

ABSTRACT

This study documents one teacher's transition in moving from a traditional grammar curriculum toward the development and implementation of a writing based grammar curriculum. The study was completed in a large diverse middle school in eastern Pennsylvania with 22 eighth grade honors English students. Methods of gathering data included research, student surveys, interviews, and work samples, and observations. Throughout the study, students wrote three standards-based essays: the personal narrative, the informative essay, and the persuasive essay. These assignments were assessed using writing rubrics adhering to the six-traits of writing as well as the Pennsylvania State Standards for Writing. Within the larger writing units, students worked on skills associated with vivid words, sentence variety, creative punctuation, and pronoun usage. At the close of the study, improvements and understandings were noted in the stylistic aspects of student writing, including vivid word choice, sentence variety, and creative punctuation. Within these units, the teacher came to realizations regarding the effectiveness of instructional techniques, specifically: minilessons, extended minilessons, inductive lessons, and incidental lessons as well as summative assessments and student motivation.