

Grammar, the Common Core State Standards, and Grammar Gallery

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The [Common Core State Standards](#) identify four learning strands under the general category of English Language Arts: 1) listening and speaking; 2) reading; 3) writing; and 4) language, which focuses on grammar and mechanics (or “conventions”).¹ This paper considers the Common Core State Standards in terms of what grammar to teach and when to teach it, how to teach it, and how to integrate grammar instruction throughout all four language strands: *Listening and Speaking*, *Reading*, *Writing*, and *Language*. In addition, this paper looks at the way in which Grammar Gallery can serve as a critically important instructional resource in helping teachers deliver instruction aligned to Common Core State Standards in terms of English Language Arts.

Grammar—What to Teach and When to Teach It

The Common Core *Language* strand delineates the objective of grammar instruction—grammatical accuracy and rigor. The standards say in part, “... students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning...”² Because they are organized according to grade level (or grade-level span), the standards provide clear direction as to when to introduce the various grammatical concepts. Many of the standards contained in the *Language* strand are written in precise and specific terms. For example, a Grade 1 *Language* standard calls for students to “Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).” A Grade 3 standard asks students to “Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.” However, other standards are open to interpretation. For example, a Grade 4 standard calls for students to “Use punctuation correctly,” and another asks students to “Choose words and phrases to convey ideas precisely.”

The emphasis on grammatical accuracy and rigor along with the mix of specific and vaguely worded standards requires that teachers have access to instructional resources that assist them in addressing the precise standards, but that are also flexible enough to support a broad interpretation of the more nebulous standards. Moreover, teachers must have access to materials that span the grade levels to address the reality in today’s general education classrooms. In other words, many students will need access to standards taught at earlier levels that they missed altogether or were unable to master. In addition, teachers must have a grammar program and/or grammar materials that provide rigorous grammar instruction and emphasize grammatical correctness.

¹ Unlike the vast majority of language arts standards published over the past 50 years, the Common Core State Standards reflect a revitalized emphasis on grammar, placing it on par with listening, speaking, reading, and writing. This is an indication of the importance of grammar instruction for all students. However, as current English language development research reveals, this instruction is critical for English learners. Even a cursory review of the literature indicates that grammar instruction is fundamental if English learners are to achieve the levels of English proficiency required in mainstream classes.¹ The National Governors Association Center for Best Practices and the Council of Chief State School Officers recognize the significance of “instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level work.” See <http://www.corestandards.org/assets/application-for-english-learners.pdf>, accessed 11/15/11.

² <http://www.corestandards.org>, accessed 11/13/11.

Grammar—How to Teach It

As briefly noted above, the Common Core *Language* strand defines the overall goal of grammar instruction and generally describes what teachers should teach and when they should teach it, but the standards do not specify how they should teach grammar. This acknowledges the central role teachers play in orchestrating instruction—developing strategies, creating lesson plans, and delivering instruction—to best meet the needs of their students.

Few would argue with the proposition that teachers are in the best position to determine the most effective strategies and materials to use in achieving the goals the standards set forth. However, do teachers across the grade span share equal responsibility for grammar instruction? A closer analysis of the standards reveals that most of the fundamental grammar instruction falls on primary teachers. One educator noted, “... the language strand clearly places the largest burden of grammar, mechanics, and spelling instruction on primary (first, second, and third) grade teachers. At the macro level (after deleting the vocabulary components



from the language strand): first, second, and third has three pages of language standards; fourth and fifth has one page; sixth, seventh, and eighth has one page; and ninth, tenth, eleventh, and twelfth has only half of a page.”³ However, because English learners by definition are not working at grade level in English, ELD teachers across the entire grade span are charged with the full spectrum of grammar instruction. While the grade-specific standards give teachers general milestones, they do not prescribe interventions for students who are not meeting grade-level expectations. An asterisk next to some standards and skills indicates the content is “particularly likely” to require review, which underscores the importance of reviewing concepts previously taught. Again, however, it is up to the teacher to determine how and when to provide this review and what the review should look like.

