A Grammar Bibliography

The first two sections of this bibliography distinguish books dealing primarily with grammar from those about grammar in connection to writing. The difference is not always absolute.

Of the many textbooks on grammar, those listed here either are by ATEG members or have been suggested by them. Please contact us with any additions to this list.

Scholarly Studies, Textbooks, and Reference Works on Grammar


Haussamen, Brock, with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, and members of ATEG. *Grammar Alive! A Guide for Teachers*. National Council of Teachers of English, 2003. A resource of ideas for teaching grammar and information about it—for teachers who wonder what to do about grammar, how to use it in the classroom, and how to learn what they themselves were never taught.


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**Books and Textbooks on Grammar in Relation to Writing**


Dykstra, Pamela. *An Easy Guide to Writing*. A basic skills handbook offering students a fresh approach to writing. It explains grammar in easy-to-understand instruction (represented by the bike analogy) and includes the grammatical terminology students will need in future English classes (represented by the glossary).


Kischner, Michael, and Edith Wollin. *Writers' Choices: Grammar to Improve Style.* Harcourt, 2002. Using models along with sentence combining and other exercises, this text shows writers many ways they can use the basic syntactic structures to improve their writing style.


Articles about Grammar


Dykstra, Pamela. “The Patterns of Language: Perspective on Teaching Writing.” *Teaching English in the Two-Year College*, May 1997, 136-144. Phrases and clauses? We use them when talking, when writing, when listening, and when recalling information. This article summarizes the research indicating that we both process and produce language in phrases and clauses. The article then focuses on how we acquire language: by internalizing patterns. We learn, for example, the subject-verb-object pattern, not the subject-verb-object rule. These two insights can inform what we teach and how we teach it.

Dykstra, Pamela. “Say It, Don’t Write It: Oral Structures as Framework for Teaching Writing.” *Journal of Basic Writing*, Spring 1994, 41-49. Writing and talking have different structures and involve different situations. Understanding these differences helps instructors teach and students write. Basic writers learn, for example, that if they are writing fragments and run-ons, they are writing the way they talk. They learn that the conventions of writing are not meaningless academic regulations but integral to communicating meaning to a reader, who is absent. They
learn, in short, the logic of their error. This article gives instructors all they need to discuss these differences with students.


Wheeler, Rebecca S. and Rachel Swords. “‘My goldfish name is Scaley’ is what we say at home: Code-switching -- a potent tool for reducing the achievement gap in linguistically diverse classrooms,” submitted to *Language Arts.* Advocates contrasting rather than correcting to foster students’ code-switching.

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**Self-published textbooks**


**Anthony Hunter’s Sentence Sense Writing System**


Tuten, Nancy and Gayle Swanson. *The First Fifty Tips*, collected from the Get It Write website.


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**Monographs available on the Internet**

Glauner, Jeff. *Essentials of Grammar: A Textbook for Teachers, Editors, Secretaries, Writers, and Other Semiwilling Curmudgeons*. This web text offers a minimal systematic grammar based on about 60 terms, with suggestions for elementary and secondary teaching.

Haist, Caroline. *An Evaluation of Microsoft Word 97’s Grammar Checker*. WARNING: This article contains many images and is long. It is also available in PDF format, but that file is even larger, nearly 3.5 megabytes.

McCleary, Bill. *A Sixth Grade Unit Plan on “Goals and Aspirations”*. This is a sample of a sixth grade unit that includes the teaching of language (PDF format).
Mulroy, David. *The War against Grammar*, reprinted from *Wisconsin Interest*