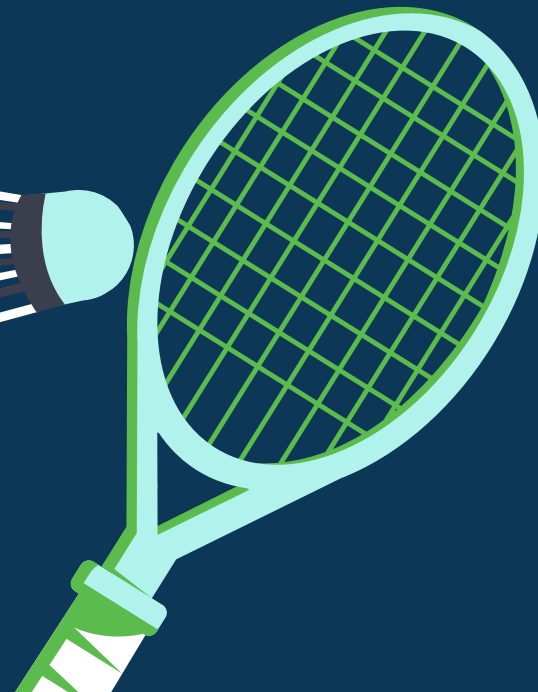
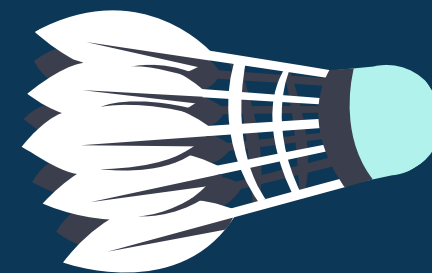


# OFF THE BENCH AND INTO THE GAME:

## ACTIVE GRAMMAR STRATEGIES

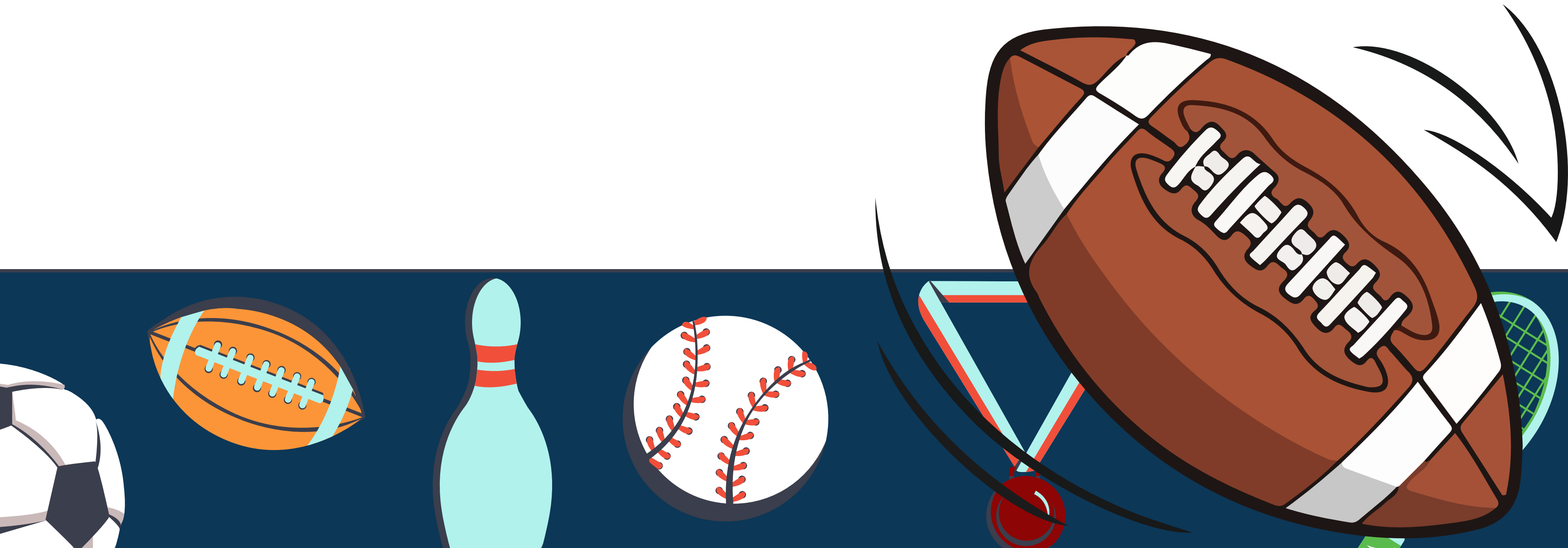


Melissa Garcia  
2-5 ELA Instructional Coach

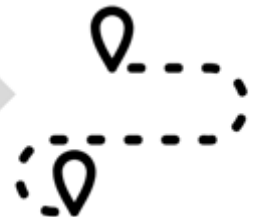


Tonya Gurley  
2-5 ELA Instructional Coach

**TO RECEIVE CREDIT FOR THIS SESSION, MAKE  
SURE YOU COMPLETE THE SURVEY AT THE END!**



Northwest ISD  
**Professional Learning Expectations**  
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

**PROFESSIONAL  
LEARNING  
NORMS HELP US  
SECURE A WIN!**

# LEARNING TARGET

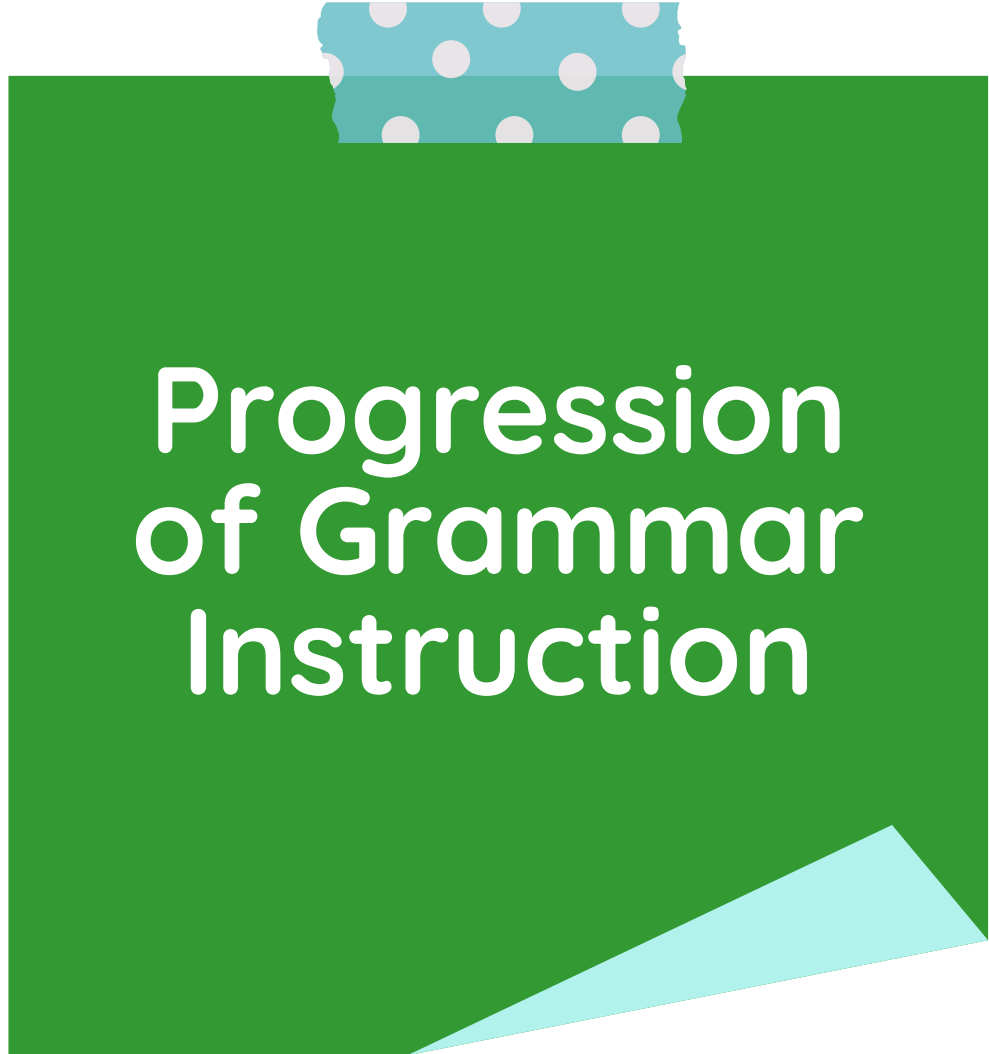
**Today I will** add movement-based strategies and practical editing practice to my instructional toolkit,

**so I can** make grammar engaging and increase student transfer of language conventions into their own writing.

**I know I'll have it when** I can identify strategies that I can incorporate into my instructional practice.



# AGENDA



Progression  
of Grammar  
Instruction



Grammar  
Promises



Practical  
Practice



## 1990s–2010s: From Drills to Context

## The "Skill and Drill" Era



## The "Skill and Drill" Era

Students used worksheets and sentence diagramming to memorize rigid rules in isolation.

## The Rise of Contextual Learning



## The Rise of Contextual Learning

Instruction shifted to "mentor texts" and mini-lessons to apply grammar to student writing.

## Application over Identification

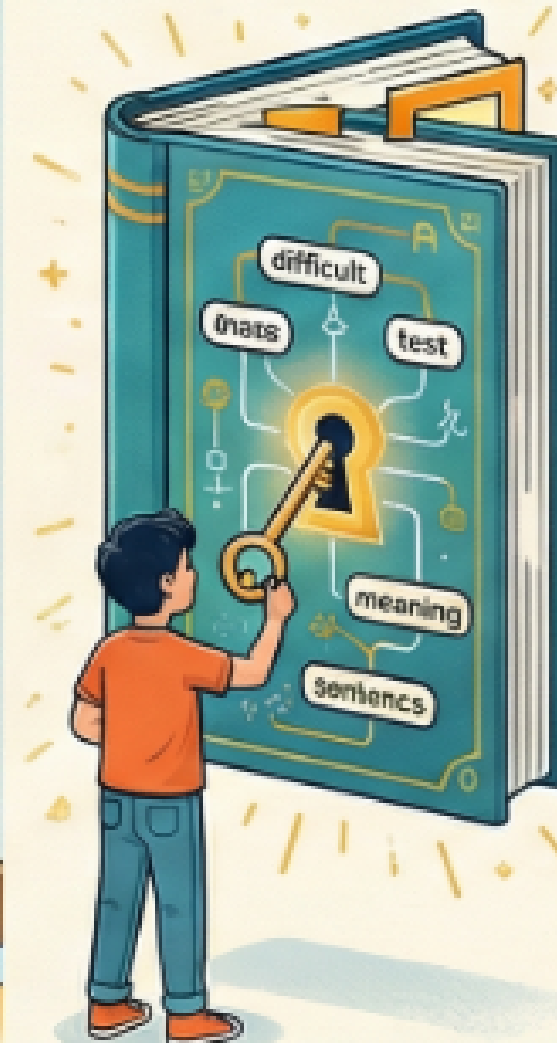


## Application over Identification

Modern standards prioritize using verbs and nouns over simply finding them on a list.

