

SCHOOLWIDE

**THE FUNDAMENTALS
OF GRAMMAR AND
CONVENTIONS**

**EXTENDED PROGRAM NARRATIVE
AND RESEARCH DOCUMENT**





CORE

INTRODUCTION

To build a foundation for college and career readiness in language, students must gain command of the conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. A core tenant of The Fundamentals of Grammar and Conventions is that the teaching of grammar and conventions is most successful when presented in context and not in isolation. This foundation explicitly aligns with Common Core Instructional Shifts that emphasize text-dependent classroom experiences. The enclosed document illustrates the alignment of The Fundamentals of Grammar and Conventions to the Common Core State Standards in both narrative and graphical form.

The Fundamentals of Grammar and Conventions aligns to:

- Common Core State Standards for English Language Arts & Literacy (CCSS)
 - Language
 - Speaking and Listening
 - Writing
- Common Core Instructional Shifts
- The Publisher’s Criteria for the Common Core State Standards in English Language Arts & Literacy
- New Research on Text Complexity
- Partnership for Assessment of Readiness for College and Careers (PARCC) Model Content Frameworks and Smarter Balance



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Connecting Common Core State Standards to Best Practice

Common Core Learning Standards for English Language Arts and Literacy:

The Standards	Writing Fundamentals
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> - CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p>Close readings and in-depth study of quality text</p> <ul style="list-style-type: none"> - Students gain control over the conventions of standard English grammar, usage, and mechanics as they carefully examine mentor texts. - Students demonstrate command of the conventions of standard English grammar and usage by effectively applying language skills to their own writing and speaking, making effective choices for meaning and style. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p>Skills related to conventions and effective language use are inseparable from reading, writing, speaking, and listening</p> <ul style="list-style-type: none"> - Teaching and modeling grammar and conventions in context helps students become better able to use language as readers, writers, listeners, and speakers. 	<p style="text-align: center;">✓</p>

The Publisher's Criteria and New Research on Text Complexity

The Criteria & Research	Writing Fundamentals
Materials embrace the most significant grammar and language conventions.	✓
Materials push students to learn how to approach language as a matter of craft so they can communicate clearly and powerfully.	✓
Materials explicitly support mastery of the full range of grammar and conventions as they are applied in increasingly sophisticated contexts.	✓
Instructional design cultivates student interest and engagement in reading rich texts carefully.	✓
Questions and tasks reward careful reading by focusing on illuminating specifics and ideas that lead to deeper understanding and insight.	✓
Materials make it clear that writing with sufficient command of standard English demonstrates responsiveness to the needs of the audience.	✓
Materials allow for flexibility in meeting the needs of a wide range of students.	✓
Mentor/anchor texts align with the complexity requirements outlined in the standards.	✓
All students have opportunities to encounter grade-level text. The quality of the text selections is high. They are worth reading closely.	✓
Questions and tasks cultivate students' abilities to ask and answer text-dependent questions.	✓
Materials provide opportunities for students to build knowledge through close readings of specific texts, including read-alouds.	✓
Materials are designed for whole-group, small-group, and individual instruction.	✓

PARCC Model Content Frameworks for English Language Arts & Literacy

The Frameworks	Writing Fundamentals
The array of writing tasks equips students with critical college and career readiness skills, including writing clearly with sufficient command of academic English.	✓

FUNDAMENTALS OF GRAMMAR AND CONVENTIONS: Connecting the Common Core to Best Practice

.....
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
.....

In 2007, in her book titled *The Grammar Book*, Constance Weaver presented a framework for teaching grammatical structures. Included in this structure was an emphasis on sharing a “mentor model” from a variety of possible sources: mentor texts, literature created by the teacher, literature created by students during a writing conference, and literature created spontaneously during a class lesson.

The Fundamentals of Grammar and Conventions is founded on a similar principle. Teaching and modeling grammar and conventions in context helps students to be able to gain command of the conventions of standard English grammar and usage as readers, writers, listeners, and speakers.

Each Fundamentals of Grammar and Conventions program or unit includes 6–10 mentor texts (for modeling), 18–20 Interactive Read-Aloud lessons and Mini-Lessons, and follow-up extension activities and tasks.