Integrating Grammar Instruction throughout the Language Domains

While the Common Core State Standards affirm the importance of teaching grammar in the context of listening, speaking, reading, and writing and give teachers the freedom to teach grammar according to their own lights, they do not acknowledge that many teachers today developed their expertise during an era when grammar was not explicitly taught. Moreover, most English language arts instructional programs—for general education students or English learners—address grammar only superficially without integrating it in meaningful ways into listening, speaking, reading, and writing instruction.

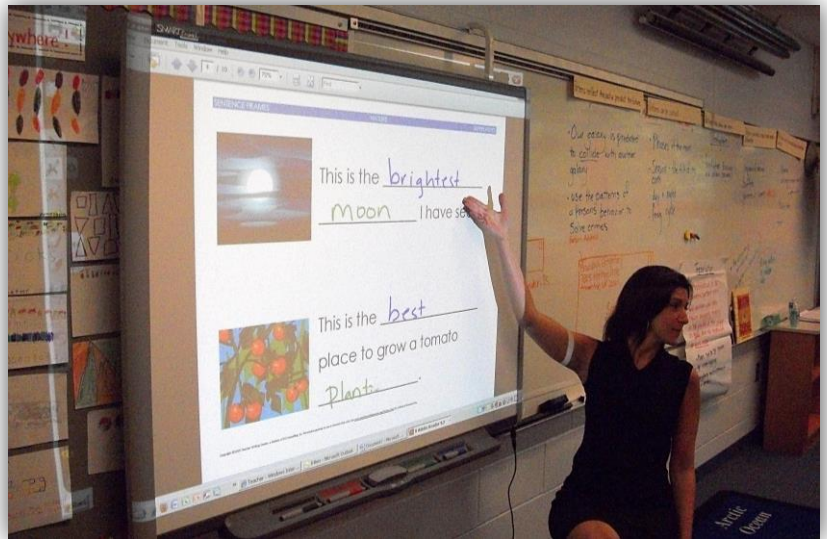
³ Mark Pennington. (October 22, 2011). *Common Core Grammar Standards*:
http://penningtonpublishing.com/blog/grammar_mechanics/common-core-grammar-standards/.

Too often, such programs also fail to provide teachers with the specific, detailed information, learning strategies, and activities they need to teach grammar confidently and effectively to their students.⁴

Grammar Gallery—Designed to Help Teachers Teach Grammar

Grammar Gallery was expressly designed to help teachers deliver grammar instruction that is aligned to the English Language Arts strands of the Common Core State Standards. Grammar Gallery is a program based on decades of educational research and best practices that teachers can use as a core English language development program or as a supplement to another program. The goal of Grammar Gallery is to help teachers provide rigorous grammar instruction that is integrated into listening, speaking, reading, and writing instruction.

Grammar Gallery provides explicit, easy-to-access information about grammar and how to teach grammar effectively, as well as hundreds of structured language practice resources teachers can use to **INTRODUCE**, **REINFORCE**, and **EXPAND** grammatical forms and concepts within engaging social and academic topics (ranging from transportation to the solar system to literature), a wide variety of reading genres, and relevant writing applications.



Grammar Gallery gives teachers the tools they need to teach grammar with self-assurance and excellent results. Moreover, Grammar Gallery gives teachers the flexibility to offer specific and timely interventions for English learners and other students who are working below grade-level in terms of grammar and mechanics.

While Grammar Gallery can be used in general education classrooms, many features make it particularly appropriate for English learners, including the following:

- **Visuals.** The program incorporates more than 20,000 full-color visuals, including both photographs and illustrations. The visuals portray people of diverse ages, ethnicities, and backgrounds.
- **Language Level Organization.** The program is organized by language level, topic, language function, and grammatical form. Teachers may use resources from lower language levels to

⁴ Stathis, R., and Gotsch, P. (2008). *ESL/ELD teacher attitudes toward and perceptions of grammar instruction: A preliminary view*. Mesilla Park, NM: The Teacher Writing Center.

review or reinforce forms with students at higher language levels. Each resource includes a lesson plan, overview charts, sentence frames, student worksheet, and background information for the teacher.