## 2020–2026: The Modern Frontier

## Grammar for Comprehension



## Grammar for Comprehension

Students combine sentences and analyze mechanics to unlock the meaning of difficult texts.

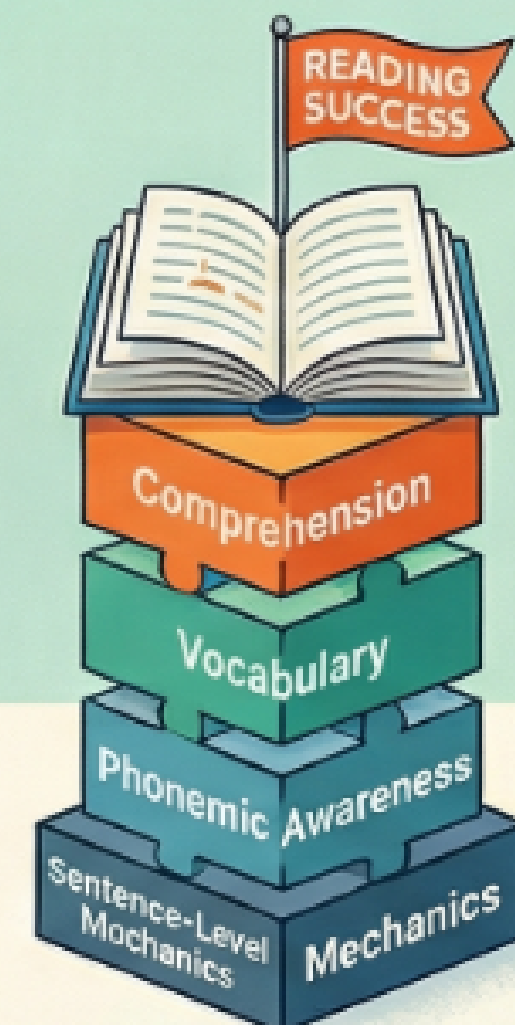
## Multimodal &amp; AI Literacy



## Multimodal &amp; AI Literacy

Learning to use AI tools responsibly while adapting tone for emails and blogs.

## The Science of Reading Shift



## The Science of Reading Shift

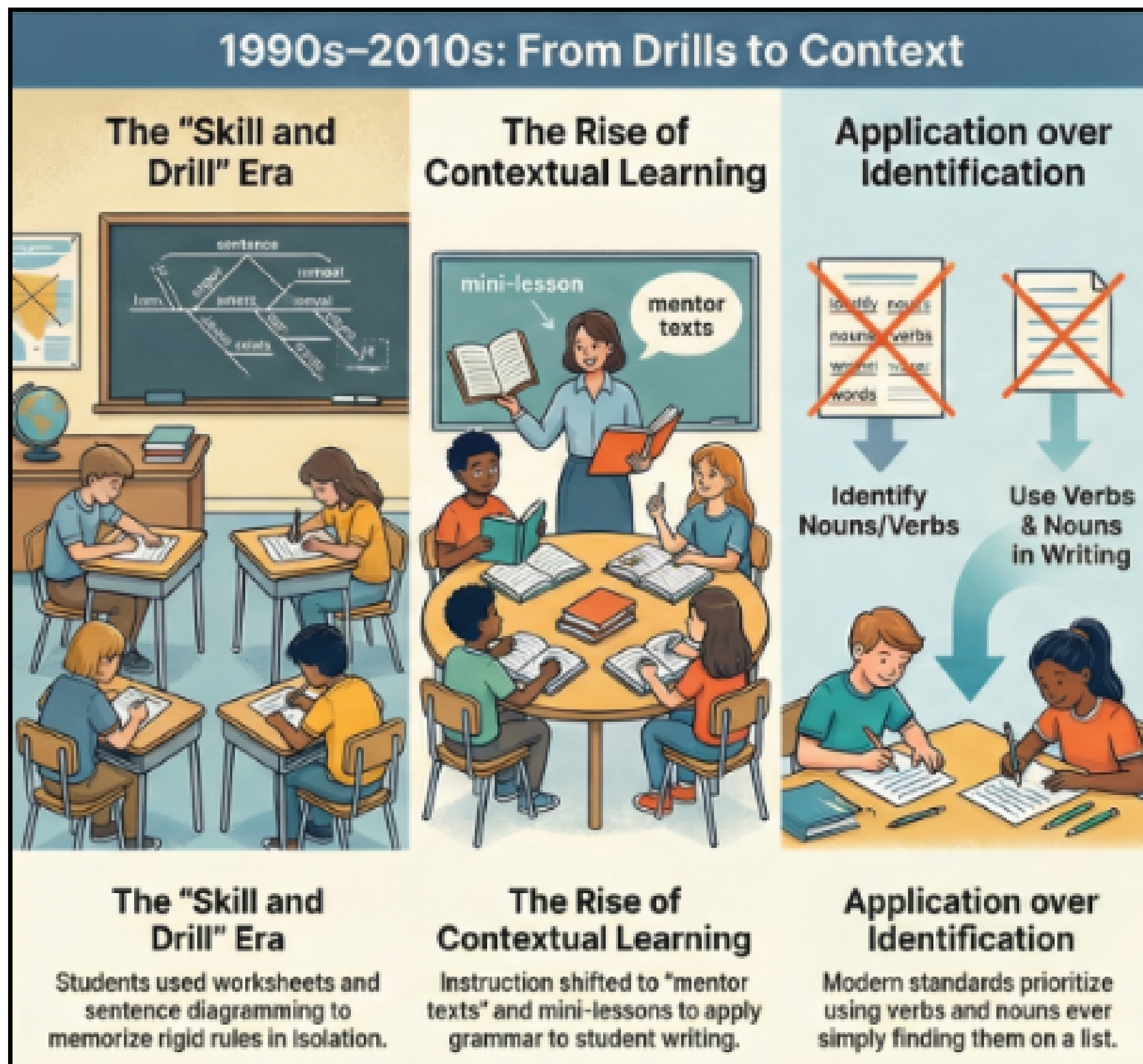
Renewed focus on sentence-level mechanics as a foundational pillar for reading success.

01

PROGRESSION OF  
GRAMMAR INSTRUCTION

Where does your  
current grammar  
instruction fall on this  
progression?

How often are  
students applying  
grammar knowledge  
to writing or reading?



01

PROGRESSION OF  
GRAMMAR INSTRUCTION

Where does your current grammar instruction fall on this progression?

How often are students applying grammar knowledge to writing or reading?

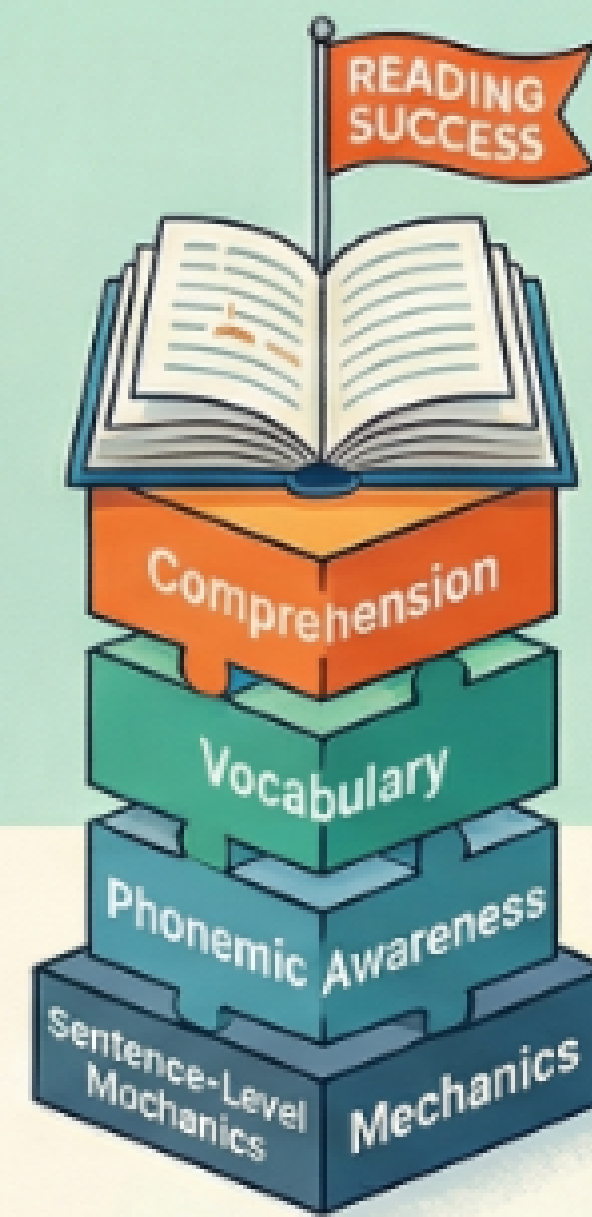
## 2020–2026: The Modern Frontier

Grammar for  
ComprehensionGrammar for  
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Multimodal &  
AI LiteracyMultimodal &  
AI Literacy

Learning to use AI tools responsibly while adapting tone for emails and blogs.

The Science of  
Reading ShiftThe Science of  
Reading Shift

Renewed focus on sentence-level mechanics as a foundational pillar for reading success.