The mentor texts that accompany *The Fundamentals of Grammar and Conventions* units serve as models for students to identify the conventional choices that mentor authors have made. Teachers are guided through read-aloud lessons and mini-lessons to highlight the proper usage of parts of speech, sentence structure, and conventions. As students actively notice, name, and develop theories and understandings about this usage, they then move to apply these grammatical structures to their own reading, writing, and speaking.

Extension activities and tasks focus on reflection responses, which ask students to write about the newly learned skills, their process of using them in pieces of writing, and how these new skills have helped them grow as writers.

With regards to the independent application of grammar and usage when speaking, lessons call on students to confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification if they do not understand something. More specifically, the lessons encourage student discourse and sharing of ideas connected to both conventional and unconventional decisions included in the mentor texts. In addition to the conventional components of the conversations and lesson content, students in grades 2–8 are also asked to discuss the fluency and structure of sentences.

.....
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
.....

Each Fundamentals of Grammar and Conventions program for grades K–8 consists of three units of study. Each unit includes 6–8 lessons and focuses on a particular aspect of standard English such as punctuation, parts of speech, capitalization, sentence structure, sentence fluency, paragraphing, text features, and layout.

The units of study within *The Fundamentals of Grammar and Conventions* rely on the belief that the constructivist or transitional model of learning—the view that learners make their own meaning based upon their background knowledge, experiences, and purposes—connects well to the “learning in context” model. This model contrasts significantly to the reductionist (or transmission) model in which the teacher (or the possessor of the ready-made knowledge) delivers information and instruction to the students as single skills, or in isolation.

The lessons in *The Fundamentals of Grammar and Conventions* foster a model wherein students are instructed and work both as a whole class and in small groups. During the Interactive Read-Aloud lessons and Mini-Lessons, students are interacting and sharing as a whole group. They are engaging in noticing syntax and language while also homing in on both conventional and unconventional decisions the mentor authors have made. Following the read-aloud lesson or mini-lesson, teachers will find explicit suggestions for transitioning from the whole class to small-group or individual writing or response tasks and instruction. Students’ work in their Practice Packets and their connections to other parts of the literacy block (e.g., writing workshop) enable teachers to modify or differentiate their instruction; assess their students’ ability to demonstrate command of standard English capitalization, punctuation, and spelling when writing; and determine how to work with students, either using small-group or individualized instruction.

.....
To build a foundation for college and career readiness in language, students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.
.....

Through an inquiry study approach of grammar and mechanics in context (using authentic literature and exemplars) as opposed to in isolation, students notice, learn, and gain command over grammatical and conventional concepts through repeated independent practice and application. They also understand how grammar and conventions impact meaning.

.....
Each year in their writing, students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and will address increasingly demanding content and sources.
.....

The Fundamentals of Grammar and Conventions units for grades K–8 are aligned to the Common Core State Standards for Language and Speaking and Listening, and they increase in sophistication each year in all aspects of language use. Each grade-level unit includes 6–10 mentor texts that similarly increase in qualitative and quantitative text complexity.

The sophistication and gradient of sentence structure lessons address syntax in a variety of ways across the grade levels. As students move from the primary grades (K–2) to the intermediate (3–5) and middle school grade levels (6–8), there is a deeper focus on cadence and fluency as well as the arrangement of words and phrases to create well-formed sentences. In the primary grades, mentor texts are used to model syntax and organization of ideas. As students reach the intermediate and middle school levels, the complexity of the tasks increases so that students are exposed to the function of phrases and clauses; simple, compound, and complex sentences; recognition of fragments and run-ons; subject/verb and pronoun/antecedent agreement; and producing complete sentences.

Additionally, in grades 6–8, attention to clarifying the meaning of unknown words and multiple-meaning words is addressed with short text samples.

.....
Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
.....

Students will incorporate the knowledge they glean from The Fundamentals of Grammar and Conventions in the editing phase of the writing process. As reinforced in The Fundamentals of Grammar and Conventions, editing is not only about “fixing” writing. Instead, the emphasis is placed on conveying clear meaning. Students must look closely at their writing to ensure that the conventional decisions they have made create opportunities for them to present clear and coherent messages and meaning while following the standard rules for English grammar.

