Grammar In The Elementary Classroom
in Elementary Language Arts
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Abstract

Disagreements about grammar instruction have led to decontextualized methods of instruction to teach grammar. This has proven to have negative effects on student writing performance (Toria & Olinghouse, 2013). Research also shows that students who do not receive quality grammar instruction, potentially have less academic success and fail to understand how language works (Gartland & Smolkin, 2016; Myhill et al., 2013; Sams, 2003). This could be due to the fact that some teachers are anxious or insecure about their own grammar knowledge (Myhill, Jones, & Watson, 2013). Therefore, teachers tend to focus more on the grammar rules and use prescriptive grammar exercises (Myhill, Jones, & Watson, 2013) and students are less likely to understand grammar concepts when taught in this manner (Schleppegrell, 2007). Grammar and conventions should be studied through authentic texts (Anderson & LaRocca, 2017). In addition, grammar instruction needs to be thoughtfully integrated into the language arts curriculum (Gartland & Smolkin, 2016), and teachers should be provided with resources and professional development to increase confidence to effectively teach grammar within their language arts curriculum (Troia & Olinghouse, 2013).

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Chapter One: Introduction

Problem Statement

The only grammar instruction I recall receiving as a student, was in my tenth grade English class. Fast Forward to my seventh year teaching, and I admittedly still struggle with identifying and explaining the parts of speech and conventions of the English language. In addition to my lack of confidence, I have the responsibility of teaching these parts of speech and conventions to my students, based on the Common Core State Standards of Writing and Language (CCSS-WL), without the confidence, support, and resources to do so. I have tried teaching grammar several different ways, but I still do not see the transfer of correct grammar usage into my students' writing, reading, and speaking.

Gartland and Smolkin (2016) explain that due to the disagreeing points of view on grammar instruction over the last sixty years, and many teachers' uncertainty of their own grammar knowledge, teachers are unsure of how to teach grammar to their own students. They continue on to say, that recently there has been more discussion, because of the Common Core State Standards (CCSS), about teaching grammar in the classroom. Thus, leaving teachers still unsure about the best practices for teaching grammar.

The CCSS-WL are helpful for teachers to know *what* grammar concepts should be taught, but what is not included in the standards, is the guidance of *how* to teach the skills of grammar. With many teachers feeling ill equipped to teach students grammar, like myself, teachers often fall back to decontextualized methods to teach grammar, which have been proven to have negative effects on student writing performance (Toria & Olinghouse, 2013). Jeff Anderson and Whitney La Rocca (2017) explain that when grammar and conventions are studied

through authentic texts, or real books and student writing, it generates writers who naturally come to know the conventions of the English Language. Grammar instruction needs to be thoughtfully integrated into the language arts curriculum (Gartland & Smolkin, 2016), and teachers should be provided with resources and professional development to increase confidence to effectively teach grammar within their language arts curriculum (Troia & Olinghouse, 2013).

Importance and Rationale

Students who do not receive quality grammar instruction, potentially have less academic success and fail to understand how language works (Gartland & Smolkin, 2016; Myhill et al., 2013; Sams, 2003). According to research, this could be due to the fact that some teachers are anxious or insecure about their own grammar knowledge (Myhill, Jones, & Watson, 2013). Therefore, teachers tend to focus more on the grammar rules and use prescriptive grammar exercises (Myhill, Jones, & Watson, 2013) and students are less likely to understand grammar concepts when taught in this manner (Schleppegrell, 2007). Schleppegrell (2007), argues that it is not enough for students to understand the complex grammatical features they might encounter in their reading and listening; they must also be supported in using such language in their own speaking and writing as well.

Writing is an essential component and important, not only in our kindergarten through twelfth grade experience, but also in postsecondary education settings, the workplace, and communities (Troia & Olinghouse, 2013).   Students should be able to clearly communicate their thoughts and ideas in a coherent message, both in school and outside of school. For young writers, teaching with an emphasis on grammar as choice and process should support

metalinguistic development (Myhill, et. al., 2013). Students that are metalinguisiticly aware are better able to articulate a justification for choices they make in their writing (Myhill, et. al., 2013). Furthermore, the ability to analyze sentences, to understand how the parts work together to convey desired meaning, emphasis, and effect is central to the writing process (L. Sams, 2003).

Therefore, there is a need for confident and metalinguisiticly aware educators. According to Troia and Olinghouse (2013), evidence-based practices (EBP) to teach writing are not found in many classrooms across America because of the "complex cognitive, linguistic, affective, and even sometimes physical acts that take place in socially constructed and constrained environments" (p.345). They continue on to explain that the Common Core State Standards for Writing and Language (CCSS-WL), are a step in the right direction, but without investing in the capacity, willingness, and expertise of teachers, there will likely be little effect on writing instruction in U.S. schools. Therefore, without effective writing instruction, students will likely not have the strong writing skills needed to be successful in postsecondary education, the workplace, or community. Sams (2003) argues that writing proficiency develops over the course of twelve years; rather than each teacher teaching all aspects of writing (including grammar), there needs to be a sequenced approach for grades K through 12 to provide grammar instruction that gradually builds competency.

Background

Grammar instruction has been largely debated, over the last fifty to sixty years in several English speaking countries, including the United States, England, and Australia (Jones, Myhill, & Bailey, 2012). Today, when grammar is included in National Council of Teachers of English

(NCTE) journals, it is often presented as an issue to be debated, rather than a topic of discussion (Kolln & Hancock, 2005). According to Kolln and Hancock (2005), it is impossible to calculate the impact the anti-grammar policy has had on English education and teacher education.

Before the Debate

Gartland and Smolkin (2016) cite James Murphy (2012) to give a brief history of grammar instruction. In the late 1700's, grammar instruction was realized as language itself. Ancient scholars used grammar instruction to produce habits of language that would enable students to become successful and productive citizens (Gartland & Smolkin, 2016). Gartland and Smolkin (2016) say grammar history indicates that in the times of ancient Greece and Rome, grammar instruction occupied a central position in all language arts instruction. They continue on to explain that children read, wrote, spoke, and listened to a variety of exemplary texts on a daily basis within an integrated language arts curriculum. Students carefully examined how authors used language and developed a bank of resources from which they could draw to create their own engaging and effective language (Gartland & Smolkin, 2016). This was all based on the Quintilian system, which eroded, and as a result, grammar instruction became increasingly fragmented (Gartland & Smolkin, 2016). Over time, the idea of providing grammar instruction to prepare students to be successful citizens faded and was replaced with a narrower goal of, simply put, speaking correctly (Gartland & Smolkin, 2016).

In the Elizabethan Era, a large influx of new words were introduced and scholars argued that English was "out of control" (Gartland & Smolkin, 2016). Because of this, and the expansion of English dialects, there was an urgency to standardize English in terms of vocabulary, spelling, and grammar (Gartland & Smolkin, 2016). This in turn, led to the publication of dictionaries,

grammars, and pronunciation manuals with an emphasis on a correct way to use and speak the

language (Gartland & Smolkin, 2016). Many rules were introduced, and rather than focusing on

pedagogy of grammar instruction, the goals were focused on rules and corrections (Gartland &

Smolkin, 2016).

In 1935, the NCTE appointed a committee to look at the role of grammar and suggest

recommendations for the curriculum (Kolln & Hancock, 2005). A program called "An Experience

Curriculum in English" was introduced and focused on teaching grammar with writing, rather

than in isolation (Kolln & Hancock, 2005). This curriculum was a systematic program with ten

primary objectives to be introduced in grades Two through Six. Some of the objectives had to do

with preventing fragments and run-ons, compound predicates, and adverbial and relative

clauses (Kolln & Hancock, 2005). There was some resistance to this program because it

substituted a kind of functional grammar for the formal method that teachers were used to

(Hancock & Kolln, 2010). Hancock and Kolln (2010) explain that although research continued to

discredit formal grammar being taught as a separate unit, the suggestions to integrate grammar,

as laid out in the Experience Curriculum, were never implemented.

The 1950's and 1960's saw an increase of research on grammar instruction. Hancock and

Kolln (2010) argue that there is a great deal to learn about our profession's history from Harold

B. Allen's collection of 65 articles, all on the topic of grammar and applied linguistics. Allen's

collection included many of the discipline's pioneers, including C.C. Fries, George L. Trager, and

Henry Lee Smith Jr. The new discipline of applied linguistics was just beginning to make an

impact on textbooks and teacher training in the 1950's and seemed to be a turning point for the

and the possibility of reformed grammar instruction based on scientific understanding of language (Hancock & Kolln, 2010).

