

# *Integrating Grammar*

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## **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**

- 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.

## **Transitional Statements in Grammar and Writing Instruction**

### **Grade 6**

By the end of sixth grade, students should write in complete sentences using a variety of sentence types including simple, compound, and complex formats. They should also understand that purposeful sentence variation improves writing. Students should know their parts of speech including nouns, verbs, adjectives, adverbs, pronouns, and prepositions, and they should be able to state why purposeful use of the parts of speech improves writing. In addition to sentence structure and parts of speech, students should use conventions correctly including end punctuation, commas, quotation marks, and possession.

### **Grade 8**

At the end of eighth grade, students should be working toward mastery of grammatical conventions. They should be able to recognize them and begin to be able to evaluate how they affect an author's meaning when analyzing fiction and nonfiction. Additional topics introduced include advanced parts of speech including verbals. Additional focus is placed on when to use active and passive voice and varied tones and moods. Students should also be able to apply their knowledge to original writing that addresses different audiences and purposes.

### **Grade 12**

By the time students leave high school, they should be able to leverage grammar to express their ideas in meaningful ways. Students will be able not only to identify and recognize grammatical conventions, but also to use conventions properly and evaluate the impact of grammar on meaning--specifically purpose, tone, and subject. Students should be able to artfully "break" conventions and rules based on audience and purpose. They will develop a strong sense of voice in formal and informal writing modes. Student will be able to utilize an arsenal of stylistic techniques in order to create sophisticated writing that addresses different audiences and purposes.

## Language Skills: Learning Progressions/Scope and Sequence

Part 1: Knowledge of Parts of Speech					
Skills and Knowledge	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> )	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Explain the function of phrases and clauses in general and their function in specific sentences.
				Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

PART 1: Knowledge of Parts of Speech				
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences	Explain and use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings.*			
Form and use verbs in the active and passive voice.	Recognize the use of active and passive voice in writing.	Edit writing to remove passive voice and ensure active voice in writing.*		
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons and correct problems in coordination and subordination in sentences.	Edit and correct grammatically incomplete and inappropriate sentences.	Produce complete sentences with sentence variety while artfully breaking conventions when appropriate.
	Ensure subject-verb and pronoun-antecedent agreement.  Recognize and correct inappropriate shifts in pronoun number and person.	Recognize and correct inappropriate shifts in verb tense.  Recognize and correct vague pronouns (i.e., ones with unclear and ambiguous antecedents).  Recognize and correct lack of agreement between nouns.	Edit sentences to ensure grammatical agreement and consistency.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	Recognize and correct problems in parallel structure.	Revise and edit writing in order to use parallel structure to enhance meaning.*	Revise and edit writing in order to use parallel structure to enhance meaning.*	Use parallel structure creatively and artfully in order to enhance meaning and achieve purpose.

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*

## Lesson Template: Using Parallel Structure

### Standard:

- **L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.1a** Use parallel structure.
- **L. 11-12a** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Essential Terminology Defined:

Parallel sentence structures use the same part of speech or grammatical structure to convey equal or related ideas. A series of equal or related ideas should be expressed in **parallel structure**, or in the same grammatical form. Patterns of parallel structure can be constructed with every type of grammatical element. However, this concept can be simplified for students by demonstrating rhythm in three categories: 1.) structures connected with conjunctions (coordinating and correlative), 2.) structures created with repeated phrases (infinitive, participle, gerund, prepositional), and 3.) clauses (dependent, independent, relative).

### Connection and Invitation:

Authors can use rhetorical techniques to convey a purpose and meaning. Parallelism can work to draw contrast to two existing concepts. **Antithesis** is a figure of speech in which an opposition or contrast of ideas is expressed by **parallelism** of words that are the opposites of, or strongly contrasted with, each other, such as “hatred stirs up strife, but love covers all sins.”

**Teaching Point/What we say:** (Specific statement of purpose and skill to be taught)

Teaching Point 10.5: I can write sentences using accurate parallel structure.