.....
Materials allow for flexibility in meeting the needs of a wide range of students.
.....

The Fundamentals of Grammar and Conventions provides teachers with multiple options for differentiation and small-group instruction. In grades K and 1, teachers will engage students in multisensory tasks to provide them

with an alternate approach to understanding the different formations of end mark punctuation. In grades 2–5, guided reading extensions allow for practice with end marks and sentence fluency while Readers Theater allows for students to actively engage in dialogue and note the rationale for using dialogue in writing and speaking. Suggestions for home/school connections allow for extended practice for students who may need further reinforcement.

.....
Materials are designed for whole-group, small-group, and individual instruction.
.....

Interactive Read-Aloud lessons in The Fundamentals of Grammar and Conventions foster a model wherein students are instructed and work both as a whole class and in small groups. Before, during, and after the read, students are interacting and sharing as a whole group. They are engaging in noticing syntax and language while also homing in on both conventional and unconventional decisions the mentor authors have made.

Following the read-aloud, teachers will find explicit suggestions on how to transition from the whole class to small-group or individual writing or response tasks and instruction. Students’ work in their Practice Packets and their connections to other parts of the literacy block enable teachers to modify or differentiate their instruction and determine how to work with students, either using small-group or individual instruction.

As teachers move from the read-aloud lessons during immersion, they are guided by the icons on the upper right-hand side of each lesson template. Specific minute allocations are included for the purpose of informing teachers of the approximate time allotment for each lesson type (read-aloud or mini-lesson).

Throughout each mini-lesson, the teacher is first addressing the whole class, quickly followed by small-group noticings and discussions about the explicit skill that was modeled during the “Inform” phase. As the mini-lesson is completed, teachers will find extension suggestions for partnership, small-group, guided, and/or independent work.

Readers Theater suggestions are also included as a way to practice skills while also participating in small groups who cooperate and share responsibilities for a common purpose.

.....
Materials offer multiple assessment opportunities that genuinely measure progress.
.....

Formative assessment suggestions are available following each mini-lesson for the purpose of collecting additional

data about your students, differentiating instruction, evaluating students, and planning future curricula.

Following each unit, teachers will be able to use checklists to collect additional data about their students and make anecdotal comments about the application of grammar and conventions to everyday writing. These checklists are provided in all of the K–8 programs or units.

MENTOR/ANCHOR TEXTS & NEW RESEARCH ON TEXT COMPLEXITY

.....
Mentor/anchor texts align with the complexity requirements outlined in the standards.
.....

When selecting the 10 mentor/anchor texts for the K–5 grammar and conventions programs, consideration was placed on using a balance of high-quality picture books and books that explicitly present grammar and conventions skills in an engaging manner.

For the middle school programs (grades 6–8), 6 mentor/anchor texts were selected, along with additional short shared texts, that together reflect a broad selection of genre, text type, content, and theme. Because students can listen to much more complex material than they can read independently, the read-aloud selections that are included in The Fundamentals of Grammar and Conventions include complex texts that contain more sophisticated academic vocabulary, lend themselves to more complex tasks, and support rich dialogue.

Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. To support the language strand of the standards specific to grammar and conventions, qualitative and quantitative dimensions and reader and task consideration were used when determining texts that would not only engage and challenge students but would also provide strong models of syntax, structure, and language.

.....
All students have the opportunity to encounter grade-level text.
.....

There is a balance between mentor/shared texts at students’ own reading levels and texts with complexity levels that will challenge and motivate students. Texts vary in length and density, requiring students to slow down or read more quickly depending on their purpose for reading.

For students in the primary grades (K–2), emphasis was placed on finding large, bold examples for easy access for shared reading purposes.

.....
The quality of the anchor texts is high, and the materials provide opportunities for students to build knowledge through close readings of specific texts, including read-alouds.
.....

The Fundamentals of Grammar and Conventions units for grades K–5 provide 10 mentor texts while the grades 6–8 programs provide 6 mentor texts and 4–6 short shared texts.