02

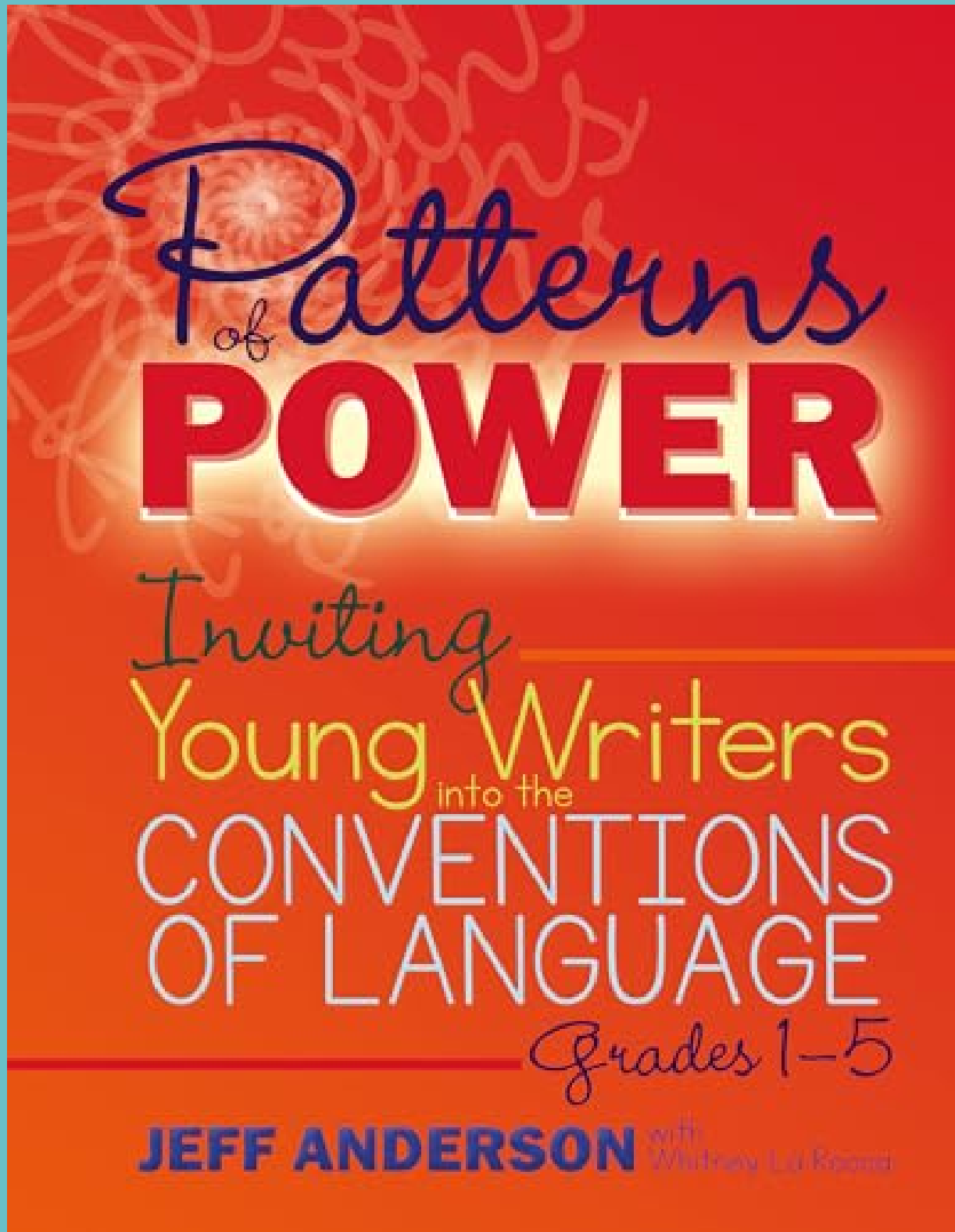
GRAMMAR PROMISES

| Word Study                                                                                                                                                                                  |                                                                     |                                                                                                                                                                                            |   |     |                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking                                                                                 |                                                                     |                                                                                                                                                                                            |   |     |                                                                                                                                                                                               |
| 3.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. |                                                                     |                                                                                                                                                                                            |   |     |                                                                                                                                                                                               |
| 3.3 Vocabulary. The student uses newly acquired vocabulary expressively.                                                                                                                    |                                                                     |                                                                                                                                                                                            |   |     |                                                                                                                                                                                               |
| Application                                                                                                                                                                                 |                                                                     | Instructional Focus                                                                                                                                                                        |   |     |                                                                                                                                                                                               |
| 3.2                                                                                                                                                                                         | demonstrate and apply phonetic knowledge while reading and spelling | Decoding (Reading)                                                                                                                                                                         |   | ↔   | Encoding (Writing)                                                                                                                                                                            |
|                                                                                                                                                                                             |                                                                     | 3.2(A) demonstrate and apply phonetic knowledge by:                                                                                                                                        |   | 3.2 | demonstrate and apply spelling knowledge by:                                                                                                                                                  |
|                                                                                                                                                                                             |                                                                     | (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                          | ↔ |     | (iv) spelling multisyllabic words with multiple sound-spelling patterns (S)                                                                                                                   |
|                                                                                                                                                                                             |                                                                     | (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables | ↔ |     | (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R) |
|                                                                                                                                                                                             |                                                                     | (iii) decoding compound words, contractions, and abbreviations                                                                                                                             | ↔ |     | (iii) spelling compound words, contractions, and abbreviations (R)                                                                                                                            |
|                                                                                                                                                                                             |                                                                     | (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          | ↔ |     | (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (S)                                                                                             |
|                                                                                                                                                                                             |                                                                     | (v) decoding words using knowledge of prefixes                                                                                                                                             | ↔ |     | (vi) spelling words using knowledge of prefixes (S)                                                                                                                                           |
|                                                                                                                                                                                             |                                                                     | (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | ↔ |     | (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (R)                             |
|                                                                                                                                                                                             |                                                                     | (vii) identifying and reading high-frequency words from a research-based list                                                                                                              |   |     |                                                                                                                                                                                               |
|                                                                                                                                                                                             |                                                                     |                                                                                                                                                                                            |   |     | (ii) spelling homophones (R)                                                                                                                                                                  |



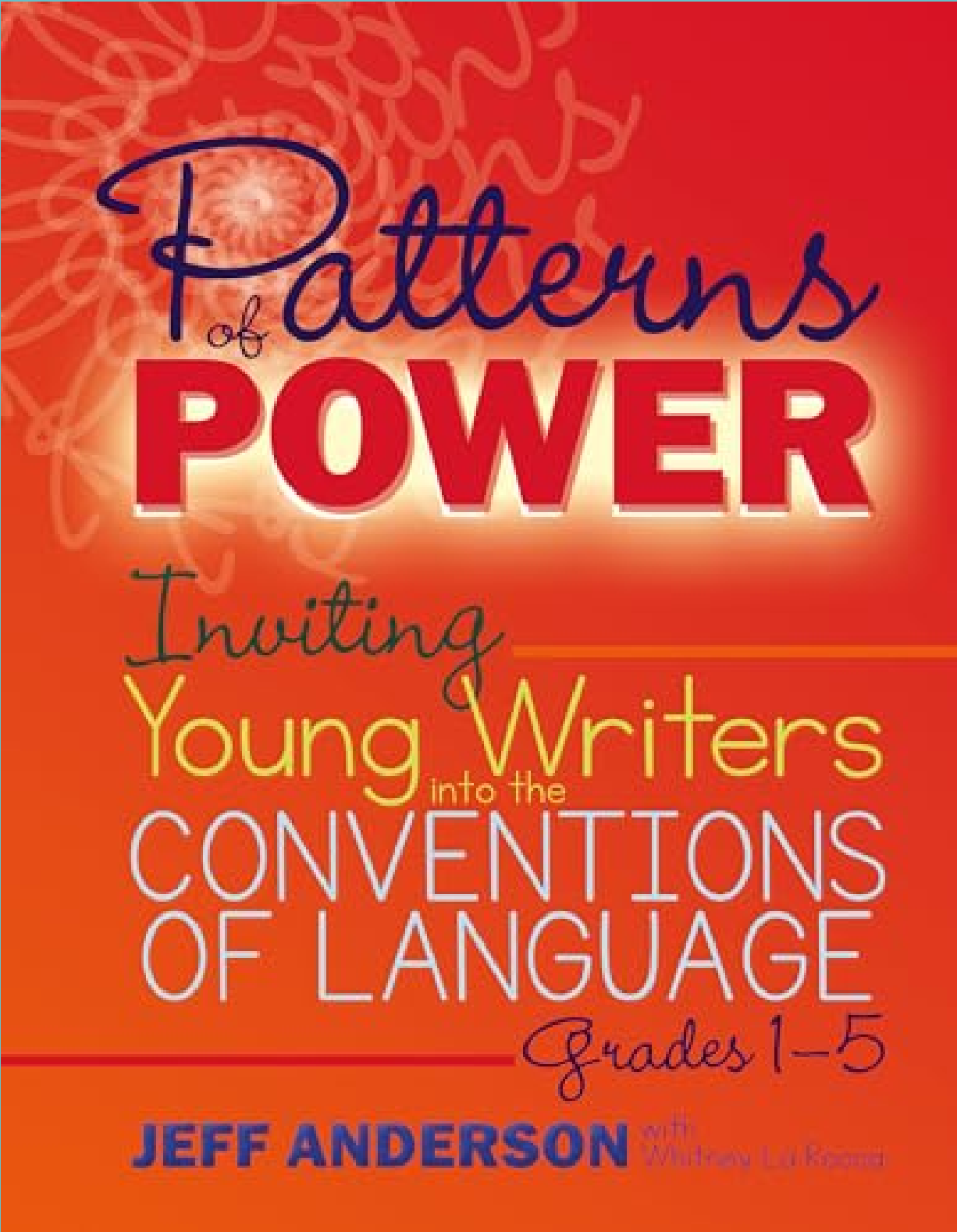
# Snapshot – Grade 3 English Language Arts and Reading

| Writing                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Composition: listening, speaking, reading, writing, and thinking using multiple texts                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Application                                                                                                                                                                 | Tools to Know (Writing Process) ⓘ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                             | 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                             | 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"><li>(i) organizing with purposeful structure, including an introduction and a conclusion (R)</li><li>(ii) developing an engaging idea with relevant details (R)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R) | 3.11(D) edit drafts using standard English conventions, including: (S) <ul style="list-style-type: none"><li>(i) complete simple and compound sentences with subject-verb agreement (R)</li><li>(ii) past, present, and future verb tense (R)</li><li>(iii) singular, plural, common, and proper nouns (S)</li><li>(iv) adjectives, including their comparative and superlative forms (S)</li><li>(v) adverbs that convey time and adverbs that convey manner (S)</li><li>(vi) prepositions and prepositional phrases (S)</li><li>(vii) pronouns, including subjective, objective, and possessive cases (S)</li><li>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences (S)</li><li>(ix) capitalization of official titles of people, holidays, and geographical names and places (S)</li><li>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (S)</li><li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words (R)</li></ul> |
| 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft (R)                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.12(D) compose correspondence such as thank you notes or letters                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                             | 3.11(E) publish written work for appropriate audiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                             | 3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Invitational Process

- Invitation to **NOTICE**  
A sentence from literature is displayed to model a pattern of power. Discussion begins with the question, "What do you notice?"
- Invitation to **COMPARE AND CONTRAST**  
An imitation is studied as it sits below the original. Discussion begins with the question, "How are they alike and different?"
- Invitation to **IMITATE**  
Using the sentences they've been studying for inspiration, writers "try out" the pattern of power through shared, interactive, or paired writing. When appropriate students try on their own to use the pattern.
- Invitation to **CELEBRATE**  
Young writers share their work with an appreciative audience.
- Invitation to **APPLY**  
The pattern is used to respond, revise, or used in some other purposeful way.
- Invitation to **EDIT**  
Students study four versions of the original sentence, including three variations to illuminate how small changes affect meaning.