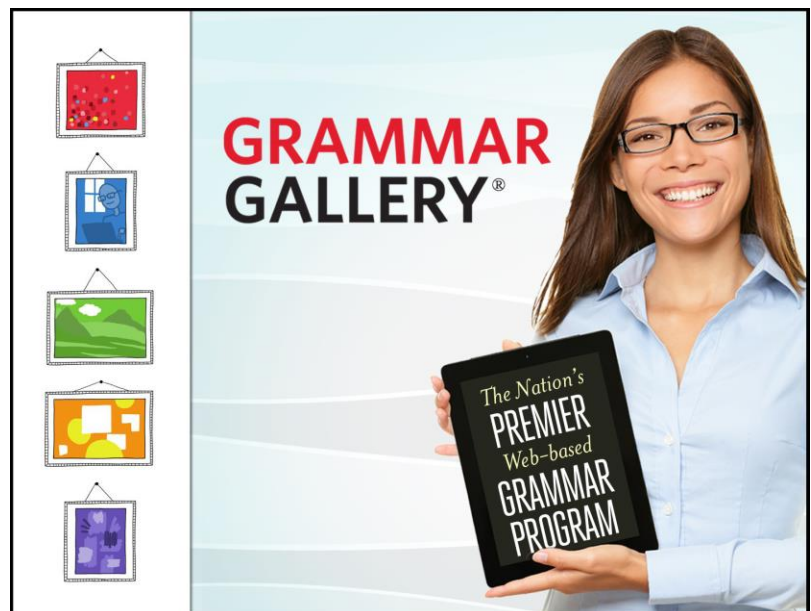
- **Language Domains.** Grammar Gallery emphasizes and integrates all four domains of language—listening, speaking, reading, and writing—and provides explicit instruction of language usage and grammar.
- **Meaningful Contexts.** The program couches grammar instruction in meaningful contexts, integrating topics (e.g., numbers & shapes, land & resources, the human body, economics, literature, and so forth) that students encounter in regular education classrooms and emphasizing skills that students can transfer to other academic contexts as well as to other aspects of their lives.
- **Active Learning.** Grammar Gallery activities involve students in learning experiences that encompass whole class instruction, small group instruction, collaboration in pairs, as well as independent work.

In short, Grammar Gallery provides an effective and efficient way to help teachers understand and relay key grammatical concepts that are critical to student achievement of academic language proficiency. The program spirals learning, giving students multiple opportunities to review core concepts in order to achieve mastery.

The following pages provide one example of the ways in which the Grammar Gallery materials can be used to meet the Common Core standards. This example is representative of how thoroughly Grammar Gallery helps teachers meet the Common Core State Standards in English Language Arts.

For more information about Grammar Gallery ...

Grammar Gallery enables students to master the rules of English grammar, build their vocabulary, and develop academic language proficiency in all four language domains. Visit our web site at www.grammargallery.org.



Grade 4 EXAMPLE

How **Grammar Gallery** Meets the Common Core State Standards

COMMON CORE STATE STANDARDS ADDRESSED:

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

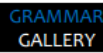
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



LANGUAGE LEVEL 2

TOPICS	GRAMMATICAL FORMS									
	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	Name	Predict/ Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
LANGUAGE FUNCTIONS										

PAST PROGRESSIVE TENSE



A horizontal timeline with an arrow pointing to the right. The timeline is divided into three sections: 'Past' (labeled 'before now'), 'Present' (labeled 'now'), and 'Future' (labeled 'after now'). The 'Past' section is circled in blue.

	Positive
How is it formed?	to be (was, were) + verb-ing
First Person Singular (I)	I was running through the park.
Second Person Singular (you)	You were running through the park.
Third Person Singular (he/she/it)	He was running through the park. She was running through the park. It was running through the park.
First Person Plural (we)	We were running through the park.
Second Person Plural (you)	You were running through the park.
Third Person Plural (they)	They were running through the park.