The Debate

By 1963, there were high hopes for the "new grammar", Noam Chomsky's generative-transformational grammar. This new grammar used phrase-structure rules and transformational formulas. Chomsky made it clear that his theory was not intended as pedagogy, but that did not matter (Kolln & Hancock, 2005). His rules and grammatical formulas ended up in textbooks, and in classrooms with teachers that were not trained to teach grammar in this way (Kolln & Hancock, 2005).

In the same year there was excitement for this new grammar, the NCTE published an anti-grammar statement that used the phrase "harmful effects" (Kolln & Hancock, 2005). This came from a study by Roland Harris, carried out over two-years, where he concluded, "[grammar has a] harmful effect on the correctness of children's writing" (Kolln & Hancock, 2005). There were two serious critiques of Harris' study, but neither of them were used to debate about the so-called harmful effect of grammar (Kolln & Hancock, 2005). Kolln and Hancock (2005) explain, that both critiques point out the flaws that make Harris's conclusion invalid, but that one sentence in that one study, set the groundwork for the anti-grammar policy that has dominated the American English curriculum for many years.

In 1966, there was a shift in the teaching of English. A seminar held at Dartmouth College brought upon the "learner-centered" view of education (Kolln & Hancock, 2005). This view celebrated and encouraged students' personal expression and introduced concepts such as free

writing, journaling, and peer review, which all became part of the writing process and replaced the more formal grammar instruction (Kolln & Hancock, 2005).

Towards the end of the 1960's a new philosophy came on the scene, the anti-elitist philosophy (Kolln & Hancock, 2005). "Standard English" became an offensive term towards students whose home language was different than the so-called standard. Because of the different home-language dialects that were in classrooms, there was more of a need to teach edited English, based on normative rules and standards of edited English. Standard English was seen as an "elite" way of speaking and writing. In response, the NCTE passed a resolution expressing concerns about the neglect of the language needs of non-standard dialect speakers (Kolln & Hancock, 2005). This resolution was a "back to the basics" movement because of public concerns being voiced about student achievement, and focused on the preparation of teachers to meet the needs of non-standard dialect speakers (Kolln & Hancock, 2005).

Eventually, the conversation about grammar instruction simply disappeared from NCTE's journals and convention programs in the 1970's and 1980's (Kolln & Hancock, 2005). By 1985, the NCTE's effort to include grammar instruction in the English curriculum, ended up encouraging the use of repetitive grammar drills and exercises (Kolln & Hancock, 2005). Educators began to reject this isolated, drill- oriented- pedagogy and research proved that such pedagogy was ineffective in enabling children to speak and write with standard English (Kolln & Hancock, 2005). Although many teachers continued to teach grammar, there were many school districts that simply removed grammar from the curriculum (Kolln & Hancock, 2005).

Long-term Effects

Kolln and Hancock (2005) say that as a result of this debate over grammar instruction, several generations of students have had no instruction in the parts of speech and sentence structure. They continue on to argue that the cost to English education, because of the NCTE anti-grammar policy, is impossible to calculate. The policy has not only affected the K-12 curriculum, but also has been the negative effect on teacher education (Kolln & Hancock, 2005). They also say, it is possible that new teachers had little or no grammar instruction in their own middle school and high school experiences.

In response to the NCTE's "anti-grammar" policy, in 1989, a small group of teachers formed The Assembly for the Teaching of English Grammar (ATEG). This group is now an official group of NCTE and meets yearly in a summer conference (Kolln & Hancock, 2005).   NCTE has started to take ATEG's pro-grammar message seriously and has begun including sessions and workshops on grammar at the NCTE national conferences. (Kolln & Hancock, 2005).

Additional factors that have pushed grammar instruction back into the classrooms, include the new Common Core State Standards (CCSS), as well as, required state testing due to *No Child Left Behind*. These standards, programs, and assessments are all bound to have an impact on grammar education in the years to come, elementary through college (Kolln & Hancock, 2005).

Statement of Purpose

The purpose of this project is to encourage elementary teachers to see the importance of grammar and provide research-based practices for implementation of grammar instruction into their language arts curriculum. Furthermore, this project will aim to provide sample lessons, as

well as a scope and sequence to support educators in their planning of grammar instruction. Rubrics will be provided to support teachers with monitoring students' progress and analyzing effectiveness of instruction. Finally, a plan for implementation will be shared to give any teacher, school, or district a starting point for teaching grammar.

Objectives

The objectives of this project can be found below. To achieve these objectives, teachers will be provided with summarized research and ongoing professional development.

- Inform teachers of the importance of grammar instruction
- Provide teachers with resources to integrate grammar instruction into their language arts curriculum
- Provide resources to evaluate grammar instruction and effectiveness

Definition of Terms

Grammar: a set of rules that explains how a system operates, and in language, this system typically refers to *syntax* (the arrangement of words and phrases to create well-formed sentence in a language) and *morphology* (the study of how words are formed in language). Grammar can also refer to *semantics* (the meaning of words and the vocabulary choices we employ). (Myhill, 2013)

Invitational Process: a process for teaching conventions through which a teacher invites students to talk about what they see and wonder about in an author's sentence (Anderson & LaRocca, 2017)

Mentor sentence: A model sentence from an authentic text that shows a convention in action (Anderson & LaRocca, 2017)

Metalinguistics: knowledge and understanding of a language (Myhill, 2013)

Scope of the Project (Limitations)

This project is intended for elementary teachers, kindergarten through fifth grade, to provide research on best practice instructional strategies to teach grammar and resources to support learning in the classroom. The main instructional strategy that is covered in this project, uses an invitational process with mentor sentences, to teach grammar concepts. Sentence combining is also discussed as an effective way to teach grammar, but this project does not provide teachers with resources to implement that instructional strategy. These are not the only ways to teach grammar, but instead, a couple research-based instructional strategies that can easily be integrated into a teacher's current language arts curriculum.

Factors that could obstruct the effectiveness and implementation of this project include the support of the school district and the time needed to effectively implement the components of this project. Also, a teacher's current knowledge base and comfortability with grammar concepts can also be a hindrance to the implementation of this project.

Chapter 2: Literature Review

Introduction

The long-running debate about grammar instruction has often been about whether or not grammar has a place in the classroom. In more recent years, the view has changed from whether or not to teach grammar, to how grammar should be taught. Researchers have found that through understanding language, students can use that understanding to shape meaning in their own writing. When grammar was taught in the classroom it was historically taught with the mentality of right and wrong and error avoidance. Many experts argue that grammar instruction should, instead, happen within the context of reading and writing, using authentic texts to discover how grammar works. In order to support students' with this work, teachers need to have a solid foundation of grammar knowledge to best meet their learners' needs and empower them as writers. This chapter will first explain the theory and rationale behind grammar and grammar instruction. Followed by the research that supports teachers incorporating grammar instruction into their literacy block to support students understanding and transfer of grammar concepts. The chapter will conclude with the idea of meaningful grammar instruction provided by knowledgeable educators to support students' metalinguistic knowledge.

Theory/Rationale

Psycholinguistics

Frank Smith (2004) explains, in *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, children can learn about spoken language when they are involved in its use, when it has the possibility of making sense to them. Leaning a language, including learning the conventions, can't be learned by rule or by rote. Rather, language must be

experienced in ways that are most meaningful for every learner (Smith, 2004, p.51)   Smith adds

that children also try to understand written language in the same way so they can generate and

test hypothesis. Jeff Anderson and Whitney LaRocca (2017) focus on this in the *Patterns of*

Power: Inviting Young Writers into the Conventions of Language. Their work invites students to

notice and play with language in a way that is meaningful to their learning. Smith (2004) says

that using demonstrations of what written language can be used for, and receive collaboration

when they become interested in using written language themselves. Students want to "join the

literacy club" (Smith, 2004, p. 230). Smith (2004) also describes conventions as the common

currency of every language transaction. Language is not just vocabulary and grammar, but

familiarity with written language is essential for readers and writers because conventions make

prediction possible (Smith, 2004).

Sociocultural

Vygotsky, a psychologist known for his work with developmental psychology, argues that

the process of writing involves social and cultural interactions (Vygotsky, 1986). He explains that

this leads to a translation from inner speech to outer speech in the form of writing.