### 2020–2026: The Modern Frontier

#### Grammar for Comprehension

**Grammar for Comprehension**

Students combine sentences and analyze mechanics to unlock the meaning of difficult texts.

#### Multimodal & AI Literacy

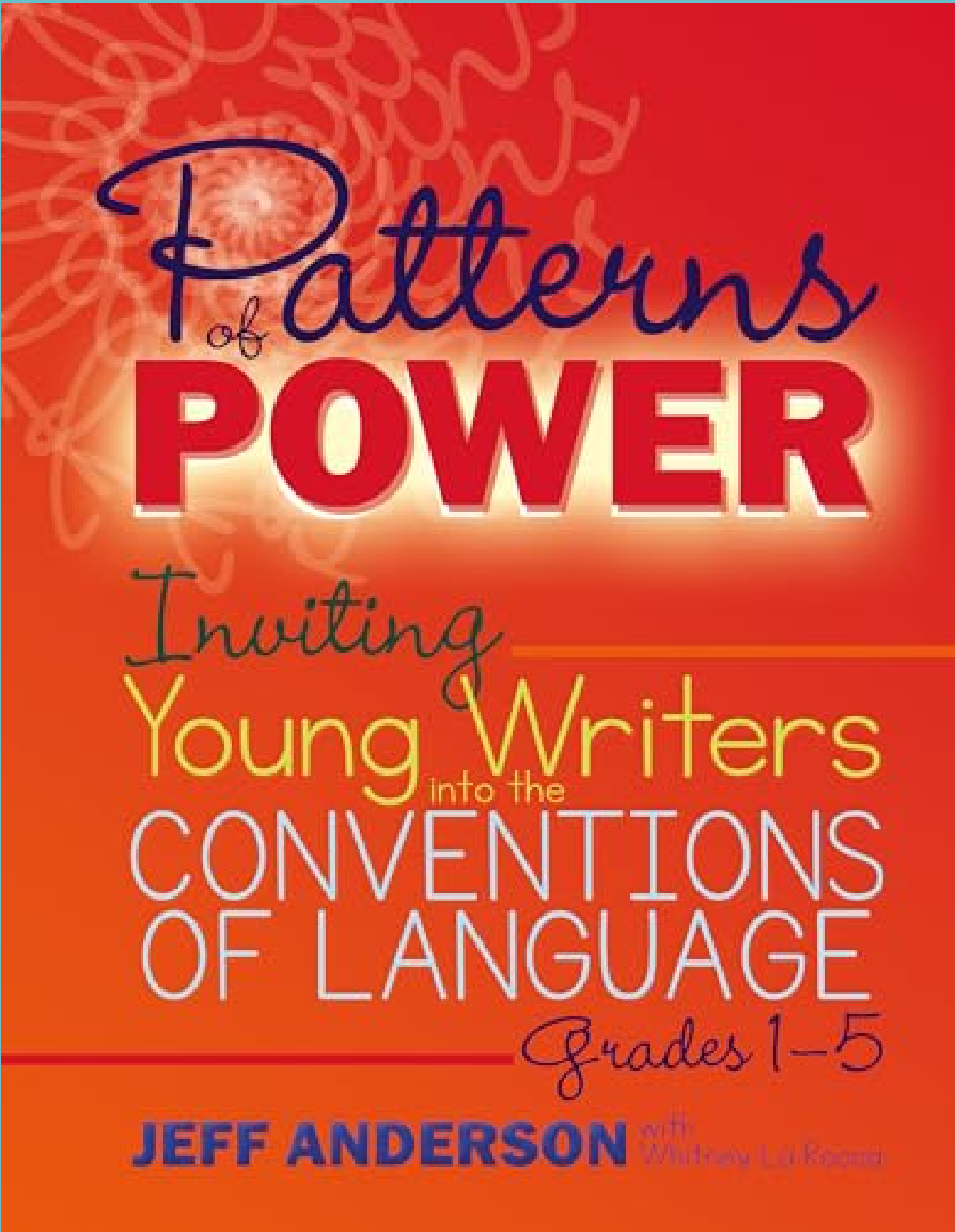
**Multimodal & AI Literacy**

Learning to use AI tools responsibly while adapting tone for emails and blogs.

#### The Science of Reading Shift

**The Science of Reading Shift**

Renewed focus on sentence-level mechanics as a foundational pillar for reading success.



## 10.9

## Wait for It . . . Ellipses to Indicate a Pause or Break

**Standard**

Use an ellipsis to indicate a pause or break.

**Focus Phrase**

“I use an ellipsis to make the reader pause.”

**Invitation to Notice**

Suddenly the food stopped flying, the glares ceased, and the beatings miraculously stopped. What filled the void was . . . well . . . a void.  
—Neal Shusterman, *Scythe*

**Power Note**

*Writers have many choices to punctuate a pause. In the Neal Shusterman model, commas prompt the reader that a short pause is needed to separate ideas. In the second sentence, the ellipsis is used to show a longer pause, really slowing the reader down, showing a lack of certainty.*

**Invitation to Compare  
and Contrast**

Suddenly the food stopped flying, the glares ceased, and the beatings miraculously stopped. What filled the void was . . . well . . . a void.

The floor was mopped, the dishes were put away, and the countertops gleamed in the sunlight. What was left on the chore list was . . . nothing.

# 02 GRAMMAR PROMISES

What are they?

What do you notice?

How could you or have you used these?

2nd Grade Quarter 1 Grammar Promises

Usage

- ☐ I use nouns to show a picture of people, places, and things.
- ☐ I use plural nouns to show more than one person, place, or thing.
- ☐ I use verbs to show action and time.
- ☐ I use verbs to show time: past, present, and future.

3rd Grade - Quarter 1 Grammar Promises

Capitalization

- ☐ I capitalize proper nouns to show the names of people, places, and things.
- ☐ I capitalize titles.

Usage

- ☐ I use nouns to show a picture of people, places, and things.
- ☐ I use plural nouns to show more than one person, place, or thing.
- ☐ I use apostrophes to show either ownership or contractions.
- ☐ I use verbs to show time: past, present, and future.

Spelling

- ☐ I can spell words with blends. (-bl, gr, str, tw, nd, sp, mp, rk)
- ☐ I can spell words with digraphs. (ch, ph, sh, th, wh)
- ☐ I can spell words with vowel teams. (oo, ou, ui, u, ew, ue, oa, oe)
- ☐ I can spell words with diphthongs. (aw, au, ew, oo, oi, oy, ow, ou)
- ☐ I can spell multisyllabic words with closed syllables.
- ☐ I can spell multisyllabic words with open syllables.
- ☐ I can spell multisyllabic words with VCE syllables.

4th Grade - Quarter 1 Grammar Promises

Capitalization

- ☐ I capitalize proper nouns to show the names of people, places, and things.
- ☐ I honor nationalities and languages by capitalizing them.

Usage

- ☐ I use nouns to show a picture of people, places, and things.
- ☐ I use plural nouns to show more than one person, place, or thing.
- ☐ I use verbs to show action and time.
- ☐ I use verbs to show time: past, present, and future.

5th Grade - Quarter 1 Grammar Promises

Capitalization

- ☐ I capitalize **proper nouns** to show the names of people, places, and things.
- ☐ I use **capital letters** when using abbreviations, initials, acronyms, and naming organizations.

Usage

- ☐ I use **plural nouns** to show more than one person, place, or thing.
- ☐ I use **pronouns** to substitute for nouns.