GRAMMAR
GALLERYGRAMMAR
GALLERY

-

INTRODUCE: Sample Oral Language Lesson, Overview Charts & Sentence Frames

Lesson Plan

20-MINUTE STRUCTURED LANGUAGE PRACTICE



GRAMMAR GALLERY

Language Level: 2
Topic: Family
Language Function: Narrate
Grammatical Form(s): Past progressive (*to read, to call, to help, to hold, to talk, to eat, to laugh, to run*)

BEFORE INSTRUCTION: Review Teacher Talk for background information and tips for teaching the past progressive tense.

STEP 1: TEACHER MODELS AND STUDENTS REPEAT (2 minutes)
 Project the first Overview Chart onto the wall or a screen, or if you're working with a small group, show students a printout. Read each statement twice, pointing to the picture and emphasizing the target language form. Read the statement a third time and have students repeat after you. Follow the same process with the remaining Overview Charts.

NOTE: If you are presenting the past progressive tense for the first time, review with students the present progressive tense (introduced in the Level 1 frame) and explain the difference between the present progressive (the action is ongoing in the present time) and past progressive (the action was ongoing in the past).

STEP 2: TEACHER LEADS STUDENT PRACTICE (4 minutes)
 Project the first page of Sentence Frames onto the wall or a screen, or if you're working with a small group, show students a printout. Call on student volunteers to identify the missing words in the first sentence. Write the completed sentence on the board or on the printout. Have the class read the sentence aloud. Follow this process with the remaining Sentence Frames.



STEP 3: STUDENTS PRACTICE IN PAIRS (6 minutes)
 Organize students in pairs and give each pair a copy of the "Now You Try!" worksheet or project the worksheet onto the wall or a screen and have students copy it. Review the directions with students and make sure they understand what to do. Discuss subject-verb agreement with students and explain that they must conjugate the verb in each sentence. Go over spelling rules (see Teacher Talk) as needed. Circulate around the room and help students as needed. Review the answers with the class. Have student volunteers read each sentence aloud.



STEP 4: STUDENTS APPLY LEARNING IN SMALL GROUPS (8 minutes)
 Organize students into small groups and give each group a variety of pictures from magazines or other sources. Have them make oral statements based on the pictures and/or people and items in the classroom. Each sentence should include one of the target past progressive tense verbs or another verb in the past progressive tense. Provide a model for students to follow. Circulate around the room and help students as needed. Call on groups to share the oral statements they created.

Overview Charts

OVERVIEW CHART	FAMILY	PAST PROGRESSIVE
Jasmine was reading to her son. 	Fang was calling her aunt. 	_____ 
Liam was helping his father. 	Mary was holding her daughter. 	_____ 
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Sentence Frames





SENTENCE FRAMES	FAMILY	PAST PROGRESSIVE
	Jasmine _____ to her _____	_____
	Fang _____ her _____	_____
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SENTENCE FRAMES	FAMILY	PAST PROGRESSIVE
	Liam _____ his _____	_____
	Ruth _____ her _____	_____
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INTRODUCE: Student Practice Sheet & Teacher Background information

✓ Student Practice Sheet

NOW YOU TRY!	FAMILY	PAST PROGRESSIVE
NAME: _____		DATE: _____
DIRECTIONS: Complete each sentence with a verb from the box. Write the verb in the past progressive tense. Use both pages of the worksheet.		
<div style="border: 1px solid black; padding: 5px; display: flex; flex-wrap: wrap;"> to read to call to help to hold to talk to eat to laugh to run </div>		
	The grandmothers _____	
	The mother _____	
	The sisters _____	
	His son _____	

NOW YOU TRY!	FAMILY	PAST PROGRESSIVE
NAME: _____		DATE: _____
	The mother and father _____ _____ outside.	
	Fang _____ her aunt.	
	Clare _____ her grandchild.	
	Liam _____ his father.	