Furthermore, Vygotsky (1986) describes writing as the "deliberate structuring of the web of

meaning." Writing is therefore a complex activity and a developmental mode of learning

(Thompson, 2013).

Thompson (2013) argues that the development of a student's writing abilities requires

active intervention by a teacher, within a constructed zone of development. Vygotsky's Zone of

Proximal Development (ZPD) is dependent on both social interactions between student and

teachers and peers, as well as the learners' own history and perception of themselves as a

learner (Thompson, 2013).   Children learn to talk through social interaction, even without direct

instruction, but learning to write requires support from a more expert other (Chen & Myhill,

2016). Furthermore, when working in a students' ZPD, a learner can identify and elaborate on a

concept by relating it to other concepts (Chen & Myhill, 2016).

Metalinguistics

Metalinguistics is the understanding of a language. More specifically, Chen and Myhill

(2016) say metalinguistics is "any grammatically informed knowledge about language"

(p.101). They point out, by citing several studies, that equipping students with metalinguistic

knowledge is an important means of enhancing students' participation in learning. Therefore,

curriculum should have the potential of teaching metalinguistic knowledge to support learners in

becoming confident and successful users of language (Chen & Myhill, 2016). Fearn and Farnan

(2007) agree with this idea of learners understanding how language works. They state,

"Certainly we should teach grammar, in writing, so learners understand better how the language

works, and functionally, so learners can use what they understand about language when they

write."(Fearn & Farnan, 2007, p. 79).

A more highly developed metalanguage should make formal conventions easier to

understand, and in turn, empower writers in many ways (Hancock & Kolln, 2005).   Myhill et al.

(2013) explains that the goal of a teacher is not to teach about 'correct' ways of writing, but to

open up for young writers a repertoire of infinite possibilities for deliberate structuring and

authorial decision-making. They continue on to say, the writer must anticipate and respect the

conventions that the reader will predict. In order for writers to get a message across to their

reader, they need to have the knowledge of the grammar their reader will use to understand their text.

<div align="center">Research/Evaluation</div>

Grammar as a Choice

Grammar instruction has often been viewed as a teacher's way to address grammatical accuracy in writing and avoid errors in writing (S. Jones et al., 2013). This is labeled as the prescriptive view on grammar and writing (S. Jones et al., 2013). In contrast, the descriptive view focuses more on using grammar to generate meaning in different contexts (S. Jones et al., 2013). Considering the idea of writing as a deliberate act that requires a writer's conscious engagement with creating a text (Myhill et al., 2018), grammar instruction should be more focused on how writers can make choices to shape a text rather than avoid errors. The value of metalinguistic understanding is that it moves students past the abstract knowledge of language to actually applying that knowledge to their writing (Chen & Myhill, 2016).   Myhill et al. (2013) takes it one step further and points out that grammar as choice and process also allows students to justify the choices they made in their writing.   The ability to analyze sentences and understand how the parts work together to convey a desired meaning is central to the writing process (L. Sams, 2003)

S. Jones et al. (2013) concluded, from their study on the effects of contextualized grammar teaching on students writing, that explicit understanding of how grammar choices can be used to shape written text. But they also found, that when comparing more able writers to less able writers, the explicit understanding of grammar had a greater impact on the more able students (S. Jones et al., 2013). More recently however, Myhill et al (2018) conducted a study

focused on supporting less proficient writers through linguistically aware teaching. Ultimately

they concluded, there is evidence to show the positive impact of linguistically aware teaching of

writing and the need to be well matched to a writers' needs to improve sentence structure and

punctuation (Myhill et al., 2018).

Furthermore, Chen and Myhill (2016) found, though their research, that it takes more

than just accumulating grammatical knowledge. To be metalinguistically aware, there are four

categories of metalinguistic understanding (Chen & Myhill, 2016). The first category is

identification, or the locating or naming a particular concept. This would include students finding

or naming a particular part of speech, such as an adjective. The second category is elaboration.

Chen and Myhill explain this as the elaboration of a concept through explanation. For example, a

student would explain what an adjective is. Third, is extension, or the stretching of

understanding from the concept to its link with writing. This would be when students use their

knowledge of adjectives to analyze how it works in a sentence. The fourth category is

application. Application is when students articulate how the concepts creates meaning in

written text. For example, students would discuss how an adjective allows an author to add

details to describe a noun, and then use adjectives correctly in their own writing. In their

conclusion, Chen and Myhill (2016) write, "[identifying] is not sufficient for effective mastery of a

grammatical concept. Learners need to be supported to move beyond the basics of identifying

to a more elaborate understanding in order for the concept to transfer over into resources for

writing (Chen & Myhill, 2016).

Patterns of Power- Inviting Students. Jeff Anderson and Whitney La Rocca (2017) build on

this idea of learners moving past identifying concepts of grammar to more of an application of

grammar concepts through writing.   They explain in their book, *Patterns of Power: Inviting Young Writers into the Conventions of Language*, learning happens when children are experimenting, approximating, and discovering the conventions of language, and this cannot happen through grammar worksheets and workbooks.   The question "What do you notice?" develops students' observational cognitive structures, inviting them to slow down, look closely, talk and question freely, and pay attention to the language moves writers make in new ways (Anderson & La Rocca, 2017).   Additionally, the thinking and observation skills gained through the patterns of power allow students to draw connections between style, attitude, tone, and author's purpose and craft (Anderson & La Rocca, 2017.

Anderson and La Rocca (2017) also agree that instead of showing young writers the mistakes to avoid, teachers should highlight the patterns of language that mold meaning and have powerful impacts on readers (pg. 1).   They use the term "patterns of power" instead of "rules" because it does not imply there is a right and wrong way of writing.   Instead, patterns are created, noticed, and repeated because they happen naturally (Anderson & LaRocca, 2017).   Patterns rely on purpose rather than outside authority (Anderson & LaRocca, 2017). When learning grammar through patterns, students start to notice there is a reason behind every convention, and each choice a writer makes has an effect (Anderson & LaRocca, 2017, p.3).   Children learn language on the basis of their experiences (Hancock & Kolln, 2005). Intentional reading and pattern finding are central to cognitive processes (Hancock & Kolln, 2005).

Grammar In-Context

The debate over grammar instruction has shifted from whether or not to teach grammar to, instead, how to teach grammar. Myhill et al. (2018) cite Christie and Unsworth, 2005; Larsen-Freeman, 2015; and Klingelhofer and Schleppegrell, 2016, who all claim there is a growing number of studies that argue a functionally oriented approach to grammar, meaningfully embedded within the teaching of writing, can secure growth in writing. As Frank Smith (2004) put it, "Children will learn anything that is meaningful to them." But, the problem with much of the research, up until now, was the studies often focused on the ineffectiveness of teaching grammar through drills and exercises in the hopes that it would improve students' writing, which is not necessarily meaningful. S. Jones et al. (2013) saw this as a problem and conducted a study to investigate the impact of contextualized grammar on students' writing and students' metalinguistic understanding. Ultimately, they found that the embedded teaching of grammar, when relevant to the writing being studied, had an overall beneficial effect on students' achievement in writing (S. Jones et al., 2013).

When To Teach Grammar. Writer's and reader's workshop are two major components of balanced literacy. Also included in balanced literacy is shared writing, interactive writing, guided reading, word study, shared reading, and read aloud. Balanced literacy is necessary for the success and growth of students (Benjamin & Golub, 2016). It should be noted that the word "grammar" does not appear as one of the components to a balanced literacy approach. This is not to say it is not important or should not be taught, but instead that it can be incorporated throughout all of those components. Benjamin and Goulb (2016) actually discuss how teaching grammar can help children to generate and formulate ideas by connecting grammar to not only

style, but to meaning (p. 7). So when does one teach grammar? Goulb writes this about all the possibilities for teaching grammar:

> We can use interactive writing to teach a lesson during math and, in that lesson, highlight some grammatical structures that children need to know in order to be mathematicians in the world. If we learn new words in social studies, we can learn how to transform them into other forms by adding suffixes… That kind of processing gets us that built-in repeated exposure that cements a new word in our minds. (p. 10)

There are many opportunities throughout a school day to teach grammar when integrated within the context. Jeff Anderson (2007) echoes this idea, but focuses his grammar instruction during writing. Specifically, Anderson likes to use free writes as part of his grammar instruction because it gets kids writing. From there, you can use snippets of students' writing to revise. Anderson says, through doing this, teachers can "bridge together the grammar and the writing."

