

GRAMMAR WALL STARTER KIT

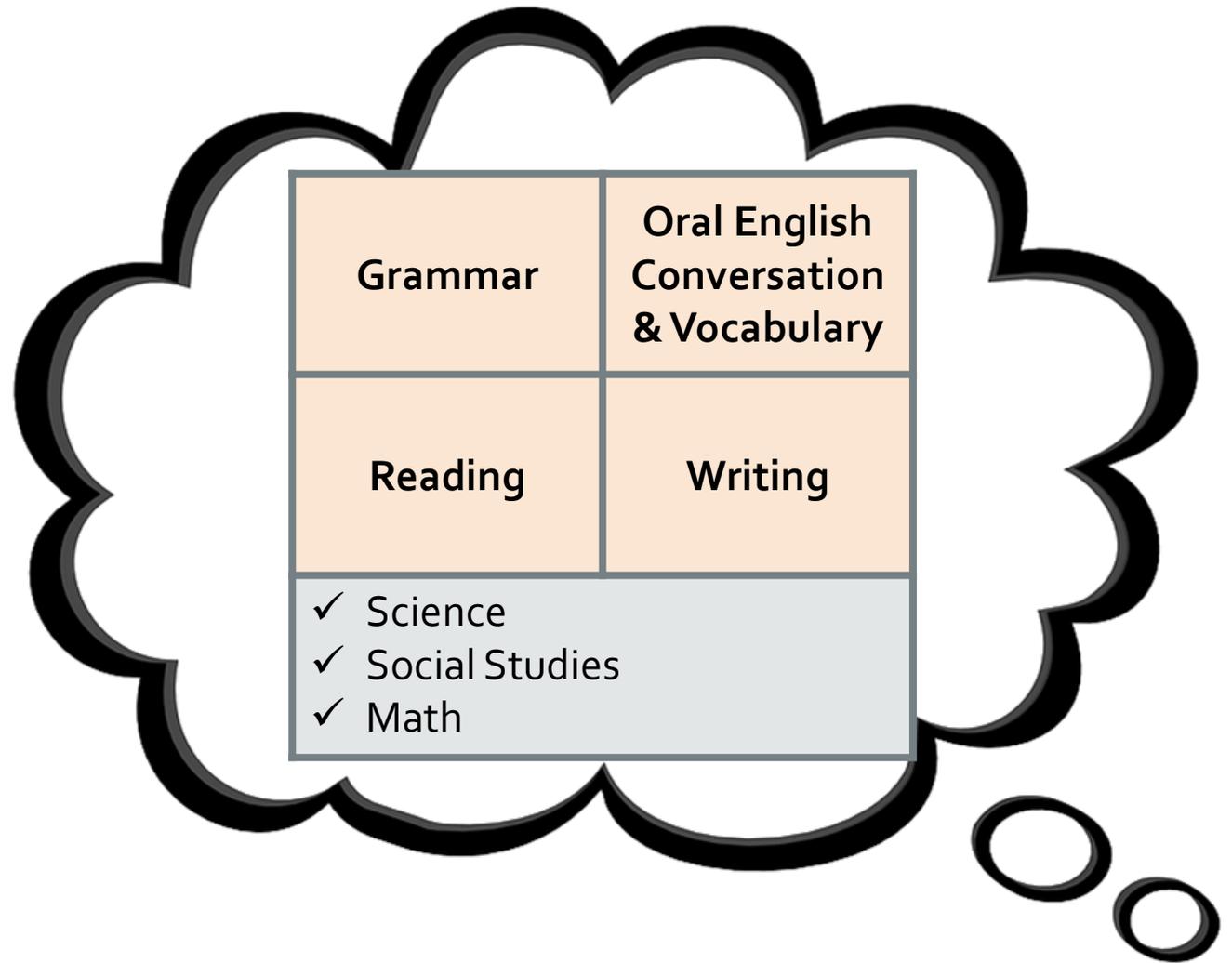
Creating a Grammar Wall



We will use the English Language Proficiency Standards (ELPS) as a guide to build and organize a Grammar Wall.