✓ Teacher Talk


TEACHER TALK	FAMILY	PAST PROGRESSIVE																
PAST PROGRESSIVE TENSE																		
What is it? The past progressive tense is the form of a verb that indicates that the action or condition was ongoing in the past, especially when something else was happening or occurred.																		
How is it used? We use the past progressive tense to express an action that was ongoing in the past.																		
How is it formed? To form the past progressive tense we use <i>was</i> or <i>were</i> with a present participle (the -ing form of a verb).																		
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> to be (was, were) + [verb]-ing </div>																		
What are some examples? <i>I was watching</i> television when the phone rang. Brandy <i>was sitting</i> in the chair yesterday. The dog <i>was barking</i> . Jackie and Arlie <i>were talking</i> .																		
How do I help my students practice it? Sit in a chair for 10 seconds, stand up, and say: <i>I was sitting</i> . Write the sentence on the board. When you finish, say: <i>I was willing</i> . Write the sentence on the board. Take a small bite of food, swallow it, put it away, and say: <i>I was eating</i> . Write the sentence on the board. Point to a student and ask: What were you doing before school? Show the student how to use the sentences on the board as a model to use in responding to this question. Continue asking other students the same question: What were you doing before school? Ensure that students understand that they use <i>was</i> and the -ing form of the verb to describe an action that was ongoing in the past. Follow the same procedure to practice the second and third person singular past progressive and plural past progressive. To provide students with a reference, complete a past progressive chart (such as the one below) and post it on the board. Organize students in pairs and ask each pair to create five new past progressive sentences following the pattern they learned.																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Past Progressive</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">First Person Singular (I)</td> <td style="width: 25%;">I was reading when the phone rang.</td> <td style="width: 25%;">First Person Plural (we)</td> <td style="width: 25%;">We were reading. Madison and I were reading.</td> </tr> <tr> <td>Second Person Singular (you)</td> <td>You were reading yesterday.</td> <td>Second Person Singular (you)</td> <td>You were reading.</td> </tr> <tr> <td>Third Person Singular (he, she, or it)</td> <td>He was reading. Anna was reading before class.</td> <td>Third Person Plural (they)</td> <td>They were reading. Charles and Pete were reading.</td> </tr> </tbody> </table>			Past Progressive				First Person Singular (I)	I was reading when the phone rang.	First Person Plural (we)	We were reading. Madison and I were reading.	Second Person Singular (you)	You were reading yesterday.	Second Person Singular (you)	You were reading.	Third Person Singular (he, she, or it)	He was reading. Anna was reading before class.	Third Person Plural (they)	They were reading. Charles and Pete were reading.
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Third Person Singular (he, she, or it)	He was reading. Anna was reading before class.	Third Person Plural (they)	They were reading. Charles and Pete were reading.															

TEACHER TALK	FAMILY	PAST PROGRESSIVE
Spelling Rules		
<ul style="list-style-type: none"> With most verbs, add -ing to the end of the verb. Examples: read → reading help → helping With verbs that end with a consonant + -e, drop the -e and add -ing. Examples: take → taking raise → raising With verbs that end with -ie, change the -ie to -y before adding -ing. Examples: lie → lying tie → tying With verbs that end with one vowel + one consonant and the vowel is stressed, double the consonant and add -ing. Examples: run → running sit → sitting 		
Exception: do <u>not</u> double the consonant in words ending in -w, -x, and -y. Examples: sew → sewing box → boxing say → saying		
<ul style="list-style-type: none"> With verbs that end with -c, change the -c to -ck. Example: panic → panicking 		
Special Notes ... Another name for the progressive form is the continuous form. Verb tenses can be confusing and difficult for English learners. Give students multiple opportunities to practice using tenses.		

REINFORCE: Sample Lesson, Reading & Critical Thinking Questions

Lesson Plan

30-MINUTE READING LESSON

**GRAMMAR GALLERY**

Language Level: 2; Suggested Grade Levels: 2-Adult
Topic: Family
Reading: [No Turkeys Here](#)
Genre: Story (fiction); Theme: holidays & celebrations, family traditions, humor
Grammatical Form: Past progressive; Academic Vocabulary Focus: to abandon

BEFORE INSTRUCTION: Arrange for a projector or make copies of the reading. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the [Student Gallery](#).