Writer's workshop is based on the belief that when children are engaged with self-selected texts and writing topics, they can put all the parts and pieces of writing together in a meaningful way (Benjamin & Golub, 2016). A workshop can last anywhere from 30-60 minutes, and include a mini lesson, independent work time, and a share time. During the independent work time, teachers have the ability to meet with small groups or individual learners to conduct conferences, which allows a teacher to meet learners where they are at. When thinking about grammar instruction, teachers can also provide individualized grammar instruction based on the

student's own writing. Through revising and editing, a teacher can choose a grammatical concept the student needs to focus on and provide one-on-one support.

    Within The Writing Process. L. Sams (2003), a high school English teacher, also agrees with educators and researchers that believe writing, reading, and grammar are all intricately related (p.64) (McCormick-Colbert, Ware, & S. Jones, 2018). Unfortunately, grammar often finds itself taught in isolation, or not at all.   L. Sams (2003) makes the claim that both traditional and in-context approaches to the teaching of grammar fail because "they treat grammar as something that exists apart from and outside of the writing process itself" (p. 57). Grammar and writing are "intricately related" but often the teaching of writing is more focused on the process (Sams, 2003). Fearn and Farnan (2007) argue that grammar instruction influences writing performance when grammar and writing share one instructional context" (p.78). Furthermore, they explain grammar knowledge is the elemental foundation for writing, so we should teach grammar in writing so learners better understand how the language works and can use what they understand about language when they write (Fearn & Farnan, 2007). Ultimately, through their work, they found that traditional grammar instruction, separate from writing instruction, did not influence writing performance (Fearn & Farnan, 2007, p. 75). Instead, Sams (2003) suggests, over the course of the twelve years or more that students are in formal school, teachers should work to reinforce students' understanding of the relationships between words, phrases, and paragraphs through reading, writing, and informed revising.

    Constance Weaver (2007), a professor of English at Western Michigan University and published author, believes the primary goal of grammar instruction should be to improve students writing. In *The Grammar Book: A Guide to Smart Teaching*, Weaver emphasizes that

teaching grammar in isolation does not enrich the quality of students' writing or enhance its accuracy. She also recognizes that there is a minimal amount of experimental research done on the effects of students' writing of teaching grammar in isolation compared to teaching it in the context of writing (Weaver, 2007). Weaver (2007) uses the example of editing instruction as a way to teach grammar concepts. She writes "Effective editing is more about teaching students the patterns and concepts of the English language that readers expect courteous writers to follow" (Weaver, 2007, p.28). The solution is not giving students sentences to edit, day after day, as that causes students to see editing separate from the writing process. Instead, through the writing process students learn from powerful examples and imitate, try, and play with language (and editing) (Weaver, 2007).

Mentor Texts and Sentences. Writing is one area of literacy that offers the opportunity to integrate grammar instruction. Reading also provides many opportunities to study grammar. Jeff Anderson and Whitney La Rocca (2017) explain that when grammar and conventions are studied through authentic texts, or real books and student writing, it generates writers who naturally come to know the conventions of the English Language. In an interview, Anderson (2007) also says he likes to use short mentor texts because it is manageable, meaningful, and there is something that can be learned from it (craft, grammar, mechanics, etc.).

When selecting a mentor text or sentence, choose one that demonstrates the accurate use of a skill and identify the author's purpose or craft (Anderson & La Rocca, 2017, p. 22). The chosen sentence should also be just above a group's reading level and the teacher should also take into consideration whether their students will be able to imitate the sentence later in their own writing (Anderson & La Rocca, 2017). Planning for this is an important piece. Anderson and

La Rocca (2017) say that lessons are more flexible and effective when you plan and clarify the learning target, focus, and model text. In their book, they use a table to assist in planning. It includes: standard/skill, author's craft/purpose, focus phrase, mentor sentence/invitation to notice, invitation to compare and contrast, invitation to imitate together, invitation to imitate independently, invitation to celebrate, invitation to apply, and invitation to edit (Anderson & La Rocca, 2016, p. 13).

Using mentor texts also provides a scaffold for students. Myhill et al. (2013) writes, that the use of models encourages imitation, which scaffolds students to try new structures and play with new ways of expressing something. Furthermore, she supports use of authentic texts because "it avoids the pitfalls of teacher created examples that try to artificially exemplify a grammar point" (Myhill, et al., 2013). Authentic texts also allows students to "encounter language in action, rather than just for demonstration" (Myhill et al., 2013).

Sentence Combining. Another practice to teach grammar is sentence combining. Weaver (2007) introduces sentence combining as a way to innovatively teach grammar. Sentence combining is the work of combining two simple sentences to create sentences that are richer in detail and usually more sophisticated in structure (Weaver, 2007). Although sentence combining is a technique not meant for teaching grammar, it has consistently shown to have positive effects on students' writing quality and accuracy (Andrews, 2006) and incorporates grammar instruction organically (Kuehner, 2016). Andrews (2006) also points out that sentence combining not only had a positive impact on writing quality in students' first drafts, but also in subsequent revisions as well (p.49). Weaver (2007) suggests using sentence combining before, or while students draft and revise their own writing. She also recommends teachers to start with

sentence combining [through the use of sentence combining books] as a technique for writing sentences that will contain richer ideas, contribute to sentence sophistication, fluency, and even voice (p.7). This will lead students to imitate, combine, and expand their writing (Weaver, 2007).

Teacher Knowledge Base

Many educators have adopted a traditional approach to teaching grammar based on their own experiences as students (Hadjioannou & Hutchinson, 2010). Unfortunately, much of the research describes this traditional approach as an ineffective way to teach grammar. Myhill et al. (2013) frames this problem by stating that there is a gap between teachers' grammatical content knowledge and their use of that knowledge in the teaching of writing. Teachers' metalinguistic knowledge is significant in shaping their professional capacity to plan for and respond to learners' language needs (Myhill et al., 2013), and if teachers are not confident in their metalinguistic knowledge, they will struggle to meet the needs of their learners. Teacher linguistic subject knowledge must be "holistic and multifaceted" because they must not only understand language themselves, but also be able to make it accessible for their students (Macken-Horarik et al., 2015).

Pre-service Teachers. Research suggests that pre-service teachers enter into certification programs with significant gaps in their grammar knowledge (Hadjioannou & Hutchinson, 2010). Hadjioannou and Hutchinson (2010) conducted a case study to explore this challenge in teacher education. They concluded, and confirmed, there is a "growing concern about teachers' lack of knowledge about English grammar and their corresponding lack of pedagogical skills" (p.102). The knowledge gap in grammar constructs creates a hindrance for pre-service teachers and their future students (Hadjioannou & Hutchinson, 2010). Hadjioannou and Hutchinson

(2010) argue for the need to incorporate explicit grammar instruction in teacher education

programs, alongside the application of grammar instruction. Another point they bring up is pre-

service teachers need to come to college with a solid foundation of grammar already so teacher

education programs can build on that (Hadijoannou & Hutchinson, 2010). Training for teachers

and pre-service teachers is the largest hurdle effective grammar instruction faces, according to

Hancock and Kolln (2005).

      Planning accordingly. When planning for grammar instruction, educators cannot rely on

the standards alone to point them to how to teach writing (Troia & Olinghouse, 2013). Teachers

must consult other resources to be well informed (Troia & Olinghouse, 2013). The most

effective teachers in Myhill et al.'s (2013) study, were confident in making meaningful

connections between grammar and writing for their students. These teachers had an ample

amount of metalinguistic knowledge to encourage discussion about the choices in their students'

writing (Myhill et al., 2013).   Andrews (2005) agrees that such knowledge [grammatical

awareness] may help teachers analyze existing writing, which in turn will help the teacher

support their students' production of writing. Regardless, some students will go on to become

English teachers, whether or not they have an understanding of grammar. Hancock and Kolln

(2005) argue that these teachers don't have the knowledge base to see a connection between

formal choices and rhetorical effect.

Summary

      A writer inflicts meaning on a reader based on the choices they make in their writing

(Benjamin & Golub, 2016; Myhill et al, 2013). From there, the reader constructs their own

meaning. Therefore, writers need to anticipate and respect the conventions that the reader will

predict (Myhil, 2013). Metalinguistics about grammar is valuable to a writer, as it helps them see

grammar as a way to shape meaning and then apply it to their writing (Chen & Myhill, 2016; S.