Grammar Wall

- Words are organized by the 8 parts of speech
- Parts of speech are further divided by sub-categories
- Words should be added or replaced weekly
- Used in daily instruction



English Language Proficiency Standards (ELPS)

Standard English Conventions = Grammar

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

- ✓ Drives instruction of the 60 minute Grammar allocation
- ✓ Guides explicit instruction in English syntax
- ✓ Provides a map for the grammar wall

**Language (L)
Strand**

Organization

Sub-concepts

- Parts of Speech (Categories)
- Phrase & Clause Construction
- Sentence Construction
- Questions

Performance Indicators

- Specific Grammar Skill
- Sequence of Skill Complexity
- Sub-categories within Parts of Speech

		ELL Stage V: Grades 9-12 ← Stage				
		Domain / Strand → Language Strand				
		Standard 1: The student will identify and apply conventions of standard English in his or her communication ← Standard				
		Pre-Emergent ←	Emergent	Low Intermediate	High Intermediate	→
		Proficiency Levels				
		The student will demonstrate knowledge of parts of speech by:				
Standard English Conventions	Nouns (N)	PE-7: N/A Pre-Req: PE-1,2	E-7: N/A Pre-Req: E-1,2,3	B-7: defining and producing responses using a plural possessive noun.	LI-7: using plural possessive nouns.	HI-7: using regular and irregular plural possessive nouns.
		PE-8: N/A	E-8: N/A	B-8: defining gerunds as the present participle form of verb being used as a noun. (e.g., "I like running." "Running is fun.")	LI-8: using gerunds.	HI-8: using gerunds.
	Verbs (V)	PE-1: identifying physical action as verbs with instructional support.	E-1: identifying physical action, mental action, and state of being (i.e., to be) as verbs with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (i.e., to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (i.e., to be) verbs as the base form.	HI-1: defining and classifying physical action, mental action, and state of being (i.e., to be) verbs; explaining the relationship of a verb to the subject.
		Performance Indicators				

Grammar Wall Connections

Sub-concepts

- ✓ Verbs
- ✓ Pronouns

Performance Indicators

- ✓ Verbs
 - Modal Auxiliaries
- ✓ Pronouns
 - Singular Personal Subject Pronouns
 - Plural Personal Subject Pronouns

ELL Stage II: Grades 1-2
Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.						
Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:					
	Verbs (V)	PE-15: N/A Pre-Req: PE-4, 8, 9, 10	E-15: N/A Pre-Req: E-4, 8, 9, 10	B-15: choosing modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-15: producing declarative, negative, and interrogative simple sentences using modal auxiliary verbs (will, can, could, may, might, must) (subject-verb agreement) with instructional support.	HI-15: producing declarative, negative, and interrogative sentences using <u>modal auxiliaries</u> (will, can, could, may, might, must, should, would) with subject-verb agreement.
Pronouns (PRO)	PE-1: repeating personal singular subjective pronoun (I).	E-1: using personal singular subjective pronouns (I, you) with instructional support.	B-1: defining a pronoun and using personal singular subjective pronouns (I, you, he, she, it) with instructional support.	LI-1: using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we).	HI-1: using <u>personal singular subjective pronouns</u> (I, you, he, she, it) and <u>plural subjective pronouns</u> (we, they).	

← Sub-Concept

← Sub-Concept

Adjective

A word that describes a noun to tell:

- what kind
- which one
- how many

Noun

A word that names:

- a person
- a place
- a thing
- an idea

Pronoun

A word that takes the place of a noun

Verb

A word that shows:

- physical action
- mental action
- being or state of being

Adverb

A word that describes a verb, an adverb, or an adjective to tell:

- where
- when
- how

Preposition

A word that describes relationships between other words to tell

- when
- where

Conjunction

A word that is used to join:

- words
- phrases
- clauses

Interjection

A word or phrase that shows strong feels or emotions

Does the word name?

- A person?
- A place?
- A thing?
- An idea?

Noun

Person

teacher

Place

beach

Thing

pencil

Idea

love
hope

Proper

United States

Collective

audience
team

Scaffolding: Providing Additional Sub-categories

Sub-categories help students navigate the grammar wall more efficiently while using words most effectively.

- Additional sub-categories may be needed when introducing a new concept to support lower grade or proficiency levels.