STEP 1: REVIEW TARGET GRAMMATICAL FORM AND ENGAGE STUDENTS IN A PRE-READING ACTIVITY

- Review the target grammatical form using the [Introduce](#) lesson and resource or the [Student Reference Sheet](#).
- Write on the board: The title of the reading is _____. The author is _____. Point to the cover of the reading. Say: The title of this reading is "No Turkeys Here." The author is Gerald Martinez. Write the title and author in the blanks and have students read the completed sentences aloud. Say: This is a story about a Thanksgiving dinner. Tap into students' prior knowledge about Thanksgiving. Ask volunteers to describe the pictures in the reading.
- Review the target past progressive verbs (in blue).

STEP 2: READ THE TEXT ALOUD AND HAVE STUDENTS CHIME IN

- Without stopping, read the text aloud once. Call on volunteers to answer questions such as the following: How did Jake's day start out? [fine; he got up early] What did Jake's father forget? [to buy a turkey]
- For the second reading, pause when you get to the target words in blue and have students (in unison) read it. Provide assistance, affirmation, and corrective feedback as appropriate. Encourage students to ask questions about anything they don't understand.
- Ask students to read the text a third time in pairs.

STEP 3: STUDENTS DISCUSS TEXT AND FOCUS ON CRITICAL THINKING & ACADEMIC VOCABULARY

- Have students identify the main topic and answer questions about key details: What is story about? [a family's Thanksgiving and their realization of the importance of family] Who is the narrator? [Jake] Who are the other characters? [Tom, Samantha, Jake's parents and grandfather] Where does the story take place? [the family home]
- Engage students in one or more of the "Think Critically" activities. Read the question(s) you assign and have students discuss. Have students work on the activities with a partner. Have students work on the activities with a small group. The gray text box after the questions includes sentence frames students can use if they need scaffolding to answer the questions. Circulate around the room and provide support as needed.
- Review the Academic Vocabulary chart as a class, asking volunteers to add to the definition and create sample sentences. Direct students' attention to the photograph below the chart. Ask students to describe the picture. Read the sentence and question aloud. Have volunteers share their answers with the class.

STEP 4: STUDENTS ANSWER COMPREHENSION QUESTIONS INDEPENDENTLY


- Review the "Check Your Knowledge" section with the class, and then have students complete the assessment independently. Review the answers with the class, allowing students to peer check the responses.
- Use the assessment results to determine what students have learned and what areas require additional instruction.

→ NEXT: Use the corresponding [Expand](#) lesson.

Reading (fictional short story)

GRAMMAR GALLERY®


No turkeys Here



By Gerald Martinez

While I was drawing, my dad **was reading** the recipe for pumpkin pie. My brother Tom loves pumpkin pie. My dad **was running** all over the kitchen, looking for the ingredients we needed. Tom **was helping** him.

That's when my mother came in the room. She **was holding** her cell phone in one hand and a meat thermometer in the other. She **was calling** my grandfather who's famous for his roasted turkey. (Or so he says.)



Page 4

Think Critically & Language Support

Think Critically



EXCHANGE INFORMATION & IDEAS

- Who are the characters in this story? Choose one of the characters. Explain what this character thinks, says, and does. Use specific examples from the text.

OFFER OPINIONS

- What do you think is the lesson of this story? What details in this story support this lesson?

PRESENT TO THE CLASS

- Create a picture to show your idea of a great Thanksgiving dinner. Write a sentence about the picture. Present your picture to the class and read your sentence.

Language Support

Here are some ways to answer the critical thinking questions.

Who are the characters in this story? Choose one of the characters. Explain what this character thinks, says, and does. Use specific examples from the text.

The characters in the story are _____. The character I chose is _____.
This character _____.

What do you think is the lesson of this story? What details in this story support this lesson?

I think the lesson of the story is _____. The details that support this lesson are _____.

Create a picture to show your idea of a great Thanksgiving dinner. Write a sentence about the picture. Present your picture to the class and read your sentence.

This picture shows my idea of a great Thanksgiving dinner. I wrote this sentence about my picture: _____.


REINFORCE: Academic Vocabulary & Comprehension Check

✓ Academic Vocabulary Focus

Academic Vocabulary Focus



This reading includes an important academic vocabulary word.

Word	Part of Speech	Meaning(s)	Used in a Sentence
to abandon	verb	give up, leave behind	 <p>The man <u>abandoned</u> the ship after it began to sink.</p>

Page 10



People abandoned this house many years ago.