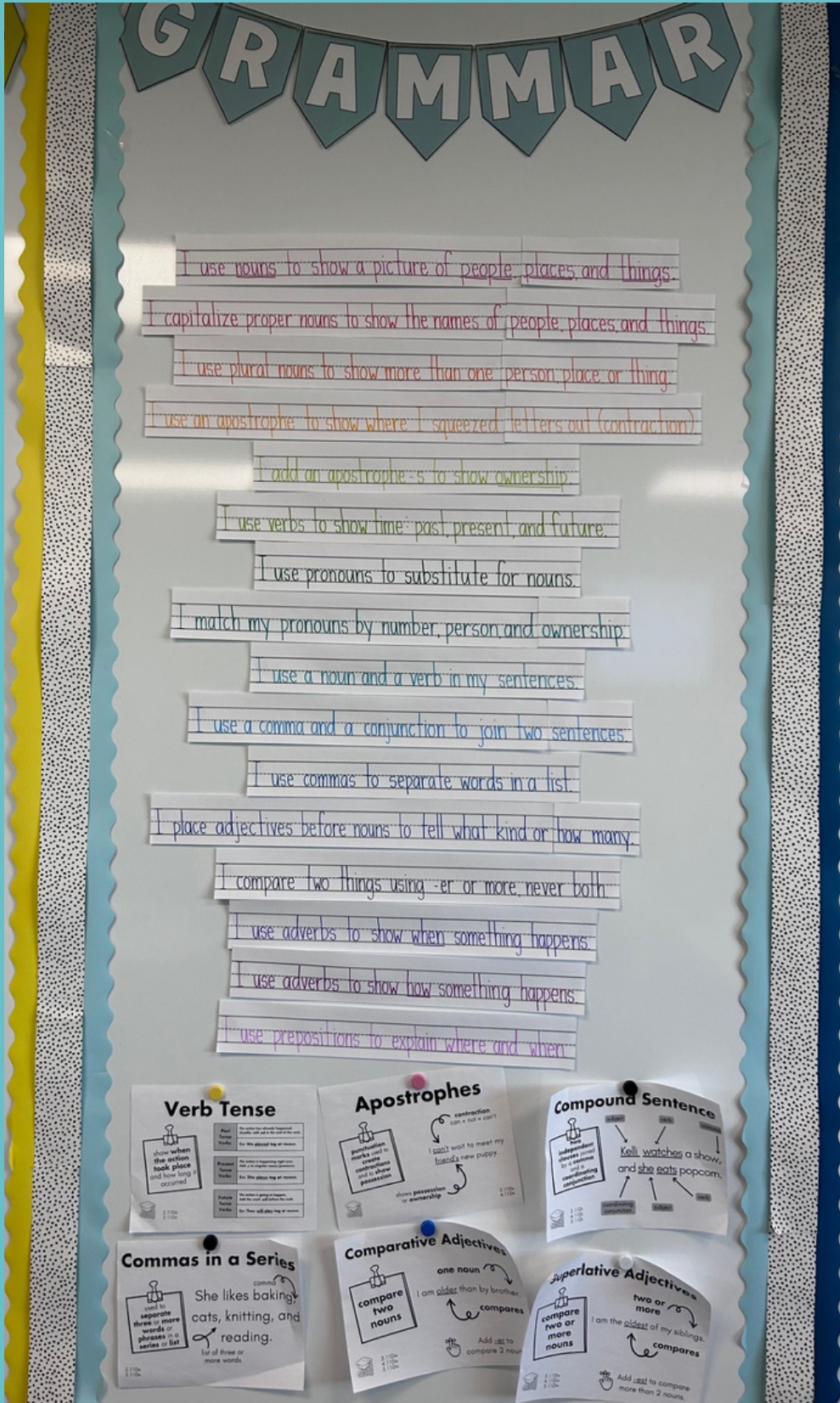
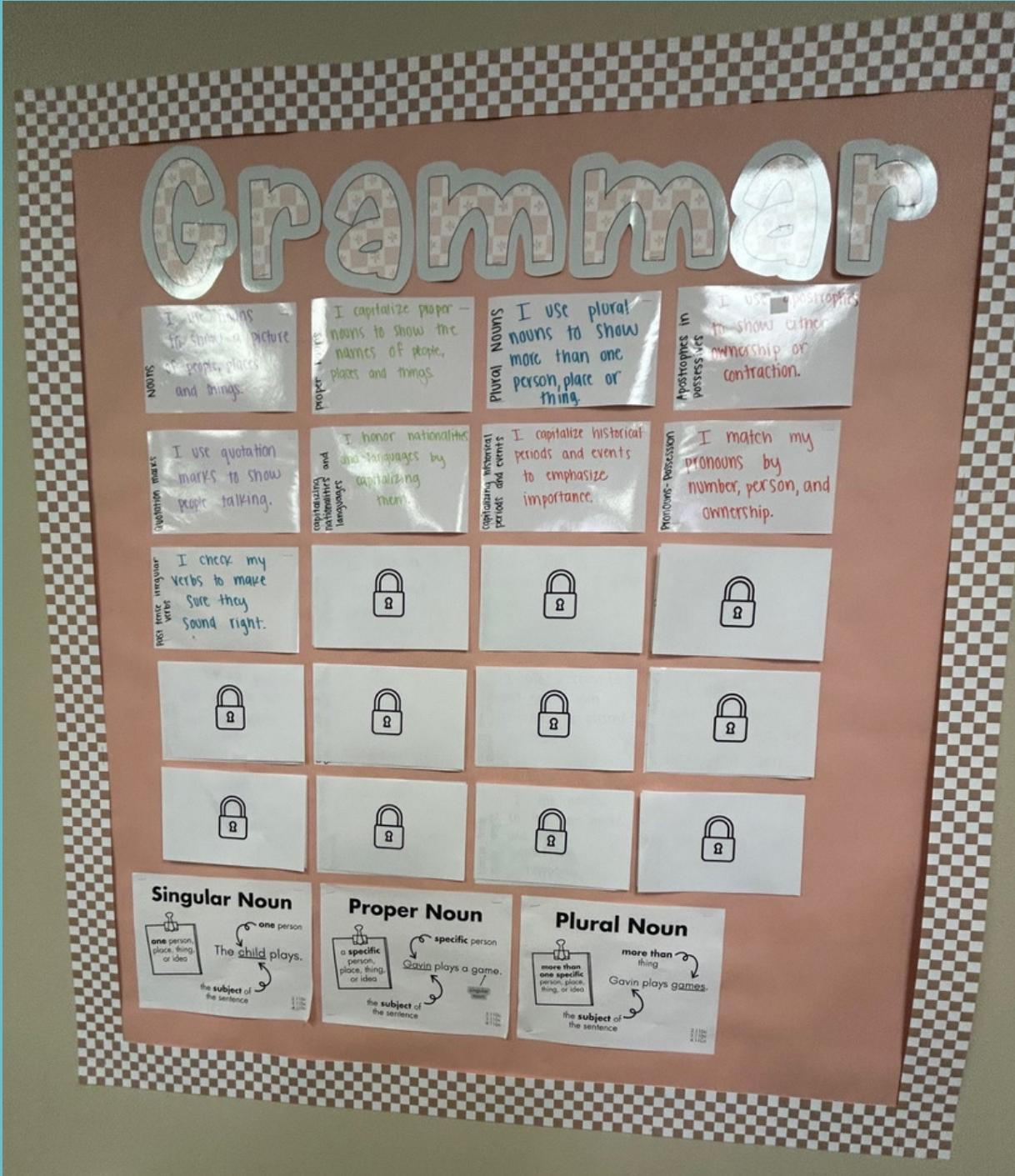
Punctuation

- ☐ I open and close words spoken aloud with **quotation marks**.

Spelling

- ☐ I spell multisyllabic words with knowledge of **open** and **closed syllables**.

# 02 GRAMMAR PROMISES



What is powerful about displaying conventions in this way?

# Active Synthesis: Why Use Whole Brain Teaching?

## PHASE 1: FROM PASSIVE TO ACTIVE ENGAGEMENT

### ACTIVATE MULTI-SENSORY LEARNING



Turn passive listening into a hands-on, multi-sensory experience for every student.



### ACHIEVE 100% STUDENT ENGAGEMENT



Ensure every learner is fully involved and participating in the lesson.

## PHASE 2: DEEPENING COGNITIVE RETENTION

### MASTER DEEPER UNDERSTANDING



Move beyond surface-level facts to a profound grasp of the topic.



### BUILD LONG-TERM MEMORY



Shift material from immediate recognition to permanent, long-term recall.



## PUNCTUATION

CAPITAL



PERIOD

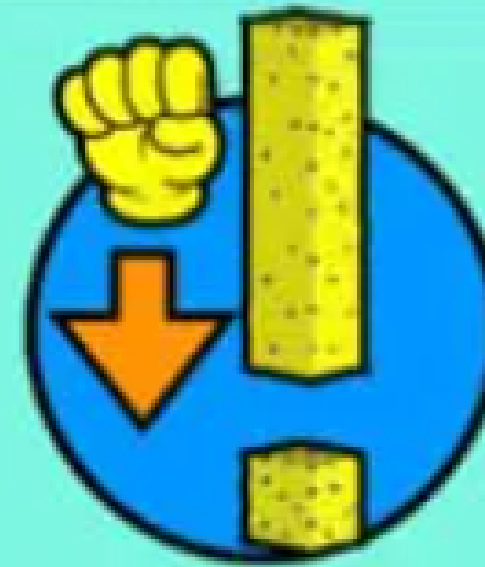


QUESTION



MARK

EXCLAMATION



MARK

COMMA



## GRAMMAR

BIG

NAME



PROPER NOUN



ADJECTIVE

IN  
ON  
UNDER  
OVER

PREPOSITION

BEFORE  
DURING  
WHILE  
AFTER

ACTIVE VERB

## 02 GRAMMAR PROMISES

### 4th Grade - Quarter 1 Grammar Promises

#### Capitalization

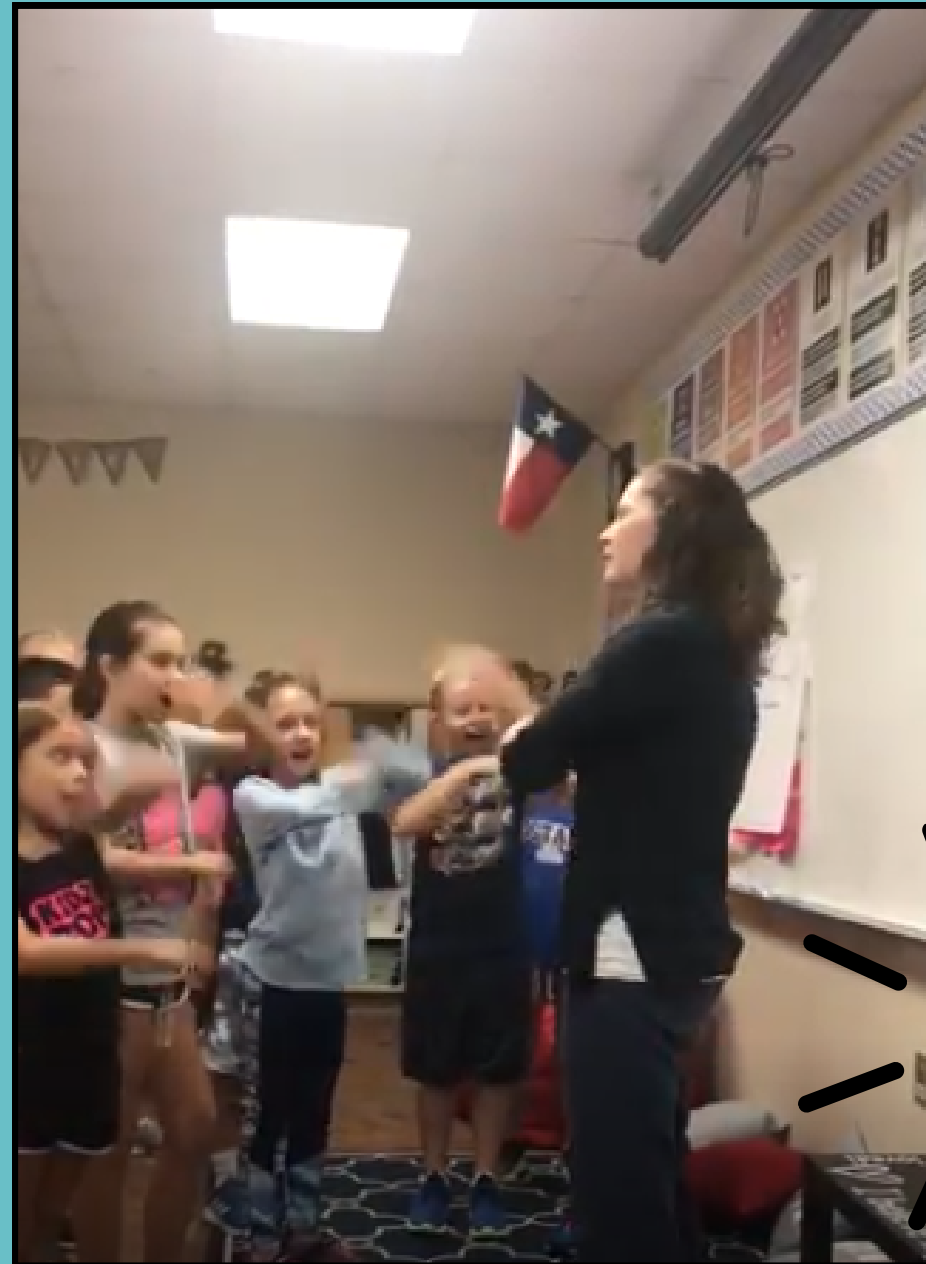
- ☐ I capitalize proper nouns to show the names of people, places, and things.
- ☐ I honor nationalities and languages by capitalizing them.