Person

singular plural
teacher teachers

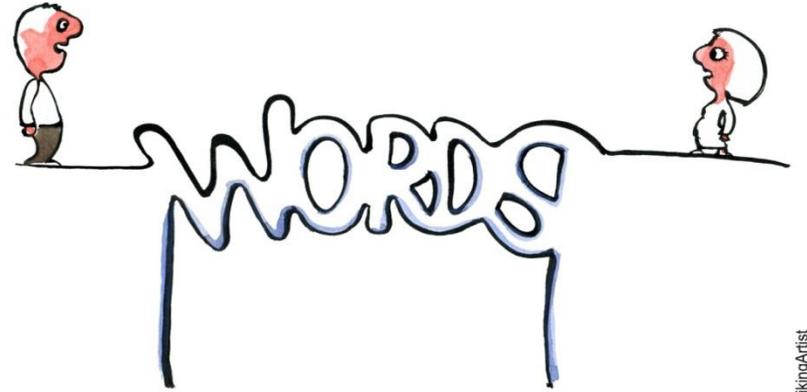
Place

singular plural
beach beaches

Thing

singular plural
pencil pencils

Scaffolding: Choosing Words



HikingArtist

- Select grade level appropriate words that will push spoken and written text
- Include content vocabulary from math, science, and social studies text
- Include words from curriculum, school, or district word lists
- Select words that are exemplary of grammar concepts



Does the word tell you?

- What kind?
- Which one?
- How many?

Adjective

Articles

a
an
the

Which one?

this ____
that ____
these ____
those ____

How many?