Jones et al., 2013; L. Sams, 2003). Furthermore, curriculum should support metalinguistic

knowledge because it supports writers by making choices to shape meaning (Chen & Myhill,

2016; Fearn & Farnan, 2007; Hancock & Kolln, 2005). This work of studying language should also

be a meaningful learning experience (Smith, 2004) and incorporated in writing instruction

through revision and editing (Anderson & LaRocca, 2017; Fearn & Farnan, 2007; S. Jones et

al.,2013; Myhill et al., 2018; Sams, 2003; Weaver, 2007). Through the use of mentor texts and

students' writing, they can notice and experiment with conventions to make connections

between style, attitude, tone, and craft (Anderson, 2007; Anderson & LaRocca, 2017; Hancock &

Kolln, 2005). Ultimately, the learning experience should also involve a social interaction with a

more knowledgeable other to ensure students are working within their ZPD (Thompson, 2013).

There is a significant knowledge gap in grammar constructs, therefore there needs to be more

education on grammar and grammar pedagogy for pre-service teachers (Hadjiannou &

Hutchinson, 2010).

Conclusion

Based on the research, grammar instruction does in fact have a place in the classroom as

long as it is meaningful and integrated into reading and writing. This can happen through the

use of mentor texts, inviting students to notice and experiment with grammar, and sentence

combining. These all have shown to have positive effects on student writing. There is also

research to support the importance of metalinguistic knowledge so students can make choices in

their writing to shape meaning. In order to support students' metalinguistic knowledge and help

them grow as writers, teachers must also have a solid grammar knowledge base in order to meet

students' learning needs.

Chapter Three: Project Description

Introduction

The varying points of view on grammar instruction has led to a lack of grammar instruction in the classroom (Gartland & Smolkin, 2016). More recently, with the Common Core State Standards, there has been more of a push to teach grammar. Unfortunately, many teachers lack confidence in their own grammar knowledge and are unsure about the best practices for teaching grammar, likely due to a lack of grammar instruction when they were in school (Gartland & Smolkin, 2016). Additionally, teachers are not provided with professional development to increase confidence to effectively teach grammar within their language arts curriculum (Troia & Olinghouse, 2013). As a result, grammar instruction is often decontextualized, or taught in isolation, which has proven to have negative effects on students' writing (Troia & Olinghouse, 2013). Instead, when grammar is taught through authentic texts and writing experiences, students naturally come to understand the conventions of the English Language (Anderson & LaRocca, 2017). Therefore, grammar instruction must be thoughtfully integrated into the language arts curriculum (Gartland & Smolkin, 2016).

The goal of this project is to provide elementary teachers with the tools necessary to support integrated grammar instruction. Specifically, this project includes a lesson planning template, based on the work of Jeff Anderson and Whitney La Rocca (2017). This template allows teachers to easily integrate grammar instruction into their language arts curriculum through the use of mentor texts. A sample presentation is also included for teachers to use during instruction, as well as rubrics and a scope and sequence for kindergarten through fifth grade. This chapter will describe each of the components in more detail, followed by a project

evaluation to determine the success of the project. Finally, this chapter will explain how to implement this project into an elementary classroom and end with conclusions from the project.

Project Components

Due to the lack of resources provided to teachers to integrate grammar instruction within their literacy block, this project was created to bridge that gap for teachers. Included in this project are sample lesson plans and a sample presentation for teachers to use with students. There is also a scope and sequence guide for each grade level, kindergarten through fifth grade, to support teachers planning for teaching the language standards. Lastly, a rubric is also included for teachers to use with student writing samples.

The main component of this project is to provide teachers with a lesson plan template (Appendix A) and sample lessons (Appendix B) to support lesson planning for grammar instruction. This template is based on the work of Jeff Anderson and Whitney La Rocca (2017). The lesson plan is created around one sentence (or two) from a mentor text children are familiar with. The mentor sentence is chosen based on author's craft and the conventions used. Next, the sentence is tied to a language standard and a focus phrase is written, which is similar to an "I can…" statement.

Each lesson is broken up over five days. On the first day, the students see the mentor sentence and discuss what they notice in the sentence. This works well as a whole group setting because students will hear their peers' ideas and reasoning. Day two consists of comparing and contrasting the mentor sentence with another teacher-created sentence that follows the same structure and pattern as the mentor sentence. During the second day, students will discuss the similarities and differences between the two sentences. The purpose of this is to demonstrate,

to students, how the same or similar convention can be used in other situations or content. On day three, either in a whole group or individually, students will work to imitate the mentor sentence. Students will apply what they have learned and discussed by composing their own sentence that follows the same structure and pattern as the mentor sentence.

After students have had a chance to imitate, their sentences are celebrated on the fourth day. When students are celebrated, they feel encouraged and continue to try and use conventions of language. This can be done several ways, but teachers may simply read and display students' imitated sentences for their peers to see. On the final day, students are presented with three copies of the mentor sentence, with one error in each. As a group, students will note what has been changed in the sentence and then determine how that change effects the sentence. This requires students to not only "fix" the sentence, but also analyze how it makes a difference in the sentence.

In addition to the lesson plan template and sample lessons, a presentation (Appendix C) is also included in this project. This presentation sample matches up with Lesson A, a sample lesson in the project. Each day of the lesson plan coincides with a slide or two in the presentation. For example, the slide for day one has the mentor sentence and space below to record students' noticings. The purpose of the presentation is for teachers to easily share the mentor sentence with students.

Another component is a scope and sequence of the Common Core State Standards (CCSS) for kindergarten through fifth grade (Appendix D). Each standard is found multiple times throughout the year to ensure students get multiple opportunities of practice with each language standard. First grade through fifth grade each have some review concepts from the

previous grade level as well. This scope and sequence is a suggested order, but can be changed and/or adjusted based on a district's calendar and the needs of students.

The final component of this project is a rubric (Appendix E) to evaluate students and the effectiveness of this project. There is a rubric for each grade level that includes all the language standards for a particular grade level. Teachers will use this with student writing samples and mark whether the student is using the language standard rarely, sometimes, frequently, or consistently in their writing. Each label tied to a point value. For example, a student that rarely uses capital letters will receive a one and a student using them consistently will receive a four. Once a teacher marks the appropriate box for each standard, they calculate the total number of points the student received, then use the scoring guide on the right to determine a student's progress. It is suggested that teachers use more than just one student writing sample to complete these rubrics.

The purpose of this project is to inform teachers of the importance of grammar instruction, but to also provide resources so teachers feel more confident in teaching grammar. All of the components of this project support teachers with planning for grammar instruction and assessing students. The lesson plan template, sample lessons, and presentation demonstrates and encourages integration of grammar instruction within the literacy block. The scope and sequence will also help teachers to stay focused and ensure they cover all the language standards throughout the year. In addition, it will provide consistency and ensure the language standards, Kindergarten through fifth grade, are taught. The rubrics will support teachers when evaluating students and reporting student progress to parents and administrators.

Project Evaluation

To evaluate the effectiveness of this project, classroom teachers will be asked to reflect on their students' writing by discussing the strengths and weaknesses they observed using mentor sentences. Teachers will also use the rubric for their grade level to determine students' progress with the language standards. Twice during the school year, teachers will meet to share student writing samples and calibrate their grading. During this time, teachers will also share their students' scores to determine if this project is supporting instruction thus far. In addition to teachers seeing improvement in students' writing, the goal is that students' scores on the rubric will increase from fall to winter, and again from winter to spring.

Additionally, teachers will be asked to complete a short survey (Appendix F) to reflect on the use of mentor sentences and its integration into the literacy block. The experiences of classroom teachers is important when considering the effectiveness this project has in the classroom.

Project Conclusions

Grammar instruction is often pushed to the side, or not taught at all, because teachers lack confidence teaching grammar concepts (Gartland & Smolkin, 2016). It is suggested that this is largely due to the fact that many teachers did not receive grammar instruction when they were in school because of the disagreeing views on whether grammar should be taught or not (Gartland & Smolkin, 2016; Hancock & Kolln, 2005; Myhill et al., 2013). More recently, researchers have studied the most effective ways to teach grammar in the classroom. An overwhelming amount of research supports the integration of grammar instruction into reading and writing. Myhill et al. (2018) argues that students grow as writers when grammar instruction

is meaningfully embedded with writing. Fearn and Farnan (2007) agree with Myhill's claim and say, "grammar instruction influences writing performance when grammar and writing share one instructional context" (p.78).