#### Usage

- ☐ I use nouns to show a picture of people, places, and things.
- ☐ I use plural nouns to show more than one person, place, or thing.
- ☐ I use apostrophes to show either ownership or contractions.
- ☐ I use quotation marks to show people talking.

#### Spelling

- ☐ I spell multisyllabic words with knowledge of open and closed syllables.
- ☐ I spell words with advanced consonant patterns.
- ☐ I can spell multisyllabic words with VCe syllables.



Make it  
**ACTIVE +**  
engage  
brains!



## Invitational Process

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A sentence from literature is displayed to model a pattern of power. Discussion begins with the question, "What do you notice?"

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Young writers share their work with an appreciative audience.

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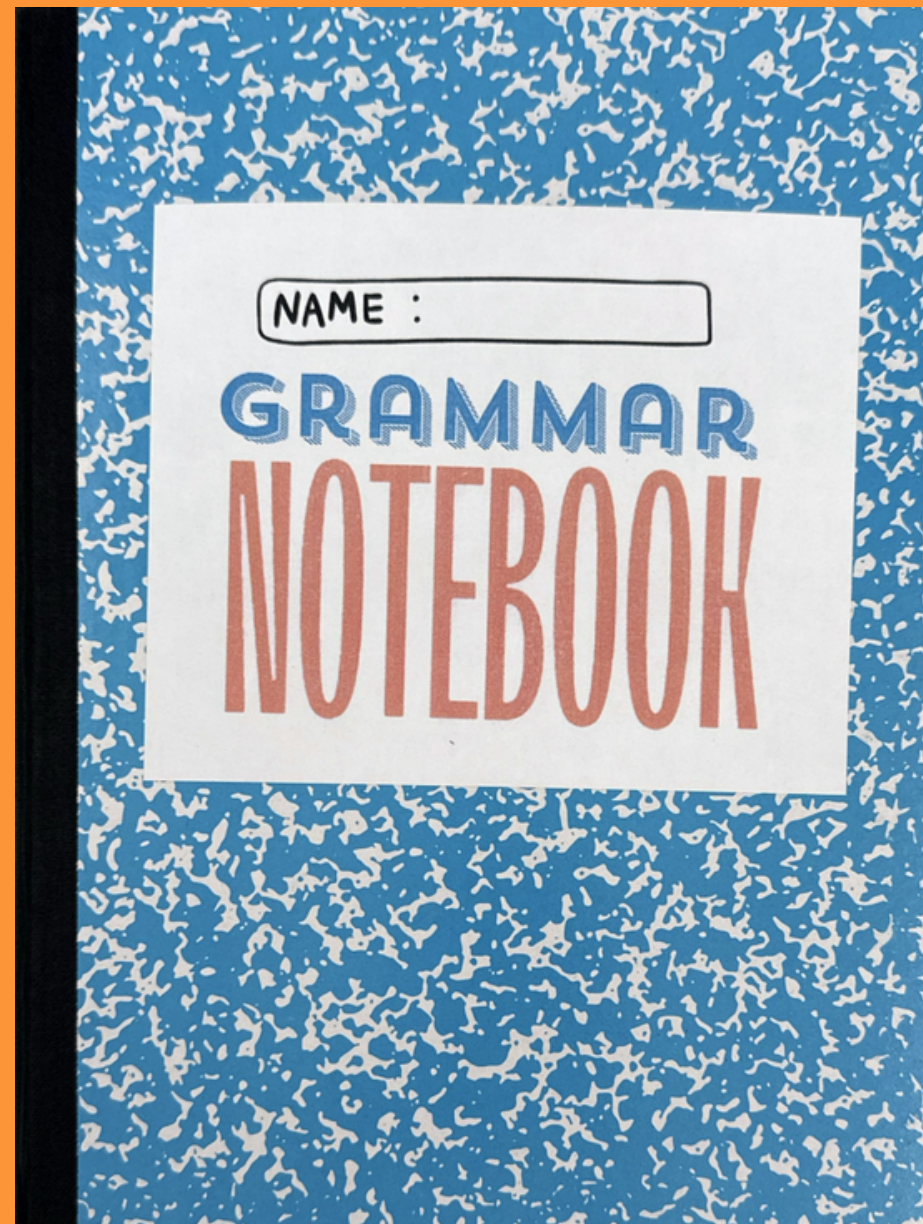
The pattern is used to respond, revise, or used in some other purposeful way.

- Invitation to **EDIT**

Students study four versions of the original sentence, including three variations to illuminate how small changes affect meaning.

## 03 PRACTICAL PRACTICE

Find examples in books and take note.



| Table of Contents             |      |
|-------------------------------|------|
| Notes                         | Page |
| Common + Singular Nouns       | 1    |
| Proper Nouns + Capitalization | 2-3  |
| Plural Nouns                  | 4    |
| Action verbs + Tenses         | 5-6  |
| Letter Openings               | 7    |
| Apostrophies in Contractions  | 8    |
| and Punctuation               | 9    |
| Subject Verb Agreement        | 10   |
| Commas in Dates               | 11   |
| Coordinating conjunctions     | 12   |
| Relative clauses              | 13   |

### Commas in a Series

(20)



2.11Dx  
3.11Dx

She likes baking,  
cats, knitting, and  
reading.

comma

list of three or more words

BOOK:

Example:

MTH: Lions at  
Lunchtime

And there it was:  
a little gray bird,  
a beehive, and a  
painted warrior  
with a spear.

Flat Stanley

Stanley was four  
feet tall, about a  
foot wide, and a  
half an inch thick.

Find examples in books and take note.

### Commas in a Series

used to separate three or more words or phrases in a series or list

She likes baking,<sup>comma</sup> cats, knitting, and reading.  
 ↗  
 list of three or more words

2.11Dx  
3.11Dx

Book:

the way  
the crayons  
the home

Example:

I've been through  
China, Canada, and  
France

### Commas in a Series

used to separate three or more words or phrases in a series or list

She likes baking,<sup>comma</sup> cats, knitting, and reading.  
 ↗  
 list of three or more words

2.11Dx  
3.11Dx

Book:

Descender, Elephant  
and Piggie

Example

Five wore a  
battered blue  
leather jacket, a  
graffitied shirt,  
and a necklace,  
with a red gem.

## 03 PRACTICAL PRACTICE

# Find and highlight examples in your own writing.

Amelia Earhart

Written By: Oliver Basham

Amelia Earhart was an important historical figure because her actions inspired other women to follow their dreams. She broke the women's altitude record by flying to 14,000 feet. This is important because she wasn't afraid to break down barriers.

Amelia Earhart was very adventurous. She broke the woman's altitude record by flying to 14,000 feet. I scooped this information from the timeline in doc a. She was very hardworking. This makes me proud of her as a woman and the historical figure that she was.

Amelia was super courageous. This is important because she wasn't afraid to break down barriers. I picked up this information from doc a. For example, she flew by herself across the Atlantic ocean. She convinces me to be a leader. She convinced me to be a leader because she was willing to work as a teacher, nurse, photographer, secretary, social worker, and a truck driver.

In conclusion Amelia was very fearless, courageous, brave, and a leader. Amelia had to put up with difficult conditions on her many flights such as, her wings were covered in ice, and the altimeter stopped working but she landed safely in Ireland. She was willing to do anything!

Amelia Earhart

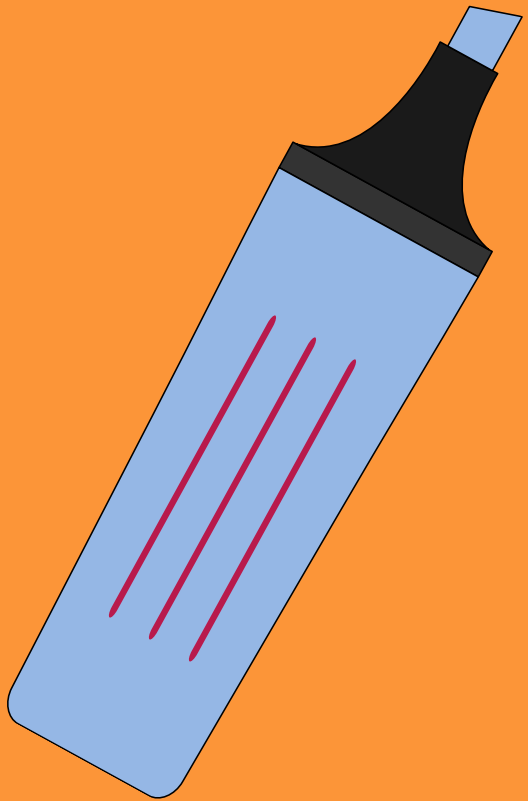
Written By:  
Davis Dodd

Amelia Earhart was an important historical figure because she was the 16th woman to earn a pilots licence. She was important because she was the first woman to begin the attempt to fly around the world. This was important because she broke down barriers, and her actions inspired women to follow their dreams.

Amelia Earhart was very fearless. She was the first woman to begin the attempt to fly around the world. I picked up this information from the timeline on Document A. Amelia Earhart was also very brave. She was a great leader and has inspired me to be a leader too.

Amelia was very courageous. From Document A it said that this was important because she broke down barriers, and her actions inspired women to follow their dreams. For example she flew to 14,000 feet, and she was the 16th woman to earn a pilot's licence. Amelia Earhart was also a leader. But she wasn't just a leader, she is someone that women look up to for now and forever.

Amelia Earhart's achievements prove that she was determined, confident, and adventurous. But on June 1st 1937 on her trip around the world, she disappeared. This was sad but we still remember Amelia Earhart today, and always.