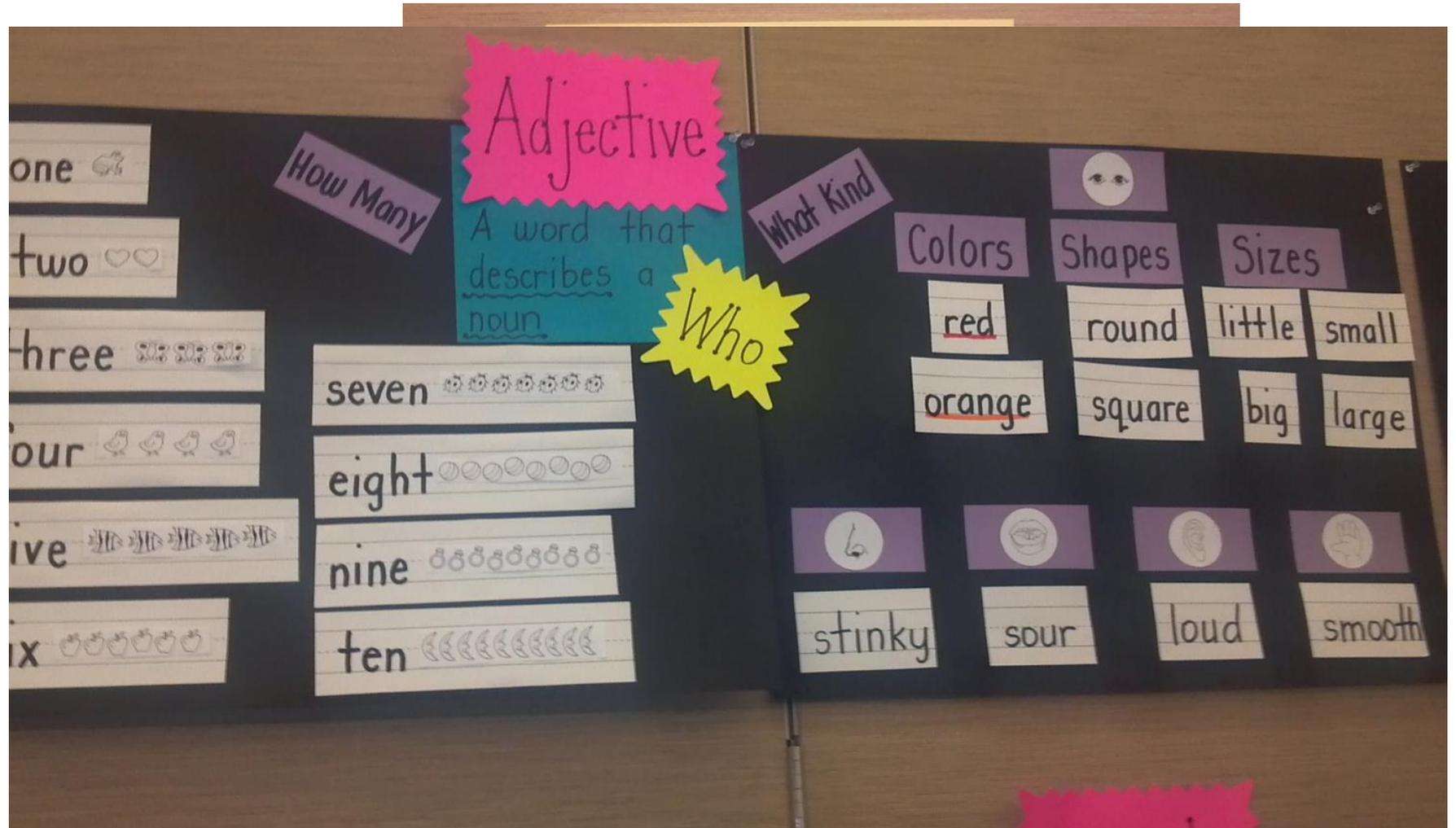
one
two
few
some
many

What kind?

<u>Color</u>	<u>Size</u>
purple	large
<u>Shape</u>	<u>Smell</u>
round	stinky
<u>Sound</u>	<u>Taste</u>
noisy	salty
<u>Feel</u>	
itchy	

Scaffolding: Using Pictures

Pictures help decontextualize grammatical concepts for lower grade or proficiency levels.



Scaffolding: Adding or Replacing Words

Add or replace about 10 words weekly that increase in complexity throughout the school year.

Add

- ✓ Additional Example(s)
- ✓ New Grammar Concept
- ✓ New Content Vocabulary

How many?

one
few
several

Possessive

my
your

Replace

- ✓ More Complex Vocabulary
- ✓ Remove Scaffold
- ✓ Known Vocabulary

How many?

some
multiple

Demonstrative

this ____
that ____

Could the word be used in place of a noun?

Pronoun

Subject

Singular

I
you
he
she
it

Plural

we
you (all)
they

Object

Singular

me
you
him
her
it

Plural

us
you (all)
them

Possessive

Singular

mine
yours
his
hers
its

Plural

ours
yours
theirs

Scaffolding: Supporting with Anchor Charts

Some grammatical concepts may require additional support for lower grade or proficiency levels.

	She		He
girl	lady	boy	gentleman
sister	aunt	brother	uncle
woman	miss	man	mister
mother	daughter	father	son
			

Does the word show?

- Physical action?
- Mental action?
- Being or state of being?

Verb

Physical

to stretch
to wink
to buy ____

Mental

to dream
to think
to imagine ____

Linking

to be
to have
to feel

Helping

am was do
is were does
are did

Modals

will may
can might
could must

Scaffolding: Transitive & Intransitive

- Intransitive verbs do not require a direct object
- Transitive verbs require a direct object
- The direct object receives the action by answering the question **who?** or **what?**
- Support students by drawing a line next to verbs that require a direct object.

Physical

to stretch
to wink
to buy ____

Mental

to dream
to think
to imagine ____

ELL Coordinator Boot Camp (for New ELL Coordinators)	September 10, 2015
Verb Tense Study	September 15, 2015
Using Technology to Maximize Your Grammar Wall (Webinar)	September 15, 2015
Using Grammar Rules as Writing Tools	September 16, 2015
Making Sense of ILLPs and Science (Grades 6-12) (Webinar)	September 17, 2015
Balanced Writing Instruction for the SEI K-2 Classroom	September 22, 2015
Supporting English Language Learners in the STEM Classroom (In Collaboration with ADE K-12 Standards)	September 23, 2015
Making Sense of ILLPs and Social Studies (Grades 6-12) (Webinar)	September 24, 2015
Grammar Wall	September 25, 2015
Grammar Basics (Two-Day Training)	September 28-29, 2015

http://www.azed.gov/english-language-learners/eld_pd/

