

The Grammar-Text-Generation Connection

Lyn Stone



Welcome!

“Teach to each of the multiple levels of language within each of the four language systems (by ear, mouth, eye, and hand). Each language system has multiple units at which language can be analyzed, learned, and used: subword, word, and multi-word syntax, and text.”

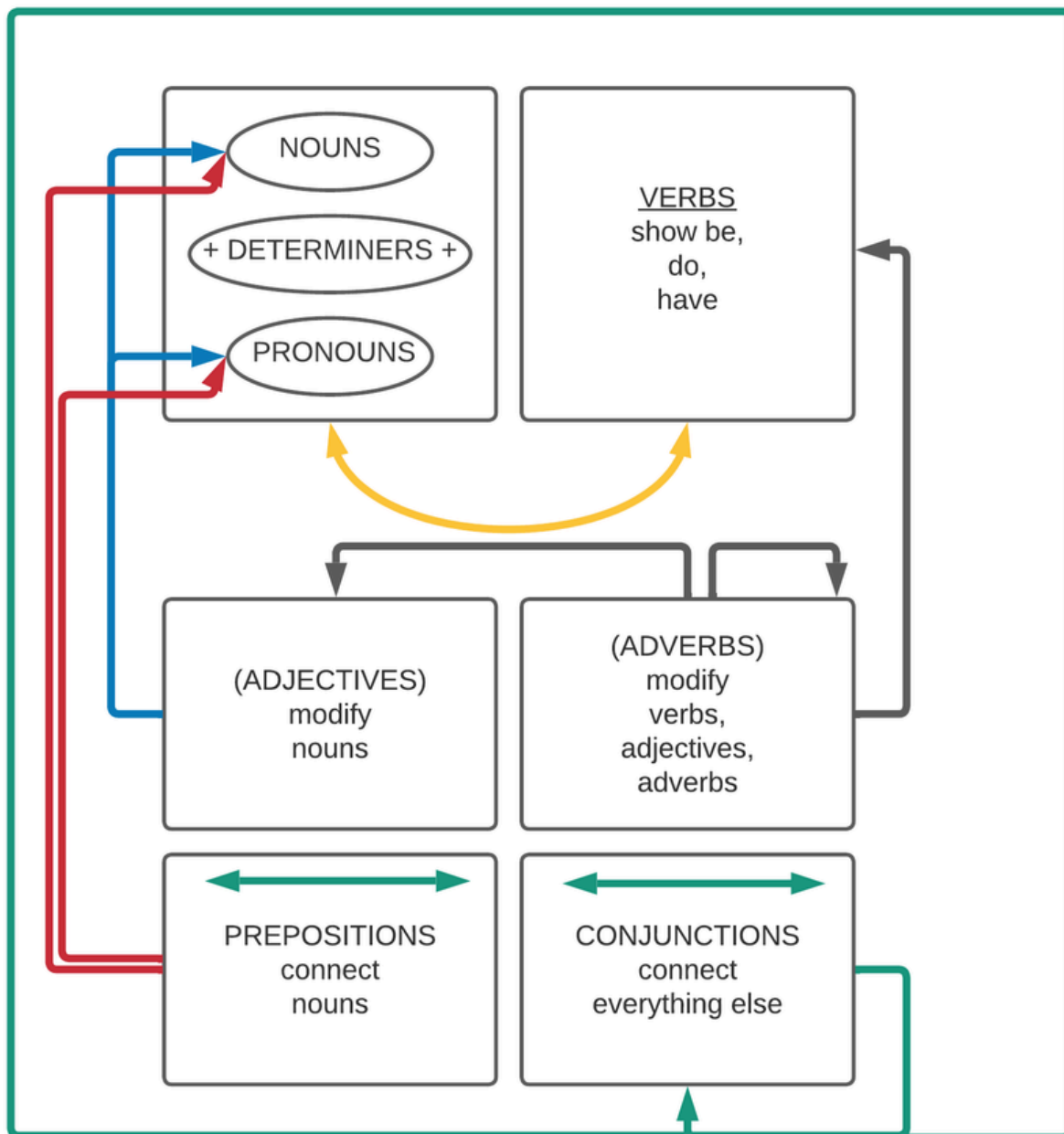
VIRGINIA BERNINGER (2020)

The word *grammar* has been known to come with connotations of dry, boring pedantry. Its importance in a primary curriculum has been questioned for many years, and the answer has been disappointing (to grammar-loving folk anyway). Formal grammar teaching beyond “A noun is a naming word, a verb is a doing word...” has all but left building, but Lyn Stone wants to bring it back in.

In this presentation, Lyn will posit an argument that knowing what the parts of speech are really doing, why they’re put in their categories in the first place, and how to teach all that is an advantage to any teacher committed to raising the quality of writing instruction in the classroom.

Lyn Stone, Lifelong Literacy

Words can be categorised based on their function



The simple view of writing

Each component can be explicitly taught.

TRANSCRIPTION



MECHANICS

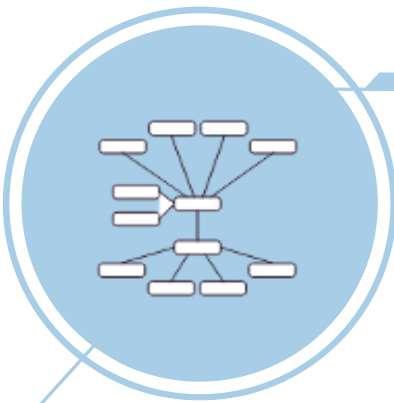
- posture
- paper position
- implement
- grip

IDEATION



CONVENTIONS

- handwriting
- punctuation
- spelling
- grammar



TEXT GENERATION

- word choice
- text structure
- genre

Each aspect mediated by attention, working memory and executive functions (supervisory attention, goal-setting, planning, reviewing, revising, strategies for self-monitoring and regulating). (Berninger et al. 2002)

THE WRITING-LEARNING LOOP

CFU

Fill in the blanks.

According to the Simple View of Writing:

<p>_____ is the process and physical acts of representing sounds to written symbols.</p>	<p>_____ is the generation of thoughts and ideas.</p>
<p>SKILLS INVOLVED IN THIS COMPONENT</p>	<p>SKILLS INVOLVED IN THIS COMPONENT</p>
<p>MECHANICS</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>CONVENTIONS</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>All mediated by: attention, _____ memory, executive _____.</p>

Summary

- Grammatical knowledge enhances text generation.
- Text generation enhances grammatical knowledge.

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References

Berninger V.W., (2020) from a presentation for Lifelong Literacy on The Not So Simple View of Writing

Berninger, V. W., Vaughan, K., Abbott, R. D., Begay, K., Coleman, K. B., Curtin, G., Hawkins, J. M., & Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology*, 94(2), 291–304.