## 03 PRACTICAL PRACTICE

## Try It Out!

Name Pokémon trainer stella Date \_\_\_\_\_

Pokémon trainer award

The Official  
Pokémon Handbook  
is the best book  
a Pokémon trainer  
can have!

If you want to be  
a Pokémon trainer,  
you have to get it!

It's like a pokédex, only better.

1. 152 Pokémon!
2. a poster featuring all 152!
3. pages about great trainers like Ash
4. pages about the gym leaders and Elite Four.
5. pages about professor Oak, Nurse Joy, officer Jenny, and even Team Rocket!
6. FAQ's and 10 tips for raising a great team!

Name Pokémon trainer stella Date \_\_\_\_\_

I'll let YOU  
decide which  
Pokémon is the  
best, but let me  
list some of the  
most famous!

1. Pikachu
2. Snorlax
3. Bulbasaur
4. Gengar
5. Squirtle

The Handbook also  
includes 2 new Pokémon:

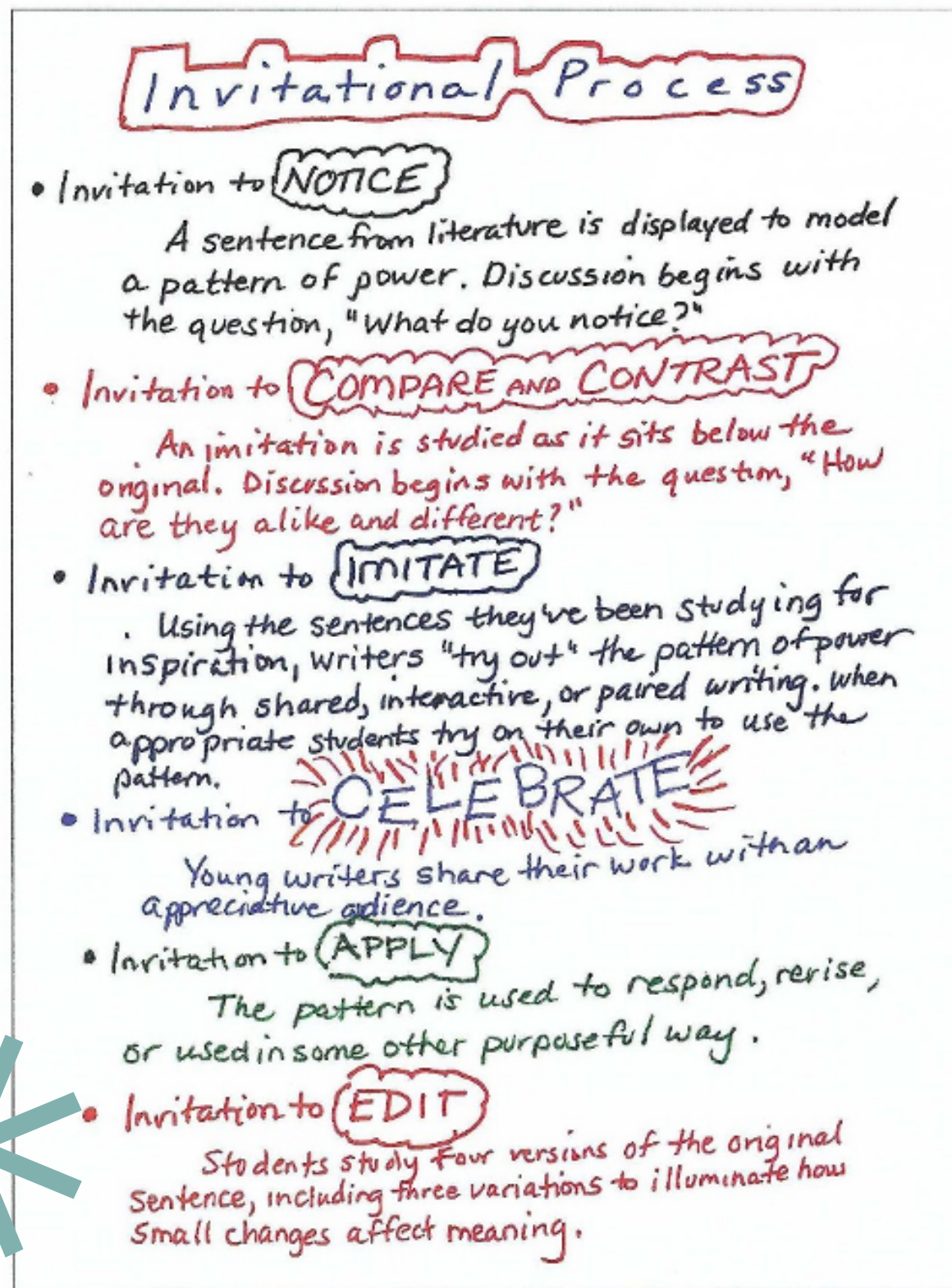
1. Mew
2. Togepi

plus, there's a long note from  
Professor Oak, and a map  
of the Kanto region!

And that's why I give it to the Pokémon trainer award.

Are there other  
places in this  
piece where you  
could have used  
commas in a  
series?

## 03 PRACTICAL PRACTICE



**Invitational Process**

- Invitation to **NOTICE**  
A sentence from literature is displayed to model a pattern of power. Discussion begins with the question, "What do you notice?"
- Invitation to **COMPARE AND CONTRAST**  
An imitation is studied as it sits below the original. Discussion begins with the question, "How are they alike and different?"
- Invitation to **IMITATE**  
Using the sentences they've been studying for inspiration, writers "try out" the pattern of power through shared, interactive, or paired writing. When appropriate students try on their own to use the pattern.
- Invitation to **CELEBRATE**  
Young writers share their work with an appreciative audience.
- Invitation to **APPLY**  
The pattern is used to respond, revise, or used in some other purposeful way.
- Invitation to **EDIT**  
Students study four versions of the original sentence, including three variations to illuminate how small changes affect meaning.

What changed? What is the effect of the change?

Mentor Sentence: The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

A. The Little Red Pen began to roll...right to the edge of the desk.

B. The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l right to the edge of the desk.

C. The Little Red Pen begins to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

03 PRACTICAL PRACTICE



Each One Teach One

**Purpose**  
Students collaborate to coach each other about complex words, visuals, problems, questions, texts, or assessment items.

**Materials**

- Each One Teach One handout (4 assessment questions, each on a different color paper)
- Each One Teach One assessment questions template (English/Spanish)

**Instructions**

- Organize students into groups of 4. This is their home group.
- Assign each student a different word, visual, problem, Think It Up question, text excerpt, or assessment question.
- Students get up and find others with the same topics/tasks. They huddle together to think, talk, and prepare to teach their topic/task by answering questions such as:
  - Topic/Words: How can we summarize and teach this?
  - Visual: If the visual could talk, what would it tell us?
  - Practice Problem: What is it about? How can we solve it?
  - Think It Up: How can we explain and justify our answer?
  - Text: How can we summarize the most important parts?
  - Test Item: How can we justify the correct answer?
- Students return to their home group of 4.
- Each one teaches one about their assigned topic or task.
- Repeat steps 3-4 until each student has taught the assigned 4 topics or tasks.
- Observe students' thinking and clarify/verify as appropriate.
- Students summarize what they learned and note how to avoid mistakes about these topics/tasks in the future.

**Classroom Management**

- Role-play how to huddle with like groups and how to return to home groups to teach the assigned topic.

**Differentiation**

- Promote access by previewing and summarizing the 4 topics.
- Promote access to text by providing auditory, summarized, or electronic text and/or offering text in manageable chunks.
- Promote access by partnering with a supportive peer for read-alouds, allowing text-to-speech supports, or allowing visually supported text.
- Provide response support by allowing students to use audio/video support to record their teaching points and/or allowing speech-to-text or word prediction supports.

**Think It Up!**

- Have students think more deeply about the concept by responding to a Think It Up prompt as an exit ticket or journal entry:
  - What **generalization** can you make about all 4 questions or concepts?
- Encourage students to use lead4ward's Thinking Stems (English/Spanish) to frame their responses, if needed.

What changed? What is the effect of the change?

Mentor Sentence: The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

A. The Little Red Pen began to roll...right to the edge of the desk.

B. The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l right to the edge of the desk.

C. The Little Red Pen begins to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

03 PRACTICAL PRACTICE

instructional

strategies playlist

EXTENDING THINKING

Three's a Crowd

Purpose

Students analyze three different visuals, determine which one does not fit, and then create a connected word or visual to complete the **Three's a Crowd** organizer.

Materials

- Three's a Crowd handout (triangle with a visual at each point)
- Three's a Crowd template ([English/Spanish](#))
- Scissors
- Blank paper
- Tape
- 3D physical models, optional

Instructions

- Provide each student with a triangle and a different visual at each of the 3 points (using the handout or a 3D model).
- Organize students into groups of 3.
- Each student describes the importance of one of the visuals. "If this visual could talk, it would tell us \_\_\_\_\_."
- After each visual has been reviewed, students discuss which visual is not a "fit" with the other two and cover that visual with a sticky note (or remove the 3D visual that does not fit).
- Students sketch another visual in place of the misfit (or create another 3D model) to complete the triangle so that all 3 points are connected.
- Students write a phrase explaining how all the visuals/words are connected in the center of the triangle.
- Challenge Extension: Students take the discarded visual and create a new triangle with 3 connected visuals or words. They pass the triangle to another group who must write the connection statement in the center of the new **Three's a Crowd** triangle.
- Observe the connections students are making and clarify/verify as appropriate.

⚙️ Classroom Management

- Rehearse the strategy with simple visuals (candy, soft drinks, etc.) before using it with academic content.

🧑‍🎓 Differentiation

- Promote access by allowing students to preview the words/visuals with a supportive peer, allowing use of notes/journals, and/or providing access to digital visuals.

💬 Think It Up!

- Have students think more deeply about the concept by responding to a [Think It Up](#) prompt as an exit ticket or journal entry:
  - Make an inference about how these visuals could be used in an assessment question.
  - Write a paragraph explaining the connection among the visuals.
- Encourage students to use lead4ward's Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.

What changed? What is the effect of the change?