### Model (Demonstration):

Students will read aloud the following opening from *A Tale of Two Cities*. The class will work to discuss how the parallel structure works to heighten the contrast presented. How does Charles Dickens use parallelism set the tone for the novel?

*It was the best of times,  
It was the worst of times,  
It was the age of wish,  
It was the age of foolishness,  
It was the epoch of belief,  
It was the epoch of incredulity,  
It was the season of Light,*

*It was the season of Darkness,  
It was the spring of hope,  
It was the winter of despair,  
We had everything before us,  
We had nothing before us,  
We were all going direct to Heaven,  
We were all going direct the other way (13)*

### Active Engagement (Guided practice):

Have students reflect on their 11th grade school year. How could your 11th grade year provide the existence of extremes?

**Link to Ongoing Work and Writing Practices (Independent):** (Ongoing checklist of where the skill appears in student work)

1. Students will analyze an author’s use of parallel structure.
2. Students will use parallelism for effect.
3. Students will use this skill to vary sentence structure.

### Share/Reflection/Closure:

1. Remind students that parallel structure is a powerful tool writers use to balance ideas in a sentence and to create rhythm in their texts, ultimately leading to more memorable writing.
2. Express that parallel structure may be a wonderful technique to utilize in their personal statement for college.

## Student Learning Targets: 8th Grade

### I can use punctuation correctly within sentences.

I use correct punctuation including:	Not Yet	Starting to	Yes!
Capital letters, including:			
Beginnings of sentences (3)			
Names and places (3)			
Towns, cities, and states (3)			
Titles of books, movies, and articles (3)			
Uses apostrophes correctly to combine words and to show possession of both singular and plural			
Quotation marks around dialogue and direct quotes			
Parentheses			
Ellipses			
Dashes			

### I can use commas properly.

I can use commas correctly:	Not Yet	Starting to	Yes!
In lists (3)			
In letter openings (3)			
In dates (3)			
At the end of when someone is talking (3)			
To separate dependent and independent clauses . (Before I left my house, I made sure to pack my lunch.)			
To identify words in a series. (My favorite foods are pizza, spaghetti, and pastrami.)			
To end dialogue within a complete sentence. ("The concert last night was wonderful," added Jane.)			
To identify interesting yet not important information to the meaning of a sentence (Joe, the owner of that car, is a friend of mine.)			
To separate double adjectives, never using a comma after the last adjective. (Jeff carried a dark, dried branch)			
Near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift. (The rain inundated the baseball field making the game unplayable, it seemed to me.)			

### Student Learning Targets: 8th Grade

**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.			
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
Express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy through choice of language			
Use verbs intentionally in order to emphasize actor or action (active v. passive)			
Use verbs intentionally in order to express uncertainty, time shifts, or states contrary to facts (conditional or subjunctive)			

**I have an understanding of sentence structure.**

Within my own writing, I am able to:	Not Yet	Starting to	Yes!
Decide on and maintain verb tense (3)			
Use various verb tenses including:			
Present, past, and future			
Perfect tense			
Ensure pronoun and antecedent agreement (3)			
Make sure that subjects and verbs agree (3)			
Use a variety of sentences (simple, compound and complex) (4.2)			
Identify the simple subject/predicate and full subject/predicate.			
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
Explain the function of phrases and clauses in general and their function in specific sentences			
Recognize and correct misplaced and dangling modifiers			
Demonstrate and utilize appropriate subject/verb agreement in a sentence			
Form and use verbs in the active and passive voice`			
Form and use verbs in the indicative, conditional, and subjunctive mood			

# Sentence Structure Activity

**Standard:** CCSS.ELA-LITERACY.L.6.3.E

Use knowledge of language and its conventions when writing, speaking, reading, or listening

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

**Essential Terminology Defined:**

**Sentence-** Every sentence has two parts: a subject which tells you who or what is doing something and a predicate which tells what the subject is doing or tells something about the subject.

