

# Teach the purpose & impact of grammar

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## Recognize the facets of conventions.

### GRAMMAR

All things that guide the structure of sentences and paragraphs

#### STANDARDS EXPECTATIONS

**CCSS L1 | Indiana W6.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- SYNTAX— parts of speech, sentence structures and variety, patterns of sentences, flow of language, connect words/ phrases to show relationships between ideas.
- USAGE— Ways words are applied/adjusted to fit different situations.

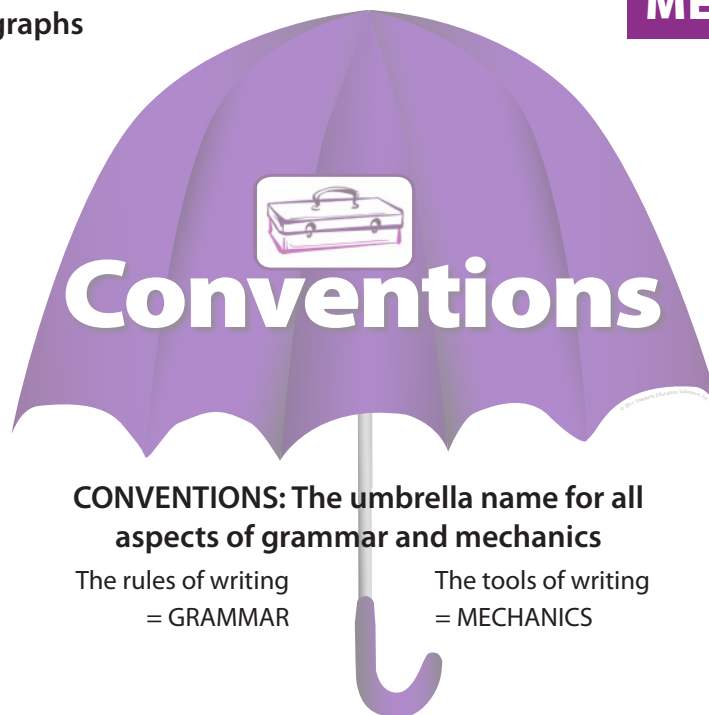
### MECHANICS

Ways we punctuate what we are trying to say

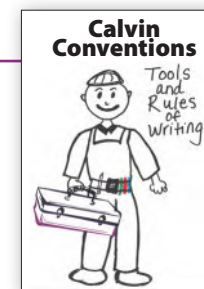
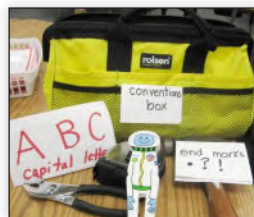
#### STANDARDS EXPECTATIONS

- PUNCTUATION
- CAPITALIZATION
- SPACING
- PARAGRAPH INDENTION
- SPELLING

**CCSS L2 | Indiana W6.2**  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



SECRET SITE RESOURCES



# “Teach conventions in context.”

Jeff Anderson  
Janet Angelillo  
Nancie Atwell

Jim Burke  
Lucy Calkins  
Ruth Culham

Nell Duke  
Ralph Fletcher  
Donald Graves

George Hillocks  
Linda Hoyt  
Lester Laminack

Donald Murray  
Steve Peha  
Katie Wood Ray

Tom Romano  
Franki Sibberson  
Jeff Wilhelm

## Teach conventions *throughout* the writing process.

### Fix errors in editing.

#### Correcting in isolation.

- Instruction utilizes detached sentences or paragraphs.
- Instruction happens in a separate time of the day/period.
- The focus is on fixing what is wrong within anonymous writing.
- Conferences include asking/answering questions like:

*What's the rule about \_\_\_ ?*

*Did you forget anything?*

### Create meaning in drafting (i.e., in context).

#### Composing for context.

- Instruction utilizes excerpts from familiar text.
- Instruction happens within writing time/writer's workshop.
- The focus is on applying a convention skill in personal writing.
- Conferences include asking/answering questions like:

*What is it you're trying to say?*

*How could you structure the sentence(s) to convey that intended meaning?*



#### **STANDARDS EXPECTATIONS**

##### **CCSS L3 | Indiana W4**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Teach a convention skill across multiple days.

### DAY 1 | DECONSTRUCT

Notice & Name it

Identify authentic-text examples to study how meaning was conveyed.



#### Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Deconstruct mentor-text sentences to see the skill.
- Explain its function in a sentence.
- Introduce the formal rule/definition.

Writing Time

Author's Chair

### DAY 2 | RECONSTRUCT

Try it

Imitate the skill within previous writings.



#### Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Reconstruct or imitate the grammar rule or mechanic tool.

Writing Time

Author's Chair

### DAY 3 | CONSTRUCT

Apply it

Transfer the skill into new/future writings.



#### Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Construct new messages that include this convention skill.

Writing Time

Author's Chair



**SPIN-OFF SESSIONS**

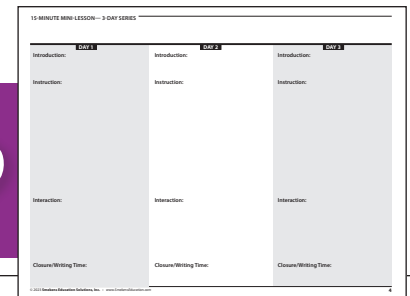
**MANAGEMENT Session 1:** Lead a writer's workshop.

**MANAGEMENT Session 2:** Assign writing-time tasks.

**MINI-LESSONS Session 1:** Master the mini-lesson.

**MANAGEMENT Session 4:** Teach with mentor texts.

**SECRET SITE RESOURCE**



### Day 1 | Juggling Nouns v. Pronouns

#### Step 1 Introduction

##### Make a connection.

Review what has been studied about pronouns (e.g., subjective, objective, etc.).