Do you know of any houses or buildings that people abandoned? Why do people abandon houses and other buildings?

Page 11

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✓ Check Your Knowledge

☒ Your Knowledge Name: _____ Date: _____

- What is another word for "startled" in the following sentence that appears on page 5? *Startled, my father and I turned to face my mom.*
 - ☐ frightened
 - ☐ pleased
 - ☐ hungry
- What did Jake make?
 - ☐ a pumpkin pie
 - ☐ decorations
 - ☐ a corn casserole
- What did the father forget to buy?
 - ☐ green beans
 - ☐ a turkey
 - ☐ an apple pie
- What did Samantha say?
 - ☐ You can have Thanksgiving without a turkey.
 - ☐ Chicken is better than turkey.
 - ☐ Most people do not eat turkey on Thanksgiving.
- What was Jake was doing on Thanksgiving? Write two sentences in the past progressive tense.

EXPAND: Sample Lesson, Writing Rules Resource & Writing Practice Worksheet

Lesson Plan

30-MINUTE WRITING LESSON

GRAMMAR GALLERY

Language Level: 2; Suggested Grade Levels: 2-Adult
 Topic: Family
 Grammatical Form: Past progressive
 Writing Focus: [The Writing Process: Part 2](#)

BEFORE INSTRUCTION: 1) Arrange for a projector or make copies of the [Writing Rules resource](#) and [Writing Practice Worksheet](#). You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the [Student Gallery](#). 2) Have students read [No Turkeys Here](#). 3) Introduce the Writing Rules resources [Parts of a Paragraph](#) and [The Writing Process: Part 1](#), and complete the corresponding lessons before beginning this lesson.

STEP 1: TEACHER INTRODUCES TARGET WRITING TASK

- Review with students the Writing Rules resource ("The Writing Process: Part 2") if this is the first time you are introducing this topic.
- Get five index cards and write each step of the writing process (e.g., Step 1: Prewriting) on a card. Give each card to a volunteer and have them line up in front of the class in order (1-5). Call on each index card holder to identify what happens during his/her step of the writing process. Call on other students to add to those descriptions.

STEP 2: TEACHER INTRODUCES WRITING ACTIVITY

- Have students explain what happens in the story "No Turkeys Here." Ask: **What was the author's reason for writing?** (to tell a story) **What parts of the story were funny?** (when the father dropped the stuffing mix on the floor; when the father realized he had forgotten to buy the turkey; or any other logical answer) **Do you enjoy writing funny stories? Why?** (answers will vary)
- Review the directions on the Writing Practice Worksheet and make sure students understand what to do. Model how to put a check mark in the box next to each step after they complete it. Read the question next to each step aloud and explain any unfamiliar vocabulary to students.
- Ask students what kind of prewriting activities would help them write a story. [story mapping; outlining]

STEP 3: STUDENTS COMPLETE WRITING ACTIVITY

- Have students complete Step 1: Prewriting in class. Circulate around the classroom as they are working and provide corrective feedback as needed.
- Have students complete Step 2: Drafting for homework. Remind students to include the past progressive verb tense in at least two of their sentences. If you will be using [the rubric](#) to grade the paragraphs, share it with students so they understand the grading standard.

STEP 4: STUDENTS REVIEW EACH OTHER'S WORK

- Have students work on Step 3: Revising when they come back to class. Have them share their work with a partner as part of this step. Partners should provide at least one suggestion.
- Have students complete Step 4: Proofreading and Step 5: Publishing in subsequent classes and for homework. Make sure students use the Proofreading Checklist provided in the Writing Rules resource. If possible, allow students to display their final papers on classroom bulletin boards or share them electronically on a class blog or web site. Provide each student with feedback on his/her work.
- As a class, review students' answers to the questions on the Writing Practice Worksheet.

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Writing Rules Resource

WRITING RULES

GRAMMAR GALLERY

THE WRITING PROCESS: PART 2

What is the writing process?