Jeff Anderson and Whitney LaRocca (2017) write about an effective way for grammar to be integrated with writing. They use mentor sentences, which are well-written sentences from authentic texts, that students are familiar with, to study and explore grammar concepts. Authentic texts also allows students to "encounter language in action, rather than just for demonstration" (Myhill et al., 2013). Through the use of mentor sentences, teachers are able to highlight a grammar concept and allow students to recognize patters of how it is used (Anderson & LaRocca, 2017). Patterns are then created, noticed, and repeated because it happened naturally (Anderson & LaRocca, 2017).

Plans for Implementation

This project will be implemented into three second grade classrooms, in an affluent, suburban, public school. Teachers will be given materials during a team meeting at the beginning of the year. A presentation and discussion will take place to explain how to implement the grammar instruction within the literacy block. Teachers will also look over the scope and sequence, as well as the rubric for second grade. After the initial meeting, the second grade team will meet monthly to discuss how implementation is going and provide support if needed. They will also have the opportunity to share ideas and suggest mentor sentences that worked well. Additionally, twice throughout the year, the team will meet to progress monitor their students' progress with the language standards and calibrate their grading. This should happen in either December or January, and again in April or May.

Following the implementation and evaluation of the project, the second grade team will analyze student scores and share strengths and weaknesses of this project. If it is found to be a successful project, the team will report their findings to the district and discuss if and how this can be implemented district-wide.

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Appendix A

Lesson Plan Template

Lesson Title

Mentor Text:

Standard:

Focus Phrase:

Day 1: Notice	Day 2: Compare/Contrast	Day 3: Imitate	Day 4: Celebrate	Day 5: Edit
Sentence: Points to Note	Original Sentence: Compare to: Similar Different	Through shared or interactive writing, use the sentence frame below to support students thinking. Have students imitate the sentence on their own after whole class imitation is complete.	Ask students to share their sentences from Day 3 OR a sentence they wrote in their writing. Display sentence under the document camera as student reads. Allow peers to notice and celebrate what the author did well in their sentence.	**Sentence 1:** - Change: - Effect: **Sentence 2:** - Change: - Effect: **Sentence 3:** - Change: - Effect:

Appendix B

Sample Lesson Plans

Lesson A- Adjectives (before a noun)

Mentor Text: Good Rosie! By Kate DiCamillo

Standard: L.2.1.E- Use adjectives and adverbs, and choose between them depending on what is to be modified.

Focus Phrase: "I use adjectives before nouns to tell what kind or how many"

Day 1: Notice	Day 2: Compare/Contrast	Day 3: Imitate	Day 4: Celebrate	Day 5: Edit
Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl. Points to Note • Two and poached describe the eggs • Big and silver describe the bowl • Every morning is an introductory phrase Note: If students do not notice the adjectives, rewrite the sentence without adjectives and ask, "How does this change the meaning of the sentence?"	Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl. Every afternoon, Rosie and George take a walk together. George wears a brown coat and carries a cane. Rosie wears a red collar. Similar • Action of doing something together • Describes something about George and Rosie • Uses adjectives to describe the nouns (brown and red) Different • Different verb (eat vs. walk) • More adjectives in the first sentence	Through shared or interactive writing, use the sentence frame below to support students thinking. Every morning, _____ and _____ eat _____ together. _____ has _____. _____ eats _____ on a _____. Have students imitate the sentence on their own after whole class imitation is complete.	Ask students to share their sentences from Day 3 OR a sentence they wrote in their writing. "Does anyone have a sentence they would like to share that uses adjectives to describe a noun?" Display these under the document camera as student reads. Allow peers to notice and celebrate what the author did well in the sentence.	**Every morning, Rosie and George eat breakfast together. George has poached eggs. Rosie eats kibble from a big silver bowl.** - Change- two was deleted - Effect- we do not have a good picture of how many eggs George eats **Every morning, Rosie and George eat breakfast. George has two poached eggs. Rosie eats kibble from a big silver bowl.** - Change- together is deleted - Effect- does not show the strong relationship between Rosie and George **Every morning, Rosie and George ate breakfast together. George has two poached eggs. Rosie eats kibble from a big bowl.** - Change- ate instead of eat - Effect- verb tense does not match and makes it confusing to determine when this story took place.

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Lesson B- Capitalizing Names

Mentor Text: <u>Tar Beach</u> By Faith Ringgold

Standard: <u>L.2.2.A</u>. Capitalize holidays, product names, and geographic names

Focus Phrase: "I capitalize nouns to show the importance of the names of people and places"

Day 1: Notice	Day 2: Compare/Contrast	Day 3: Imitate	Day 4: Celebrate	Day 5: Edit
Daddy said that the George Washington Bridge is the longest and most beautiful bridge in the world and that it opened in 1931, on the very day I was born. Points to Note ● Daddy is capitalized (possibly discuss when daddy may not be capitalized) ● The word bridge is not capitalized when used the second time. ● I is also capitalized	Daddy said that the George Washington Bridge is the longest and most beautiful bridge in the world and that it opened in 1931, on the very day I was born. Mommy said that Lakeside Elementary School is the kindest and most wonderful school in the city and that it opened in the 1950s, the year Grandma was born. Similar ● Capitalized the name of a place/building ● School is not capitalized the second time in the sentence Different ● 1950s has an "s" but 1931 does not and is more exact ● Focused on the year grandma was born ● Grandma is capitalized	Through shared or interactive writing, use the sentence frame below to support students thinking. _____ said that _____ is the _____ and most _____ in the city and it _____. Have students imitate the sentence on their own after whole class imitation is complete.	Ask students to share their sentences from day 3 OR a sentence they wrote in their writing. "Does anyone have a sentence they would like to share that shows names of a noun capitalized?" Display these under the document camera as student reads. Allow peers to notice and celebrate what the author did well in the sentence.	Daddy said that the George Washington bridge is the longest and most beautiful bridge in the world and that it opened in 1931, on the very day I was born. - Change- bridge is not capitalized - Effect- does not show that bridge is part of the name Daddy said that the George Washington Bridge is the longest and most beautiful bridge in the world and that it opened in 1931, on the very day i was born. - Change- I is not capitalized - Effect- does not use the pronoun I correctly Daddy says that the George Washington Bridge is the longest and most beautiful bridge in the world and that it opened in 1931, on the very day I was born. - Change- said changed to says - Effect- changes the timing of the story (past vs. present)

Created by Whitney Moore, 2019

Lesson C- Contractions and Possessives

Mentor Text: Snow Day! By Lester Laminack

Standard: L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives

Focus Phrase: "I use an apostrophe to show either ownership or contraction."

| Day 1: Notice	Day 2: Compare/Contrast	Day 3: Imitate	Day 4: Celebrate	Day 5: Edit
We'll go sledding in Mrs. Cope's field. Points to Note • Apostrophe is used twice, but one is for a contraction and one is to show a possessive • Mrs. uses a period to show an abbreviation	We'll go sledding in Mrs. Cope's field. They'll go hiking in Mr. Jade's woods. Similar • Uses "will" as part of the contraction • Verb ends in –ing Different • Used a different pronoun with contraction • Mr. instead if Mrs. • Woods in plural and field is not	Through shared or interactive writing, use the sentence frame below to support students thinking. _____ go _____ in _____. Have students imitate the sentence on their own after whole class imitation is complete.	Ask students to share their sentences from Day 3 OR a sentence they wrote in their writing. "Does anyone have a sentence they would like to share that has an apostrophe for a contraction or a possessive?" Display these under the document camera as student reads. Allow peers to notice and celebrate what the author did well in the sentence.	**Well go sledding in Mrs. Cope's field.** - Change- no apostrophe is we'll - Effect- the word has changed to well **We'll go sledding in Mrs. Copes field.** - Change- no apostrophe in Mrs. Cope's - Effect- we don't know that Mrs. Cope owns the field **We'll went sledding in Mrs. Cope's field.** - Change- go changed to went - Effect- verb tense does not match and makes it confusing to determine when this story took place.

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Appendix C

Sample Presentation for Lesson Plan A

Adjectives
Mentor Text: <u>Good Rosie!</u> By Kate DiCamillo
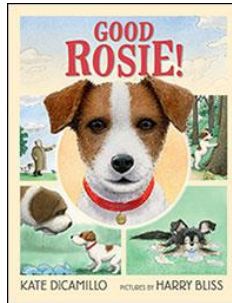
What do you notice?