Students use these mentor texts and short shared texts not only to study craft, genre, and other aspects of writing but also to focus on grammatical structure and application of conventional rules. Each mentor text was carefully selected in order to address text complexity and scaffold the approaches for students to attain and build knowledge through deeper reading and understanding of content. In the read-aloud lessons, close readings allow for and encourage careful and sustained interpretation of brief passages or sections of texts. This approach to the read-aloud lessons places greater emphasis on the particular over the general, paying close attention to individual words, syntax, and the order in which sentences and ideas unfold as they are read.

.....
Mentor/anchor texts include literary and informational text.
.....

Each Fundamentals of Grammar and Conventions unit includes both literary and informational texts as well as a wide variety of sub-categories of these text types, including poetry, biographies, literary nonfiction, feature articles, realistic fiction, and historical fiction. In addition, lessons focus on genre features, purposes, and structures and allow students to identify texts that blend genres together (e.g., literary or narrative nonfiction, biography). The lessons also reveal to students each author’s intent when creating a text.

The lessons that address text layout also emphasize the features of informational and narrative text and allow students to understand how layout decisions impact how meaning is conveyed.



Grade **K**

Common Core Correlation	UNIT 1						UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	
Common Core Standards: Language																			
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> • Print many upper and lowercase letters • Use frequently occurring nouns and verbs 			•	•	•	•					•	•	•				•	•	
<ul style="list-style-type: none"> • Understand and use question words (interrogatives) (e.g., who, what, where...) • Produce and expand complete sentences in shared language activities 																		•	•
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun “I” • Recognize and name end punctuation 			•	•	•	•													
<ul style="list-style-type: none"> • Recognize and name end punctuation 							•	•	•										
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings <ul style="list-style-type: none"> • Identify real-life connections between words and their use (i.e., note places at school that are colorful) 										•	•	•	•	•					
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text	•		•	•	•	•	•	•		•			•		•			•	
Common Core Standards: Speaking and Listening																			
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking) • Continue a conversation through multiple exchanges 	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<ul style="list-style-type: none"> • Continue a conversation through multiple exchanges 	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SL.K.4 Describe familiar people, places, things, and events with prompting and support	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	•	•																	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Common Core Standards: Writing																			
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Common Core Standards: Reading																			
RF.K.1 Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	•	•																	
<ul style="list-style-type: none"> • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print 	•	•																	
<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet 			•																

Grade 1



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Use common, proper, and possessive nouns																		
• Use singular and plural nouns with matching verbs in basic sentences																		
• Use frequently occurring adjectives																		
• Use determiners (articles, demonstratives, modifiers)																		
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	•	•	•	•														
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	•	•																
• Capitalize names of dates and names of people																		
• Use end punctuation for sentences			•	•	•													
L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings																		
• Identify real-life connections between words and their use (a cozy place)																		
• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing intensity (e.g., large, gigantic) by defining or choosing them																		
Common Core Standards: Speaking and Listening																		
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking)																		
• Build on conversations by responding to the comments of others through multiple exchanges	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Ask questions to clear up confusion about the topics and texts under discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.5 Add drawings or other visual displays to descriptions						•	•	•										
SL.1.6 Produce complete sentences when appropriate to task and situation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Reading																		
RF.1.1 Demonstrate understanding of the organization and basic features of print						•	•	•										
• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	•	•	•	•	•													

Grade 2



Common Core Correlation	UNIT 1						UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																			
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			•			•													
• Use collective nouns																			
• Use frequently occurring irregular plural nouns			•		•	•													
• Form and use the past tense of frequently occurring irregular verbs				•	•	•													
• Use adjectives and adverbs and choose between them depending on what is to be modified					•														
• Use determiners (articles, demonstratives, modifiers)													•						
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences														•					
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing										•	•	•							
• Capitalize holidays, product names, geographic places, greetings and closings of letters	•	•																	
• Use commas in greetings and closings of letters	•	•																	
• Use an apostrophe to form possessives																	•	•	•
L.2.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings					•	•													
• Identify real-life connections between words and their use (e.g., a cozy place, spicy food)																			
• Distinguish shades of meaning among related adjectives and verbs.				•	•	•													
Common Core Standards: Speaking and Listening																			
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions (e.g., gaining the floor in a respectful way)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Build on other's talk in conversations by linking their comments to the remarks of others	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Ask for clarification and further explanation as needed about the topics and texts under discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.6 Produce complete sentences when appropriate to task and situation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																			
W.2.5 With guidance and support from adults, focus on a topic and strengthen writing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
W.2.8 Recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 3