The writing process is a series of steps that a writer follows. The writing process helps writers think about, develop, and improve their writing. Writers do not always complete each of these steps. However, all of the steps in the writing process are helpful for students as they are learning how to write.

What are the steps in the writing process?

- Step 1: Prewriting**
 - Think about your topic.
 - Brainstorm and organize your ideas.
 - Do research.
 - Plan what you will write.
- Step 2: Drafting**
 - Start writing.
 - Use pencil and paper or a computer.
 - Complete a first draft.
- Step 3: Revising**
 - Read what you wrote and make sure it is clear.
 - Ask others for suggestions.
 - Make changes to improve your writing.
 - Complete your second draft.
- Step 4: Proofreading**
 - Check your paper for spelling or grammatical errors.
 - Make final corrections.

Writing Practice Worksheet

Writing Practice Worksheet

GRAMMAR GALLERY

NAME: _____ DATE: _____

[No Turkeys Here](#) tells the story of a family Thanksgiving. A lot of things go wrong, but the family still has a happy holiday together. Here is your assignment:

- Write a narrative paragraph about a family holiday that happened in the past. The story can be something that really happened or something you make up.
- Follow each step in the writing process below. After you complete a step, check it off and answer the question next to the step.
- Include the past progressive verb tense (e.g., *Mom was abandoning the kitchen when Aunt Lupe arrived.*) in at least two of your sentences.

**Step 1:
Prewriting**

What kind of prewriting activity did you complete?
Examples: Outlining; Story Mapping; Clustering

**Step 2:
Drafting**

Where did you write your first draft?
Examples: in my classroom; in my bedroom; at the library

**Step 3:
Revising**

What is one change you made to your story?
Examples: I added more details. I changed the order of events.

**Step 4:
Proofreading**

What kind of corrections did you make to your story?
Examples: I corrected spelling mistakes. I fixed a verb tense.

**Step 5:
Publishing**

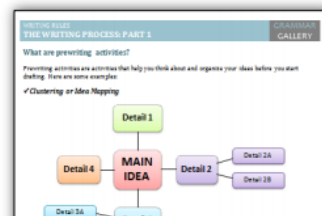
How did you publish your story?
Examples: I used a computer printer. I wrote it with a pen.

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THE WRITING PROCESS: PART 2

What do I do during Step 1: Prewriting?

Work on a prewriting activity. Prewriting activities help you think about and organize your ideas before you start drafting. In [The Writing Process: Part 1](#), you learned about prewriting activities such as clustering, questioning, story mapping, brainstorming, outlining, comparing/contrasting, and diagramming.



What do I do during Step 4: Proofreading?

After you finish drafting, you should proofread your work. Proofreading is the final step in the writing process. It is the last chance you have to catch and correct errors before you publish your work.

- Choose a partner to proofread your work with.
- Have your partner read your work aloud to you.
- Think about your story.
- If you can, read your work aloud to yourself.
- Decide on the corrections you need to make.
- Write corrections in the margins.
- If you are using a computer, use the spell checker.

THE WRITING PROCESS: PART 2

What do I do during Step 4: Proofreading?

In this step of the writing process, you should focus on correcting errors. It's helpful to use an proofreading checklist such as the one below:

Proofreading Checklist

- ☐ All sentences are complete sentences.
- ☐ All sentences begin with a capital letter and end with end punctuation—a period, question mark, or exclamation point.
- ☐ All verb tenses are correct and consistent.
- ☐ All subjects and verbs agree.
- ☐ All words are spelled correctly. Pay special attention to homonyms—words that sound the same, but have different spellings and different meanings: *There is the house they're buying for their daughter.*
- ☐ Commas are used when needed: *Even though I have a camera, I do not take many photographs.*
- ☐ Sentences are not missing any words, even small ones: *Water is a natural resource.*
- ☐ The writing is neat and easy to read.

What do I do during Step 5: Publishing?

It's time to share! In this last step, you may print your paper if you used a computer, or write the final draft using a pen/pencil and paper. You can share your writing with others by posting it in a public place such as a community bulletin board or on a blog.

Grammar Gallery now includes alignments to the CCSS Language, Reading, and Writing strands for *all* grade levels.



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