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Kate DiCamillo- <u>Good Rosie!</u>

Created by Whitney Moore, 2019

What do you notice?

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Kate DiCamillo- Good Rosie!

Focus Phrase
" I use adjectives before nouns to tell what kind or how many"

How are they alike and different?

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Every afternoon, Rosie and George take a walk together. George wears a brown coat and carries a cane. Rosie wears a red collar.

Created by Whitney Moore, 2019

Try it out!

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Every morning, _____ and _____ eat _____ together. _____ has _____. _____ eats _____ on a _____.

Share

Does anyone have a sentence they would like to share that uses adjectives to describe a noun?

<u>Focus Phrase</u>
" I use adjectives before nouns to tell what kind or how many"

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What changed?
What effect does that change have?

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Every morning, Rosie and George eat breakfast together. George has poached eggs. Rosie eats kibble from a big silver bowl.

Every morning, Rosie and George eat breakfast. George has two poached eggs. Rosie eats kibble from a big silver bowl.

Every morning, Rosie and George eat breakfast together. George has two poached eggs. Rosie eats kibble from a big bowl.

Appendix D

Scope and Sequence of Language Standards (K-5)

Kinder	August	September	October	November	December
Week 1		Use frequently occurring nouns and verbs.	Form regular plural nouns orally by adding /s/ or /es/	Use most frequently occurring prepositions	Capitalize the first word in a sentence and the pronoun I
Week 2		Print many upper- and lowercase letters.	Understand and use question words (interrogatives)	Form regular plural nouns orally by adding /s/ or /es/	Form regular plural nouns orally by adding /s/ or /es/
Week 3		Capitalize the first word in a sentence and the pronoun I	Produce and expand complete sentences in shared language activities		Understand and use question words (interrogatives)
Week 4	Print many upper- and lowercase letters.	Print many upper- and lowercase letters.	Recognize and name end punctuation.	Use frequently occurring nouns and verbs.	

	January	February	March	April	May
Week 1		Use frequently occurring nouns and verbs.	Produce and expand complete sentences in shared language activities		Produce and expand complete sentences in shared language activities
Week 2	Produce and expand complete sentences in shared language activities	Capitalize the first word in a sentence and the pronoun I	Recognize and name end punctuation.	Capitalize the first word in a sentence and the pronoun I	Recognize and name end punctuation.
Week 3	Recognize and name end punctuation.	Form regular plural nouns orally by adding /s/ or /es/	Use most frequently occurring prepositions	Form regular plural nouns orally by adding /s/ or /es/	Use most frequently occurring prepositions
Week 4	Use most frequently occurring prepositions	Understand and use question words (interrogatives)	Use frequently occurring nouns and verbs.	Understand and use question words (interrogatives)	Capitalize the first word in a sentence and the pronoun I

Created by Whitney Moore, 2019

1st	August	September	October	November	December
Week 1		Form regular plural nouns orally by adding /s/ or /es/ (Kindergarten)	Use personal, possessive, and indefinite pronouns	Use determiners	Capitalize dates and names of people
Week 2		Use frequently occurring nouns and verbs (Kindergarten)	Use verbs to convey a sense of past, present, and future	Use frequently occurring prepositions	Use end punctuation for sentences
Week 3		Use common, proper, and possessive nouns	Use frequently occurring adjectives		Use commas in dates and to separate single words in a series
Week 4	Recognize the distinguishing features of a sentence	Use singular and plural nouns with matching verbs in basic sentences	Use frequently occurring conjunctions	Produce and expand complete simple and compound declarative sentences in response to prompts	
	January	February	March	April	May
Week 1		Use personal, possessive, and indefinite pronouns	Use determiners		Produce and expand complete simple and compound declarative sentences in response to prompts
Week 2	Recognize the distinguishing features of a sentence	Use verbs to convey a sense of past, present, and future	Use frequently occurring prepositions	Use end punctuation for sentences	Use common, proper, and possessive nouns
Week 3	Use common, proper, and possessive nouns	Use frequently occurring adjectives	Produce and expand complete simple and compound declarative sentences in response to prompts	Use commas in dates and to separate single words in a series	Use singular and plural nouns with matching verbs in basic sentences
Week 4	Use singular and plural nouns with matching verbs in basic sentences	Use frequently occurring conjunctions	Capitalize dates and names of people	Recognize the distinguishing features of a sentence	Produce and expand complete simple and compound declarative sentences in response to prompts

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2nd	August	September	October	November	December
Week 1		Use common, proper, and possessive nouns (1st grade)	Form and use the past tense of irregular verbs	Use an apostrophe to form contractions and possessives	Use collective nouns
Week 2		Use verbs to convey a sense of past, present, and future (1st grade)	Use adjectives and adverbs, and choose between them depending on what is to be modified	Capitalize holidays, product names, and geographic names	Use adjectives and adverbs, and choose between them depending on what is to be modified
Week 3		Use collective nouns	Use reflexive pronouns		Form and use the past tense of irregular verbs
Week 4	Recognized and distinguish features of a sentence (1st grade)	For and use irregular plural nouns	Produce, expand, and rearrange complete simple and compound sentences	Use commas in greetings and closings of letters	

	January	February	March	April	May
Week 1		Use collective nouns	For and use irregular plural nouns		For and use irregular plural nouns
Week 2	Use an apostrophe to form contractions and possessives	Capitalize holidays, product names, and geographic names	Use adjectives and adverbs, and choose between them depending on what is to be modified	Use an apostrophe to form contractions and possessives	Form and use the past tense of irregular verbs
Week 3	Use collective nouns	Use reflexive pronouns	Use commas in greetings and closings of letters	Use reflexive pronouns	Produce, expand, and rearrange complete simple and compound sentences
Week 4	Produce, expand, and rearrange complete simple and compound sentences	Form and use the past tense of irregular verbs	Produce, expand, and rearrange complete simple and compound sentences	Use adjectives and adverbs, and choose between them depending on what is to be modified	Use commas in greetings and closings of letters

Created by Whitney Moore, 2019

3rd	August	September	October	November	December
Week 1		Form and use the past tense of irregular verbs (2nd grade)	Explain the function of nouns and adjectives	Ensure subject-verb and pronoun-antecedent agreement	Produce simple, compound, and complex sentences
Week 2		Use adjectives and adverbs, and choose between them depending on what is to be modified (2nd grade)	Form and use regular and irregular plural nouns	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	Capitalize appropriate words in titles
Week 3		Explain the function of nouns, pronouns, and adjectives	Form and use regular and irregular plural verbs		Use commas and quotation marks in dialogue
Week 4	For and use irregular plural nouns (2nd grade)	Explain the function of verbs and adverbs	Form and use the simple verb tenses	Use coordinating and subordinating conjunctions	
	January	February	March	April	May
Week 1		Explain the function of nouns and adjectives	Ensure subject-verb and pronoun-antecedent agreement		Produce simple, compound, and complex sentences
Week 2	Form and use possessives	Form and use regular and irregular plural nouns	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	Capitalize appropriate words in titles	Form and use regular and irregular plural verbs
Week 3	Use words and phrases to convey ideas precisely	Form and use regular and irregular plural verbs	Use coordinating and subordinating conjunctions	Use commas and quotation marks in dialogue	Form and use the simple verb tenses
Week 4	Explain the function of verbs and adverbs	Form and use the simple verb tenses	Produce simple, compound, and complex sentences	Form and use possessives	Use words and phrases to convey ideas precisely

Created by Whitney Moore, 2019

4th	August	September	October	November	December
Week 1		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (3rd grade)	Use relative pronouns and relative adverbs	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	Choose words and phrases to convey ideas precisely
Week 2		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (3rd grade)	Form and use progressive verb tenses	Use correct capitalization	Choose punctuation for effect
Week 3		Choose words and phrases to convey ideas precisely	Use modal auxiliaries to convey various conditions		Use relative pronouns and relative adverbs
Week 4	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (3rd grade)	Choose punctuation for effect	Form and use prepositional phrases	Use a comma before a coordinating conjunction in a compound sentence	

	January	February	March	April	May
Week 1		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	Choose punctuation for effect		Choose words and phrases to convey ideas precisely
Week 2	Form and use progressive verb tenses	Use correct capitalization	Use relative pronouns and relative adverbs	Form and use prepositional phrases	Use a comma before a coordinating conjunction in a compound sentence
Week 3	Use modal auxiliaries to convey various conditions	Use a comma before a coordinating conjunction in a compound sentence	Form and use progressive verb tenses	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
Week 4	Form and use prepositional phrases	Choose words and phrases to convey ideas precisely	Use modal auxiliaries to convey various conditions	Use correct capitalization	Choose words and phrases to convey ideas precisely