Common Core Correlation	UNIT 1						UNIT 2					UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences																		
• Form and use the past tense of frequently occurring irregular verbs																		
• Form and use the simple verb tenses																		
• Ensure subject/verb agreement																		
• Produce simple, compound, and complex sentences																		
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing																		
• Capitalize appropriate words in titles and geographic places																		
• Use commas in addresses																		
• Form and use possessives																		
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings																		
• Choose words and phrases for effect																		
Common Core Standards: Speaking and Listening																		
SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts																		
• Follow agreed-upon rules for discussion (e.g., gaining the floor in a respectful way)																		
• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others																		
• Explain their own ideas and understanding during discussion																		
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification																		
Common Core Standards: Writing																		
W.3.3																		
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences																		
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations																		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose																		

Grade 4



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Use relative pronouns (who, what, whom, which . . .) and relative adjectives				•														
• Form and use the progressive verb tenses						•												
• Order adjectives within sentences according to conventional patterns												•	•	•				
• Produce one complete sentence recognizing and correcting inappropriate fragments and run-ons															•			
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing										•	•							
• Use correct capitalization																		
• Use commas and quotation marks to mark direct speech and quotations								•										
Common Core Standards: Speaking and Listening																		
SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Come to discussions prepared, having read or studied required material; explicitly draw on that preparatio and other information about the topic to explore ideas	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions and carry out assigned roles	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Review key ideas expressed and explain their own ideas and understanding in light of the discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			•															
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations			•															
• Use concrete words and phrases and sensory details to convey experiences and events precisely												•	•	•	•	•		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 5



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences															•	•		
• Form and use the perfect verb tenses															•	•		
• Use verb tense to convey various times, sequences, states, and conditions																•	•	
• Recognize and correct inappropriate shifts in verb tense																•	•	
• Use correlative conjunctions															•	•		
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing						•	•											
• 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, to set off a tag question from the rest of the sentence						•												
Common Core Standards: Speaking and Listening																		
SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions and carry out assigned roles	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Pose and respond to specific questions by making comments that contribute to the discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.5.2 Use precise language and domain-specific vocabulary to inform about or explain the topic	•	•																
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences						•				•								
• Use a variety of transitional words, phrases, and clauses to manage the sequence of events				•														
• Use concrete words and phrases and sensory details to convey experiences and events precisely	•	•																
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 6

Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	CML
Common Core Standards: Speaking and Listening																					
Comprehension and Collaboration																					
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•				•			•			•		•					•			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•				•			•			•		•					•			
b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•				•			•			•		•					•			
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	•				•			•			•		•					•			
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	•				•			•			•		•					•			
Presentation of Knowledge and Ideas																					
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•				•			•			•		•					•			
Common Core Standards: Language																					
Conventions																					
L.6.1 Observe conventions of grammar and usage when writing or speaking.								•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Recognize and correct inappropriate shifts in pronoun number and person.								•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.								•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.6.2 Observe conventions of capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•														•
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	•	•	•	•	•	•	•														•
b. Spell correctly.	•	•	•	•	•	•	•														•

Grade 6

Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					CML
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	
Effective Language Use																					
L.6.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Vary sentence patterns for meaning, reader/listener interest, and style.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Maintain consistency in style and tone.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Usage																					
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.					•																•
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.					•																•
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).					•																•
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.					•																•
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).					•																•
e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.					•																•
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																•	•	•	•	•	•
a. Interpret figures of speech (e.g., personification) in context.																•	•	•	•	•	•
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.																•	•	•	•	•	•
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).																•	•	•	•	•	•
Common Core Standards: Writing																					
Text Types and Purposes																					
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.																			•	•	•
a. Introduce claim(s) and organize the reasons and evidence clearly.																			•	•	•
b. Maintain consistency in style and tone.																			•	•	•
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.																			•	•	•
d. Establish and maintain a formal style.																			•	•	•
e. Provide a concluding statement or section that follows from the argument presented.																			•	•	•