##### Name the skill.

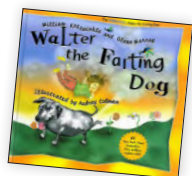
*Today's lesson is to figure out when to use a noun and when to use a pronoun in writing.*

#### Step 2 Instruction



##### Reveal previously-read mentor text.

Reread an excerpt from *Walter, the Farting Dog*.



Point out the color-coded noun/pronoun combinations.

- Red = Walter/he, him, himself
- Blue = gas bubble/it/this

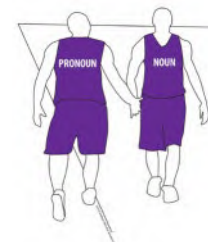
##### Explain the purpose or function.

Introduce the basketball starter (noun) and second-string player (pronoun) analogy.

- Nouns get tired and need a break.
- Pronouns make it interesting because they offer variety.



- The pronoun “subs in” for the noun.
- Clarify when the game is close, you play the starters. (When the reader might be confused, you use the noun.) But when you can use the pronoun, it will read smoother and create shorter sentences for the reader. (Second string kids want to play, too!)



#### Step 3 Interaction



##### Practice noticing and naming the skill within additional mentor text.

Reread the passage to notice when the authors used the noun (starter) and when they subbed in the pronoun (second string).

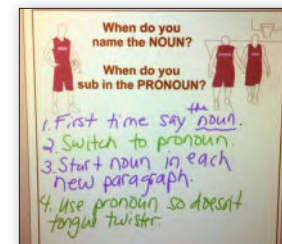
Students turn and talk to notice patterns. Share out.

##### Massage their “noticings” as you build a growing anchor chart.

- *What do you notice about which one the authors used first?*
- *When did the pronoun come in?*
- *For what reasons did the authors switch back to the noun or maintain the pronoun?*

##### Update the anchor chart.

Take a picture of the digital anchor chart



#### Step 4 Closure



##### Crystallize the lesson/target skill.

*Today and every day*, be choosy about noun and pronoun use.

- Use pronouns when you can.
- Use nouns when you have to.

##### Describe the Writing-Time task.

Partners will look through other picture books, finding where authors confirmed the anchor-chart noticings of noun/pronoun use. They will also look for any additional patterns/noticings. Mark all with sticky notes.

##### Transition into Writing Time.

*Now it's your turn!*

# 10 Common Purposes Conventions Perform in Writing

**PURPOSE THE CONVENTION PERFORMS**
**CONVENTIONS THAT SERVE THAT PURPOSE**
**CONVEY THE BASIC MESSAGE**

<b>1. To state</b> Some conventions are necessary to convey or explain the basic message or meaning of a sentence.	<ul style="list-style-type: none"> <li>• nouns</li> <li>• action verbs</li> <li>• subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• declarative sentences</li> <li>• imperative sentences</li> </ul>
<b>2. To specify</b> Some conventions identify a specific detail or name a specific condition within the sentence.	<ul style="list-style-type: none"> <li>• proper nouns</li> <li>• possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>• articles</li> <li>• verb tense</li> </ul>
<b>3. To elaborate</b> Some conventions expand the basic sentence by adding more facts and information.	<ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• phrases</li> <li>• clauses</li> </ul>	<ul style="list-style-type: none"> <li>• appositives</li> <li>• complex sentences</li> <li>• relative adverbs (when, where, why)</li> </ul>
<b>4. To honor</b> Some conventions show that the writer values others over himself (e.g., the reader, outside sources, etc.).	<ul style="list-style-type: none"> <li>• white space/spacing</li> <li>• noun-pronoun order</li> <li>• give credit to sources with quotation marks and commas</li> </ul>	

**REFINE THE BASIC MESSAGE**

<b>5. To simplify</b> Some conventions can shorten the message, conveying the information more quickly and/or easily.	<ul style="list-style-type: none"> <li>• pronouns</li> <li>• abstract nouns</li> </ul>	<ul style="list-style-type: none"> <li>• indefinite pronouns</li> <li>• ellipsis to show omission</li> </ul>
<b>6. To describe</b> Some conventions will paint a picture, helping the reader to visualize exactly what the writer intended.	<ul style="list-style-type: none"> <li>• simple adjectives</li> <li>• coordinating adjectives</li> <li>• adverbs</li> </ul>	
<b>7. To emphasize</b> Some conventions point out the importance or stress the value of something.	<ul style="list-style-type: none"> <li>• capitalization</li> <li>• comma to draw attention to specific information</li> <li>• underline, italicize, put quotations around titles of works</li> </ul>	
<b>8. To connect</b> Some conventions combine, join, or group ideas by showing how they are related.	<ul style="list-style-type: none"> <li>• linking verbs</li> <li>• conjunctions</li> <li>• commas</li> </ul>	<ul style="list-style-type: none"> <li>• compound predicates &amp; sentences</li> <li>• comparative &amp; superlative adjectives</li> <li>• comparative &amp; superlative adverbs</li> </ul>

**CONTROL THE MESSAGE**

<b>9. To engage</b> Some conventions are applied to create variety, adding interest and holding the reader's attention.	<ul style="list-style-type: none"> <li>• noun, pronoun, and demonstrative determiner variety</li> <li>• sentence-structure variety (simple, compound, complex, etc.)</li> <li>• sentence-type variety (declarative, exclamatory, etc.)</li> <li>• quotation marks around words spoken by characters or experts</li> </ul>
<b>10. To shape</b> Some conventions affect how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.	<ul style="list-style-type: none"> <li>• periods, question marks, exclamation marks</li> <li>• conventional patterns of adjectives</li> <li>• contractions</li> <li>• ellipses or dashes to pause or break up a sentence</li> </ul>