacy of processes
 - [Student Sample](#) and [Summary](#)



ELA 8 Learning Target: I use punctuation, grammar, and sentence structure for effect.

	Not Yet	Starting to	Yes!
Expand, combine and reduce sentences for meaning, reader/listener, interest, and style.			
Vary sentence patterns for meaning, reader/listener interest and style.			
Maintain consistency in style and tone.			
Express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy through choice of language			

Templates for Lessons

Primary Skill: _____

Standard(s): _____

1. **Essential Terminology Defined:** *One or Two Key terms from the Glossary*
2. **Connection and Invitation:** *Rationale and link to a current writing task*
3. **Teaching Point/What we say:** *Purpose and Learning Target for students*
4. **Model (Demonstration):** *Mentor texts*
5. **Active Engagement (Guided practice):** *Explicit opportunities for practice*
6. **Link to Ongoing Work and Writing Practices (Independent):** *Ongoing student checklist and application to written assessment*
7. **Share/Reflection/Closure:** *Prompting for student self-reflection and future growth areas are identified*

Sample Instruction

Vary sentence structure: [Grade 6 Lesson](#)

[VIDEO LINK](#)

Original: Rio de Janeiro is located in Brazil, in South America. There is a lot going on in Rio de Janeiro. There are a lot of habitats that animals live in, visitors traveling from all over the world to visit, and there are even endangered species in Rio. So there's a lot to discover in Rio de Janeiro. This Country has people relaxing on beaches and people working or looking for jobs, and people who live there. In Rio there are lots of jobs because in Rio there are many businesses. Rio de Janeiro has different landscapes around there. Rio de Janeiro is the second largest country in Brazil and it is the most visited place too!

Revised Sample: Rio de Janeiro, a city full of unusual animals, beautiful beaches and businesses, is the second largest city in Brazil and the most visited one, as well! Visitors travel to Rio de Janeiro from all over the world to see the endangered species, relax on the beautiful beaches, or explore the varied landscapes. The natives like it as well, since there are lots of jobs and many businesses. No question that there is a lot going on in Rio de Janeiro!

9th Grade Change in Practice

THEN: 9th English

Exercise:

- 1) Label each italicized word as an adjective or an adverb.
- 2) Identify which question from the lists above is answered by the adjective or adverb.
- 3) Draw an arrow to the word that the adjective or adverb describes.

Which student has *never* answered *first*?

You behaved *bravely*, Rob.

The *stately* mansion was *beautiful*.

Mary *always* speaks *highly* of everyone.

NOW: 9th English

Impact of Steinbeck's adverbs on characterization:

- 1) Analyze the meaning of the underlined adverb.
- 2) Determine what the adverbs reveal about characters.
- 3) Write a "found" poem about George or Lennie using adverbs from Steinbeck's writing.

Quotes from Chapter 1 in *Of Mice and Men*:

- "[Lennie] walked heavily, dragging his feet a little, the way a bear drags his paws."
- "Lennie looked timidly over to him. 'George?'"
- "'You never oughta drink water when it ain't running, Lennie,' he said hopelessly."
- "George stared morosely at the water."

Reflections on Changing Practices

THEN

1. Teacher-centered
2. DOK 1: Recall to Reproduction
3. Assessments were worksheets.
4. Teachers taught the same lessons.
5. Students were unaware of learning outcomes.
6. Grammar was a section of the lesson.
7. Students edited final drafts.

NOW

1. **Student-Centered**
2. **DOK 4: Extended Thinking**
3. **Assessments are personalized.**
4. **Teachers build on prior knowledge.**
5. **Students track their growth.**
6. **Grammar is embedded into reading/writing.**
7. **Students compose and revise using grammatical features purposefully.**

Time for Questions

Evaluations

Request for Materials

The Impact of Punctuation on MEANING

1. "For poems are like rainbows; they escape you quickly." -Langston Hughes
2. "Do I dare / Disturb the universe?" —T. S. Eliot
3. "Beauty is an enormous, unmerited gift given randomly, stupidly." —Khaled Hosseini
4. "I don't want to fade away; I want to flame away – I want my death to be an attraction, a spectacle, a mystery." – Jennifer Egan
5. "I love you also means I love you more than anyone loves you, or has loved you, or will love you, and also, I love you in a way that no one loves you, or has loved you, or will love you, and also, I love you in a way that I love no one else, and never have loved anyone else, and never will love anyone else." – Jonathan Safran Foer

Analyzing Syntax



11th grade: Analyze how the writer uses sentence structure to help convey her experience with the birds.

Out of the dimming sky a speck appeared, then another, and another. It was the starlings going to roost. They gathered deep in the distance, flock sifting into flock, and strayed towards me, transparent and whirling, like smoke. They seemed to unravel as they flew, lengthening in curves, like a loosened skein. I didn't move; they flew directly over my head for half an hour. The flight extended like a fluttering banner, an unfurled oriflamme, in either direction as far as I could see. Each individual bird bobbed and knitted up and down in the flight at apparent random, for no known reason except that that's how starlings fly, yet all remained perfectly spaced. The flocks each tapered at either end from a rounded middle, like an eye. Over my head I heard a sound of beaten air, like a million shook rugs, a muffled whuff. Into the woods they sifted without shifting a twig, right through the crowns of trees, intricate and rushing, like wind.

After half an hour, the last of the stragglers had vanished into the trees. I stood with difficulty, bashed by the unexpectedness of this beauty, and my spread lungs roared. My eyes pricked from the effort of trying to trace a feathered dot's passage through a weft of limbs. Could tiny birds be sifting through me right now, birds winging through the gaps between my cells, touching nothing, but quickening in my tissues, fleet?

— Annie Dillard, *Pilgrim at Tinker Creek*

After analyzing Dillard, this is the student sample!

Murky, mud-filled water swirls around my ankles, hiding the leeches that almost certainly surround my swamp-filled sneakers. As I stand in the blaring July sun, deerflies assault every inch of exposed skin, adding to the list of creatures eager to make a quick snack of my blood. But I am not concerned with these nuisances because this is Hedgehog Pond. This is where I feel most content like in a room of my own. This is where dragons fly; my imagination roams directionless like all around me.

As the dragonfly approaches me, hovering in midair, I take one more step towards it and land directly on an underwater log, slipping, sliding, slithering into the shallow water. As I regain my balance, sputtering swamp water, a quick scan finds Eastern Pondhawks, Blue Dashers, and the Common Green Darner.

I am perfectly content in a perfectly disgusting place. My passion for learning will open the door to a new world like a galaxy of stars no one has charted. So I love to hear others talk about where dragons fly for them, where a passion for discovery teaches them to embrace discomfort and enhance their lives.