Created by Whitney Moore, 2019

5th	August	September	October	November	December
Week 1		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (4th grade)	Explain the function of interjections in general and their function in particular sentences	Use correlative conjunctions	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (4th grade)
Week 2		Use a comma before a coordinating conjunction in a compound sentence (4th grade)	Form and use the perfect verb tenses	Use punctuation to separate items in a series	Explain the function of conjunctions in general and their function in particular sentences
Week 3		Explain the function of conjunctions in general and their function in particular sentences	Use verb tenses to convey various times, sequences, states, and conditions		Explain the function of prepositions in general and their function in particular sentences
Week 4	Choose words and phrases to convey ideas precisely (4th grade)	Explain the function of prepositions in general and their function in particular sentences	Recognized and correct inappropriate shifts in verb tenses	Use a comma to separate an introductory element from the rest of the sentence	
	January	February	March	April	May
Week 1		Recognized and correct inappropriate shifts in verb tenses	Explain the function of conjunctions in general and their function in particular sentences		Use punctuation to separate items in a series
Week 2	Explain the function of interjections in general and their function in particular sentences	Use correlative conjunctions	Explain the function of prepositions in general and their function in particular sentences	Use verb tenses to convey various times, sequences, states, and conditions	Use a comma to separate an introductory element from the rest of the sentence
Week 3	Form and use the perfect verb tenses	Use punctuation to separate items in a series	Explain the function of interjections in general and their function in particular sentences	Recognized and correct inappropriate shifts in verb tenses	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (4th grade)
Week 4	Use verb tenses to convey various times, sequences, states, and conditions	Use a comma to separate an introductory element from the rest of the sentence	Form and use the perfect verb tenses	Use correlative conjunctions	

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Appendix E

Language Standards Rubric (K-5)

Kindergarten- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- Consistently
Print many upper- and lowercase letters.				
Use frequently occurring nouns and verbs.				
Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).				
Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).				
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).				
Produce and expand complete sentences in shared language activities.				
Capitalize the first word in a sentence and the pronoun *I*				
Recognize and name end punctuation.				
Write a letter or letters for most consonant and short-vowel sounds (phonemes).				
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.				
Total Points				

Score
34-40= Meets expectations
26-33= Progressing towards expectations
25 and below= Not meeting expectations

Created by Whitney Moore, 2019

1st Grade- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- Consistently
Print all upper- and lowercase letters.				
Use common, proper, and possessive nouns.				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).				
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).				
Use frequently occurring adjectives.				
Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).				
Use determiners (e.g., articles, demonstratives).				
Use frequently occurring prepositions (e.g., *during, beyond, toward*).				
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
Capitalize dates and names of people.				
Use end punctuation for sentences.				
Use commas in dates and to separate single words in a series.				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				
Total Points				

Score
51-60= Meets expectations
39-50= Progressing towards expectations
38 and below= Not meeting expectations

Created by Whitney Moore, 2019

2nd Grade- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- consistently
Use collective nouns (e.g., *group*).				
Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).				
Use reflexive pronouns (e.g., *myself, ourselves*).				
Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).				
Use adjectives and adverbs, and choose between them depending on what is to be modified.				
Produce, expand, and rearrange complete simple and compound sentences				
Capitalize holidays, product names, and geographic names.				
Use commas in greetings and closings of letters.				
Use an apostrophe to form contractions and frequently occurring possessives.				
Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).				
Total Points				

Score
34-40= Meets expectations
26-33= Progressing towards expectations
25 and below= Not meeting expectations

Created by Whitney Moore, 2019

3rd Grade- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- Consistently
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				
Form and use regular and irregular plural nouns.				
Use abstract nouns (e.g., *childhood*).				
Form and use regular and irregular verbs.				
Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.				
Ensure subject-verb and pronoun-antecedent agreement.*				
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.				
Use coordinating and subordinating conjunctions.				
Produce simple, compound, and complex sentences.				
Capitalize appropriate words in titles.				
Use commas in addresses.				
Use commas and quotation marks in dialogue.				
Form and use possessives.				
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).				
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.				
Total Points				

Created by Whitney Moore, 2019

Score
51-60= Meets expectations
39-50= Progressing towards expectations
38 and below= Not meeting expectations

4th Grade- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- Consistently
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).				
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.				
Use modal auxiliaries (e.g., can, may, must) to convey various conditions				
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).				
Form and use prepositional phrases.				
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*				
Correctly use frequently confused words (e.g., to, too, two; there, their).*				
Use correct capitalization.				
Use commas and quotation marks to mark direct speech and quotations from a text.				
Use a comma before a coordinating conjunction in a compound sentence.				
Total Points				

Score
34-40= Meets expectations
26-33= Progressing towards expectations
25 and below= Not meeting expectations

Created by Whitney Moore, 2019

5th Grade- Language Standard	1- Rarely	2- Sometimes	3- Frequently	4- Consistently
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.				
Use verb tense to convey various times, sequences, states, and conditions.				
Recognize and correct inappropriate shifts in verb tense.*				
Use correlative conjunctions (e.g., *either/or, neither/nor*).				
Use punctuation to separate items in a series.*				
Use a comma to separate an introductory element from the rest of the sentence.				
Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).				
Use underlining, quotation marks, or italics to indicate titles of works.				
Total Points				

Score
31-36= Meets expectations
23-30= Progressing towards expectations
22 and below= Not meeting expectations

Created by Whitney Moore, 2019

Appendix F

Teacher Survey

Mentor Sentence Implementation Survey

1. How often did you use mentor sentences in your classroom?
    a. Daily
    b. 3-4 days
    c. 2-3 days
    d. Once a week
    e. Never
2. Circle all the materials you used and/or referenced.
    a. Lesson plan template
    b. Sample lessons
    c. Presentation
    d. Scope and Sequence
    e. Rubric
3. Do you feel you benefited from using the materials provided in this project? Explain.

4. Do you feel your students benefited from incorporating mentor sentences in you literacy block? Explain.

Appendix G

Calibration Meeting Guide

Calibration Meeting Guide

Process:

1. Each participant independently reads, examines, and grades student writing samples using the grade level rubric.
2. Once each member of the meeting has read through all writing samples, members will share the score for one student/piece of writing at a time. A recorder will keep track of the scores for all to see.
3. Once the scores are shared, team members will then discuss each piece of writing at a time. Some questions to consider are:
   a. Where are the differences in scores on the rubric?
   b. Why did this piece receive a particular score?
   c. Was there any confusion about a particular skill on the rubric related to this piece of writing?
4. Participants will debrief after calibration is complete. Some questions to consider are:
   a. What did we notice about scoring student work using the rubric?
   b. Are there any patterns we are seeing between the writing samples?
   c. How can we use information this to inform our instruction? What are the next steps?

Created by Whitney Moore, 2019

GRAND VALLEY STATE UNIVERSITY
ED 693/695 Data Form

NAME: Whitney Moore

MAJOR: (Choose only1)

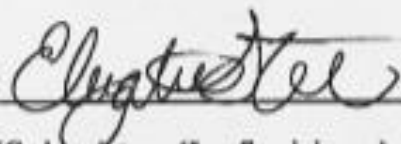|		
_____ Adult & Higher Education	_____ Educational Differentiation	_____ Library Media
_____ Advanced Content Specialization	_____ Education Leadership	_____ Middle Level Education
_____ Cognitive Impairment	_____ Educational Technology	__X__ Reading
_____ College Student Affairs Leadership	_____ Elementary Education	_____ School Counseling
_____ Early Childhood Education	_____ Emotional Impairment	_____ Secondary Level Education
_____ Early Childhood Developmental Delay	_____ Learning Disabilities	_____ Special Education Administration
_____ TESOL		

TITLE: Grammar In The Elementary Classroom

PAPER TYPE: (Choose only 1)   **SEM/YR COMPLETED:** Winter 2019

__X_ Project

_____ Thesis

SUPERVISOR'S SIGNATURE OF APPROVAL _Elizabeth Teel_

Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at:
http://eric.ed.gov/?ti=all

1. Grammar Instruction
2. Grammar Lessons
3. Writing
4. Mentor Texts
5. Mentor Sentences

6. Metalinguistic
7. Elementary
8.
9.
10.