**Compound Sentence-** A compound sentence is made up of two or more simple sentences (independent clauses) joined by a comma and a coordinating conjunction or by a semicolon.

**Introductory Phrases:** A long phrase or clause that comes before the main part of the sentence.

**Complex sentence:** A sentence consisting of one independent clause and at least one dependent (subordinate) clause. - Ex. Because our family loves the beach, we rent a house at the shore every summer.

**Subordinating conjunction:** Subordinating conjunctions join an independent clause with a dependent clauses, creating a complex sentence.

**Dependent clause:** A dependent clause depends on the independent clause in a complex sentence. It cannot stand alone as a sentence. Ex. Because our family loves the beach

**Independent Clause:** An independent clause contains a subject and predicate and makes complete sense by itself. Ex. We rent a house at the shore every summer.

**Connection and Invitation:**

Writers have an awareness and implicit understanding of sentence structure, and they use that knowledge in order to make their writing more fluent for their readers. If sentences start the same way all the time, writing becomes boring, and readers lose interest. Sentence variation strengthens the text we write, and we can do that by changing around the order of phrases and clauses within our texts.

**Directions:** Read the passage below and combine, expand, and/or reduce sentences for variety and increased clarity.

**Passage:**

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!

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**Reflection:** What are some of the benefits of combining, expanding, and even reducing sentences? What are the challenges of doing this work?

## Depth of Knowledge: Grammar Instruction

DOK 1: Recall and Reproduction	DOK 2: Skills and Concepts	DOK 3: Strategic Thinking	DOK 4: Extended Thinking
<p><i>Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response. Defining and recognizing are typical Level 1 tasks.</i></p>	<p><i>At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing and organizing are usually Level 2.</i></p>	<p><i>At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3.</i></p>	<p><i>Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another.</i></p>
<ul style="list-style-type: none"> <li>-Define grammatical terms.</li> <li>-Identify the parts of speech in a sentence.</li> <li>-Match the correct grammatical term with its definition.</li> <li>-Label the sentence types.</li> <li>-Appropriately punctuate items in a series, such as a three-item series of nouns with accompanying adjectives</li> <li>-Underline all the adverbs you recognize.</li> <li>-Recite all the preposition words you know.</li> <li>-Memorize and recall the comma rules.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a sentence diagram.</li> <li>-Construct simple, compound, and complex sentences.</li> <li>-Determine when particular contexts call for singular or plural possessive nouns and for plural or possessive nouns.</li> <li>-List the stylistic features of an author.</li> <li>- Eliminate wordiness within a single expression.</li> <li>-Edit writing to use complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Vary sentences creatively for audience, purpose, and impact.</li> <li>-Combine sentences in relatively simple ways and to achieve relatively simple purposes, such as refining clearly awkward or repetitive language to improve the flow of ideas.</li> <li>-Apply a grammatical concept in a new context.</li> <li>-Apply a writer's use of sentence structure to an original piece.</li> <li>-Edit writing for active voice and tone consistency.</li> <li>-Revise writing for precise verbs.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze the grammatical similarities and differences between two or more written pieces.</li> <li>-Develop a written piece that shows the mastery and artful use of three or more punctuation conventions.</li> <li>-Create a written piece that artfully breaks conventions for a narrative purpose.</li> <li>-While revising and editing a piece, show evidence of sophisticated decisions about adding, refining, or deleting information and ideas in order to sharpen the focus of an original text.</li> </ul>

Source: Gerald Aungst, "Using Webb's Depth of Knowledge to Increase Rigor," <https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>

## A Glimpse into the Then and Now of Classroom Practice

### THEN: 9th English

#### 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 3 & 4: Strategic and Extended Thinking
3. Assessments are personalized and meaningful.
4. Teachers build on prior knowledge and follow clear skill scope and sequence.
5. Students track their growth.
6. Grammar is embedded into reading/writing activities.
7. Students compose and revise while applying learned language concepts.

#### 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 the main 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."