Mentor Sentence: The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

A. The Little Red Pen began to roll...right to the edge of the desk.

B. The Little Red Pen began to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l right to the edge of the desk.

C. The Little Red Pen begins to r-r-r-r-r-r-r-o-l-l-l-l-l-l-l-l...right to the edge of the desk.

# Tic Tac Tally

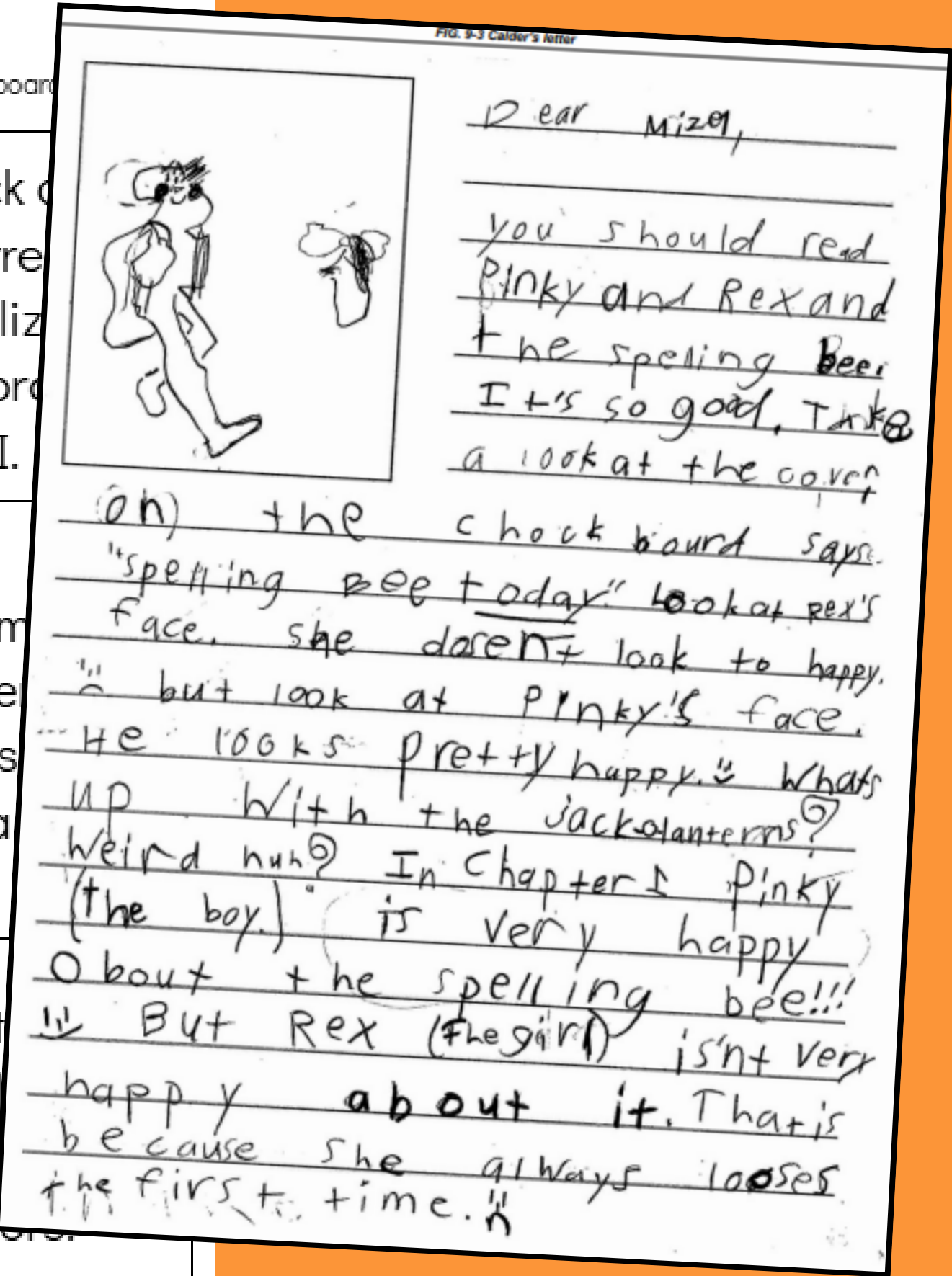
Choose three editing tasks in a row, column, or diagonally to win the game board below.

|                                                            |                                                                               |                                                                 |
|------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Find and correct 2 misspelled words.                       | Locate and fix 2 punctuation errors (periods and question marks).             | Check and correct capitalization of the pronoun I.              |
| Check that commas are used when listing items in a series. | Verify that the verb tense (past, present, future) is correct in 3 sentences. | <div>Determine if each sentence has a subject and a verb.</div> |
| Adjust a punctuation error (comma usage).                  | Find where I have combined two sentences with a comma and an 'and.'           | Locate and edit 2 capitalization errors.                        |

# Tic Tac Tally

Choose three editing tasks in a row, column, or diagonally to win the game board.

|                                                            |                                                                               |                                                           |
|------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------|
| Find and correct 2 misspelled words.                       | Locate and fix 2 punctuation errors (periods and question marks).             | Check and correct capitalization of the proper nouns.     |
| Check that commas are used when listing items in a series. | Verify that the verb tense (past, present, future) is correct in 3 sentences. | Determine if each sentence has a subject and a predicate. |
| Adjust a punctuation error (comma usage).                  | Find where I have combined two sentences with a comma and an 'and.'           | Locate and correct punctuation errors.                    |



## 03 PRACTICAL PRACTICE

# Good afternoon, Melissa

### Capitalization

- ☐ I capitalize proper nouns to show the names of people, places, and things.
- ☐ I capitalize the first letter of periods and events to emphasize the importance.
- ☐ I honor nationalities and languages by capitalizing them.

### Usage

- ☐ I use nouns to show a picture of people, places, and things.
- ☐ I use plural nouns to show more than one person, place, or thing.
- ☐ I use apostrophes to show either ownership or contractions.
- ☐ I use quotation marks to show people talking.

### Spelling

Hi Claude. I need a short paragraph for 4th graders with a sports theme. It can be fiction or non-fiction. The sentences in the paragraph need to be numbered like this (1), (2), etc. A few sentences need to have grammatical errors in them so that students can identify the needed changes from multiple choice questions. The grammatical errors need to come from the attached image of 4th grade grammar promises. Can you write 2-3 multiple choice questions with answers asking about the changes needed in the sentences using STAAR formatting? One of the questions can have the answer of "no change is needed."



Sonnet 4.6 ▾



## 03 PRACTICAL PRACTICE

Liam is writing a story about his little sister's recent soccer game. Read this paragraph from Liam's writing and look for corrections he needs to make. Then answer the questions that follow.

(1) Last Saturday, the Wildcats played in their biggest soccer game of the season. (2) The team had practiced all week, learning new plays and building their teamwork. (3) In the second half, Maya kicked the ball with all her strength, and it soared into the net. (4) The crowd went wild, cheering for the Wildcats' incredible victory. (5) After the game, Coach Rivera said, Wildcats, you showed heart out there today.” (6) Every player felt proud knowing their hard work had paid off.

(5) After the game, Coach Rivera said, Wildcats, you showed heart out there today.”

What change, if any, should be made to sentence 5?

- A) Change **Coach** to **coach**
- B) Insert quotation marks before **Wildcats**
- C) Change **showed** to **shows**
- D) Remove the comma after **said**

# EDITING THREE READS

1

## Read for Context

- What is happening in the sentence?

2

## Read for Information

- What do you notice about the way the author wrote the sentence?

3

## Read for the Question

- What is the effect of the changes in each answer?
- Which one is correct?

# 1

## Read for Context

- What is happening in the sentence?

Liam is writing a story about his little sister. Read this paragraph from Liam's writing and identify the context clues he needs to make. Then answer the questions that follow.

(1) Last Saturday, the Wildcats played in their biggest soccer game of the season. (2) The team had practiced all week, learning new plays and building their teamwork. (3) In the second half, Maya kicked the ball with all her strength, and it soared into the net. (4) The crowd went wild, cheering for the Wildcats' incredible victory. (5) After the game, Coach Rivera said, "Wildcats, you showed heart out there today." (6) Every player felt proud knowing their hard work had paid off.

## 2

## Read for Information

- What do you notice about the way the author wrote the sentence?

Liam is writing a story about his little sister. Read this paragraph from Liam's writing and look for corrections he needs to make. Then answer the questions that follow.

(1) Last Saturday, the Wildcats played in their biggest soccer game of the season. (2) The team had practiced all week, learning new plays and building their teamwork. (3) In the second half, Maya kicked the ball with all her strength, and it soared into the net. (4) The crowd went wild, cheering for the Wildcats' incredible victory. (5) After the game, Coach Rivera said, "Wildcats, you showed heart out there today." (6) Every player felt proud knowing their hard work had paid off.

# 3

## Read for the Question

- What is the effect of the changes in each answer?
- Which one is correct?

(5) After the game, Coach Rivera said, Wildcats, you showed heart out there today.”

What change, if any, should be made to sentence 5?

- A) Change **Coach** to **coach**
- B) Insert quotation marks before **Wildcats**
- C) Change **showed** to **shows**
- D) Remove the comma after **said**

## 03 PRACTICAL PRACTICE

### *instructional* strategies playlist EVIDENCE OF LEARNING

#### Mind Bender

##### Purpose

Students collect evidence that misconceptions and false assumptions have been corrected.

##### Materials

- Mind Bender handout (printed or projected)
- Mind Bender template ([English/Spanish](#))
- Notebook paper (if handout is projected)

##### Instructions

1. Project the Mind Bender handout.
2. Students think about how their previous misconceptions have done a “mind bender,” adapting and changing into new, confirmed information.
3. Students use Mind Bender stems to write about what they have learned:
  - I used to think \_\_\_\_\_ but now I know \_\_\_\_\_.
  - I used to be clueless about \_\_\_\_\_ but now I know \_\_\_\_\_.
4. Students get a partner to share/compare and talk about the new ideas they have learned.
5. Evaluate students’ Mind Bender responses, adjust instruction accordingly, and clarify/verify the dispelled misconceptions.

##### Classroom Management

- Model the strategy using a think-aloud.

##### Differentiation

- Promote access by partnering with a supportive peer/adult.
- Promote response support by providing an idea bank/anchor charts/vocabulary journals and allowing students to dictate ideas to a scribe.
- Promote response support by allowing students to develop responses using a speech-to-text or word prediction support with a digital version of the Mind Bender template.

##### Think It Up!

- Have students think more deeply about the concept by responding to a Think It Up prompt as an exit ticket or journal entry:
  - **Create** a visual to teach the new idea you know best. Then teach a peer the concept.
- Encourage students to use lead4ward’s Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.

I used to \_\_\_\_\_  
with grammar,  
but now I might  
try \_\_\_\_\_.



## WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

**<https://tinyurl.com/ENGAGE26FB>**

**SCAN HERE** ➤



# THANK YOU!



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