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| **Grammar Instructional Routine: Language Pattern Detectives** |

**Common Core State Standards:**

* CCSS.ELA-Literacy.L.4.1 and CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* CCSS.ELA-Literacy.L.4.3 and CCSS.ELA-Literacy.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Overview**

Language Pattern Detectives (LPD) is a 10-15 minute daily instructional routine that transforms students into language investigators who analyze, document, and solve grammar “cases.” Through careful examination of mentor sentences, guided practice, pattern analysis, and hands-on investigations, students develop both their detective skills (analytical thinking) and metacognitive awareness of grammar patterns, which empowers them to effectively use language in their own writing and speaking.

**Symbol Key**

 Explicit Instruction

 Opportunities to Respond

 Feedback

# **General Instructional Routine**

**Case Background (Teacher Preparation)**

* Select target grammatical structure & mentor sentence(s)
* Choose a mentor sentence(s) that:
* Clearly demonstrates the target grammatical structure
* Comes from authentic, grade-appropriate text (could be student writing, with permission)
* Can be meaningfully connected to current learning
* Contains language that students can realistically incorporate into their own writing
* Is complex enough to analyze but not so complex that it overwhelms

**Investigation Procedure**

**Step 1: Briefing (2-3 minutes)**

***Connect to Previous Learning*** (if applicable):

* Review previous learning that applies to current lesson
* Reference recent discussions about current lesson
* Connect to ongoing analysis in larger unit of study

***Investigation Preview***

* Set the scene/Connect to students’ lives:
  + Provide a real-world analogy or example of when the focus or pattern of the lesson may be relevant
* Provide purpose(s)/learning target(s) for students
* Explain real-world importance
* Frame the investigation
  + Create a “Case Background” (in a fun way, if desired)

***Activate Prior Knowledge***

* Ask questions to activating background knowledge:
  + What do you already know about this topic/pattern?
  + What comes to mind when you hear the word \_\_\_\_\_\_\_\_?
  + How does the focus of today’s lesson remind you of something we’ve talked about/learned before?

***Review Key Terms***

* Define or review key vocabulary words used in lesson

**Step 2: Lead Detective Demonstration (7-8 minutes)**

**Initial Instruction**

***Evidence Presentation***

* Present mentor sentences to class

***Lead Detective Think-Aloud***

* Model pattern analysis during think-aloud process
  + Example:
    - “First, I notice…”
    - “Now, I see…”
    - “This reminds me of…”
    - “I’m wondering…”

***Guided Pattern Discovery***

* Walk through initial pattern identification with class
  + Example:
    - Circle or underline all grammatical structures under focus
    - Note differences, functions, or new structures

***Engagement Check***

* Ask questions to check for comprehension
  + “What patterns are we seeing?”
  + “Is there anything you are unfamiliar with or don’t understand?”
  + “Why might the author use different varieties?”
  + “Where else might we see patterns like this?”

**Step 3: Partner/Group Investigation (10-12 minutes)**

**Teacher-Guided Practice**

***Detective Partnerships***

* Pair students (or create small groups) for collaborative investigation
* Review partnership expectations

***Guided Analysis***

* Partners/groups work together to:
  + Complete pattern analysis chart
  + Sort words by categories (e.g. types of verbs, adjectives, etc.)
  + Search through a selected text to find examples of target patterns
  + Use highlighters to color-code sentences based on patterns
  + Deconstruct/reconstruct sentences using sentence strips
  + Collect real-world language samples from different sources (books, magazines, websites)

***Teacher Support***

* Circulate among partners/small groups to:
  + Monitor discussions
  + Offer feedback
  + Provide scaffolded prompts
  + Support struggling teams

***Team Discussions***

* Have detective pairs/groups:
* Explain patterns to each other
* Compare findings with nearby teams/groups
* Share discoveries with class

**Step 4: Solo Investigation (5-7 minutes)**

**Independent Practice**

Choose an activity/activities for students to practice:

* Provide opportunities for students to play with the grammatical structure
* Activities might include:
  + Changing the target feature while keeping the rest of the sentence the same
  + Creating new sentences using the same pattern
  + Combining or breaking apart sentences using the target structure
  + Discussing how meaning changes with different grammatical choices
  + Finding the target feature in other text(s)
  + Apply target feature to their own writing

**Step 5: Case Resolution (3-5 minutes)**

* Add the pattern(s) to a class reference wall or individual grammar notebook
* Have students connect to their own writing
* Discuss where they might use this grammatical feature in their work
* Set a purpose for using the structure in upcoming writing

# **Materials**

## **Detective Notebook Entry Template**

**Evidence Samples:**

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pattern Clues:**

1. Patterns:

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Where I might use each:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. My own examples:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Resources**

**Question Stems**

* “What do you notice about...?”
* “Why might the author have chosen...?”
* “What would happen if we changed...?”
* “Where could you use this in your writing?”
* “How does this help the reader understand...?”

**Activity Ideas**

* + Grammar sort
    - [TPT Link](https://www.teacherspayteachers.com/browse?search=grammar%20sort)
    - [YouTube video](https://youtu.be/7zRih61HCZs?si=e4c_5q5JijvFuO_l)
  + Find the pattern
    - [¡Colorín Colorado!: Sentence Pattern Chart](https://www.colorincolorado.org/teaching-ells/ell-classroom-strategy-library/sentence-pattern-chart)
    - [National Urban Alliance: Sentence Frames](https://www.nuatc.org/sentence-frames/)
  + Sentence combining
    - [Reading Rockets: Sentence Combining](https://www.readingrockets.org/classroom/classroom-strategies/sentence-combining#:~:text=Sentence%20combining%20is%20a%20technique,and%20played%20on%20the%20swing.)
    - [Intensive Intervention Guide in Sentence Combining](https://nclii.org/wp-content/uploads/2021/11/Explicit-Instruction-in-Sentence-Combining.pdf)
  + Sentence deconstruction
    - ¡[Colorín Colorado!: Sentence Deconstruction](https://www.colorincolorado.org/teaching-ells/ell-classroom-strategy-library/sentence-deconstruction)
    - [Cox Campus: Sentence Deconstruction Routine](https://learn.coxcampus.org/resource/sentence-deconstruction-routine/)
  + Sentence reconstruction (deconstruction in reverse)
  + Mentor text hunt
    - [Mentor Sentences: Grammar, Word Choice & More](https://buzzingwithmsb.com/2016/02/mentor-sentences-grammar-word-choice.html?srsltid=AfmBOooWYQtYMgEU8I1sKxQqQaRcUghW3vMWF_3Gnkha2To8oyVERu8u)
    - [Literacy Loving Gals: Using Mentor Texts to Teach Sentence Variety](https://literacylovinggals.blogspot.com/2015/10/literacy-retreat-session-8-using-mentor.html)