Grade 6



Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	CML
Production and Distribution of Writing																					
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Reading Standards for Literature																					
Craft and Structure																					
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.																		•			•
Common Core Standards: Reading Standards for Informational Text																					
Craft and Structure																					
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.													•	•				•	•	•	

Grade 7



Common Core Correlation	PARTS OF SPEECH			PUNCTUATION		SENT. STRUCTURE/CLARITY							STYLE & TONE						TEXT LAYOUT			
	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 01	ML 02	ML 03	ML 04	ML 05	IRA 06	ML 07	IRA 01	ML 02	IRA 03	ML 04	IRA 05	ML 06	IRA 01	ML 02	CML	
Common Core Standards: Reading Standards for Informational Text																						
Craft and Structure																						
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.																						
Common Core Standards: Speaking and Listening																						
Comprehension and Collaboration																						
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Language																						
Conventions																						
L.7.1 Observe conventions of grammar and usage when writing or speaking.	•	•	•			•	•	•	•	•							•	•				•
a. Explain the function of phrases and clauses in general and their function in specific sentences.	•	•	•			•	•	•	•	•							•	•				•
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	•	•	•			•	•	•	•	•							•	•				•
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	•	•	•			•	•	•	•	•							•	•				•
L.7.2 Observe conventions of capitalization, punctuation, and spelling when writing.				•	•																	•
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).				•	•																	•
b. Spell correctly.				•	•																	•
L.7.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•								•	•	•	•	•	•	•	•	•	•	•	•
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	•	•	•								•	•	•	•	•	•	•	•	•	•	•	•

Grade 7



Common Core Correlation	PARTS OF SPEECH			PUNCTUATION		SENT. STRUCTURE/CLARITY							STYLE & TONE						TEXT LAYOUT			
	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 01	ML 02	ML 03	ML 04	ML 05	IRA 06	ML 07	IRA 01	ML 02	IRA 03	ML 04	IRA 05	ML 06	IRA 01	ML 02	CML	
Vocabulary Acquisition and Usage																						
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																						
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.																						
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.																						
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).																						
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	•	•	•										•	•	•	•	•	•				•
Common Core Standards: Writing																						
Production and Distribution of Writing																						
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 8



Common Core Correlation	PARTS OF SPEECH							PUNCTUATION					STYLE & TONE		SENT. STRUCTURE/CLARITY			CML
	IRA 01	ML 02	ML 03	IRA 04	ML 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	IRA 01	ML 02	ML 03	
Common Core Standards: Speaking and Listening																		
Comprehension and Collaboration																		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.													•	•	•	•	•	•
Presentation of Knowledge and Ideas																		
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•	•	•	•	•	•	•	•	•	•	•	•						•
Common Core Standards: Language																		
Conventions in Writing and Speaking																		
L.8.1 Observe conventions of grammar and usage when writing or speaking.	•	•	•	•	•	•	•						•	•	•	•	•	•
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	•	•	•	•	•	•	•						•	•	•	•	•	•
b. Form and use verbs in the active and passive voice.	•	•	•	•	•	•	•						•	•	•	•	•	•
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	•	•	•	•	•	•	•						•	•	•	•	•	•
d. Recognize and correct inappropriate shifts in verb voice and mood.	•	•	•	•	•	•	•						•	•	•	•	•	•
L.8.2 Observe conventions of capitalization, punctuation, and spelling when writing.								•	•		•	•						•
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.								•	•		•	•						•
b. Use an ellipsis to indicate an omission.								•	•		•	•						•
c. Spell correctly.								•	•		•	•						•
Effective Language Use																		
L.8.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•	•	•	•	•			•			•	•	•	•	•	•
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	•	•	•	•	•	•	•			•			•	•	•	•	•	•
Common Core Standards: Writing																		
Production and Distribution of Writing																		
W.8.4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

In Constance Weaver's *The Grammar Book* (2007), Weaver presented a framework for teaching grammatical structures is presented. Included in this structure was an emphasis on sharing a "mentor model" from a variety of possible sources: mentor texts, literature created by the teacher, literature created by students, literature created during a writing conference, and literature created spontaneously during a class lesson. The Fundamentals of Grammar and Conventions was created based on a similar premise. Teaching and modeling grammar and conventions in context helps students become better able to use language as readers, writers, listeners, and speakers. Students will not only notice and learn grammatical and conventional concepts but will also apply them to their reading, writing, and speaking.

Grammar, as defined in *Grammar Alive!: A Guide for Teachers*, refers to two kinds of knowledge about language:

- the unconscious language ability that children develop as they learn to talk; and
- the conscious understanding of sentences and text that can help students improve their reading and writing by building on their subconscious knowledge.

This conscious understanding includes knowing the parts of sentences and how they work together, knowing how sentences connect with one another to build meaning, and understanding how and why we use language in different ways in different social situations (Haussamen, 2003).

According to Weaver, grammar is defined as "*the unconscious command of syntax that enables us to understand and speak the language.*" Grammar in this sense need not be explicitly taught skill by skill since it is what we learn as we acquire language. Connected to this discussion, Noam Chomsky offers additional insight about distinguishing between "deep structure" and "surface structure." He defines deep structure as "*the grammar that allows us to comprehend and produce language.*" This leads to his conclusion that some of the unconscious learning we do as we acquire English is what we internalize, interpret, and produce. Both Weaver and Chomsky present thinking that relies on the belief that the constructivist or transitional model of learning—the view that learners make their own meaning based upon their background knowledge, experiences, and

purposes—seems to connect well to the "learning in context" model. This model contrasts significantly to the reductionist (or transmission) model in which the teacher (or the possessor of the ready-made knowledge) delivers information and instruction to the students as single skills, or in isolation. Weaver relies on the theorists Edward Thorndike, Madeline Hunter, Brian Cambourne, and Jerome Bruner when determining the type of teaching/modeling that will enable successful learning for students. Her conclusion is that students would benefit from a teacher who is not in the role of critic or judge but instead shares the teaching with a mentor author or gatekeeper. This supports the notion that teaching grammar and conventions in context, while also providing opportunities for practice, is what will assist students in their development as readers, writers, listeners, and speakers. However, she does caution that not all "gatekeepers" or mentor authors are "watchful," meaning that some of them occasionally use examples of grammar and conventions that don't follow a formal structure or rule.

In her book *A Fresh Approach to Teaching Punctuation*, Janet Angelillo offers another suggestion that connects to how children experience the "how" of punctuation. She says, "Perhaps we need to change the way we teach punctuation by leaning toward inquiry and conveying meaning. For example, we might show children HOW punctuation works rather than giving them punctuation rules. We might teach children to value punctuation marks as much as letters and words for conveying meaning. We might invite children to see that punctuation is not something writers add to writing, but it is something writers use to help them compose and to help their readers understand what they want to say" (Angelillo, 2002).

From all of the aforementioned experts in their fields, and for those who follow a more constructivist model, we can draw some guidelines that teachers at all levels of instruction may follow:

- engage students in writing across the curriculum;
- read good literature;
- invite students to notice how conventions are used and their impact on readers;
- think aloud when sharing a read-aloud in order to identify and connect with craft, grammatical structure, and conventions;

- teach grammar and conventions in context;
- follow up with mini-lessons for students who exhibit both a need and readiness for a particular skill;
- remember that grammar is a tool for writers;
- throughout the writing process, note that idea development is influenced by choices regarding grammatical structures within and among sentences;
- use the term “grammatical structures” rather than “rules.” Students need to focus on the structure of ideas, not on memorizing rules;
- emphasize a limited number of grammatical structures and editing conventions at any one time;
- note that depth rather than breadth is foremost;
- through analysis of your student writing, you will be able to determine specific structures and conventions that you need to teach/model for your student(s); and
- remember that learning to write and speak well is like learning to paint well: studying the masters and daily practice, including modeling, are essential.

Another researcher, Barry Lane, suggests, “Writers don’t need to be given formulas; they need to be shown possibilities” (Lane, 1993). This statement is one that follows along with the thinking of the aforementioned researchers. Through positive modeling, through noticing the decisions writers make, through active conversation and discussion, through conferring with a student about a piece of writing, and through connecting what was learned to future pieces of writing, a student will not only be able to recognize possibilities but will embrace and enjoy them.

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