How to get started with syntax instruction - with Dr. Margie Gillis

Reach All Readers Podcast #256

Anna: Welcome, Dr. Gillis!

Dr. Margie Gillis: Hello, Anna.

Anna: Thank you so much for joining me to talk about syntax, but before we do that, could you tell us about yourself and your history in education?

Dr. Margie Gillis: I sure can. It's a long history because it started before I was actually a professional. I was a young child growing up with five siblings, and my older brother had trouble with reading. I learned how to read pretty easily, and I recognized that he didn't. It bothered him so much, and it bothered all of us because he started acting out and doing all the things that we know are common.

Of course, you're not going to be surprised to hear that he turned out to be dyslexic. We never really knew that when he was a child, and I don't think he figured it out really until much later. But I was very interested in why was I able to read and he couldn't, even when I was young.

I started thinking about that, and then that led to a career in education. I started out as a special education teacher after going to the University of Connecticut, where I studied with Isabelle Liberman, who was making important discoveries at Haskins Laboratories at that time. Then I taught kids of all ages for 25 years, and then sort of a full circle moment when I found out there was a position available at Haskins Laboratories, and really the job was to translate research for teachers.

I've never been a researcher per se, but I've always valued the research, so it was like a dream come true for me to be able to take all of the years of

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experience and then my interest in staying on top of the research and being able to work with researchers at Haskins and then go into teachers' classrooms and help them.

That was in 2000, right after the National Reading Panel's findings were released, so it was a very important moment in time in terms of education and specifically reading. Like I said, I was just in the right place at the right time, having had lots of experience and connections with lots of different people around the country.

I moved a lot, but always kind of had a North Star to guide me because of those foundational years being mentored by Isabelle Liberman, Don Shankweiler, Anne Fowler, giants in the field, and I didn't really even understand how important that was until later.

Anna: So what are you doing now?

Dr. Margie Gillis: Now I am running a nonprofit organization called Literacy How, and it came about because I was at Haskins for nine years. We got funding from the Institute of Education Sciences, which is a division of the Department of Ed, and one of the first grants that was awarded by IES to study first grade reading. Then following that, I got other grants, and then in 2008, when we had a financial crisis that impacted everything, funding across disciplines, I didn't have funding really to support the work at Haskins.

I didn't want to stop doing what I was doing, which was really coaching teachers. I enjoyed it. I had a team that worked with me. I felt like there was a huge need, and districts in Connecticut (we were in Connecticut then, and still are) were coming to me and saying, "My teachers need this. Can I contract with you?"

And so I took a leap of faith and started this company, and that was 2009, so 17 years ago. We're still going strong. We've had our ups and downs, and our ebbs and flows because of funding. Most of our funding comes from districts.

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Usually they're state-funded districts that are low-performing, and they get funding from the state. We also have a grant with the State Department of Education.

Literacy How is partnered with the University of Connecticut and an organization called HILL for Literacy. We do a lot of different types of work, but essentially the real meat of it is supporting teachers in their classrooms with a very well-experienced and knowledgeable group of people we call our Literacy How mentors.

Anna: Fascinating. It's so interesting to talk to people who got into education because of a family member. I've heard that before. I don't know if you've heard Devin Kearns' story about his sister who struggled with reading. So how did things end up for your brother? Did he become more proficient at reading?

Dr. Margie Gillis: Yeah, he did actually, and he enjoyed reading because he finally learned how to do it, and it was more like there was a reason for it. It wasn't because he was just a behavior problem or because he was stupid, because of course that was a word that was used back then, sadly, and so many people felt not as good as, not as smart as. So yeah, he ended up doing well.

But as you know, and most of our listeners, maybe not all, might know that dyslexia is hereditary. Knowing the family history, knowing my father probably was, and being aware from a professional point of view as well as having a connection personally, I was on the lookout, and then it turned out that my husband did! He didn't know it, but of course I diagnosed him maybe a year into our marriage.

Then of course, when we had our children, we have three, and one in particular struggled a great deal because of… Actually, now in looking back, it was dyslexia and probably DLD undiagnosed. The dyslexia was diagnosed. Now I have three grandchildren, and two out of three are dyslexic.

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It's really interesting because it's obviously personal, but also I've had so many incredible opportunities to apply the personal experiences and also the professional experiences working with teachers and kids, and figuring out, and I'm still figuring out today, here I am 52 years after getting into the career, how complex it is. How complex it is because every individual is different, their context is different, their learning strengths and weaknesses are different, all of it.

It just really speaks to how important it is that teachers have a great deal of knowledge and support along the way to be able to do their very best work on behalf of their students.

Anna: Well, speaking of complexity, we're going to take a little turn off the road and talk a little bit about syntax because that feels very complex to teachers. I think we're not even sure always what exactly it is. Can you talk to us about what syntax is and how that's different or the same as grammar?

Dr. Margie Gillis: Absolutely. A lot of people use the terms synonymously, and they are related for sure, but they're not the same thing.

It's funny, when I think about grammar, I think about grammar school, because we went to grammar school. Why was it called grammar school? Okay, so that's an interesting question, but probably most of us learned grammar. We learned it in very different ways, but I think of it as the role that words play in sentences.

The syntax is really the structure of the sentences. It's how words and phrases are arranged in sentences. Again, they're very much related, but they're not the exact same thing.

Anna: And when people talk about parts of speech, does that fall under both or just under one?

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Dr. Margie Gillis: I mean, it probably falls under both because you can't talk about parts of speech devoid of the sentence structure itself. What is the order of how you arrange words in sentences?

And if you think about how letters are arranged in words, right? You can violate an order of how letters are arranged. They can be arranged many different ways, but there's some that you could read as a nonsense word, and others you can't because it's not following an order.

Well, it's the same thing with how words are arranged in sentences. There's a specific order. Sometimes you can move words around, like oftentimes you could move an adverb to a different part of the sentence, and it doesn't change the meaning. But that's an exception.

In most cases, there is a certain order, and that is what syntax is, how those words are ordered. And not just how the words are ordered, but also how the phrases are ordered because phrases have to hang together, so you can't mix up the words in a phrase. It changes the meaning.

Then similarly, sentences have at least one clause, but many of them have more than one clause. Syntax also is about how those clauses are arranged and how those clauses function. Is it an independent clause that can stand alone? Or is it a dependent clause that can't? And it begins with a conjunction that signals that.

There's a lot to it, but it certainly is important, of course, and that's why you wanted to talk to me about it, right?

Anna: That's right. So what does research tell us about the value or purpose of teaching syntax/grammar?

Dr. Margie Gillis: I mean, I think the biggest message about teaching syntax and grammar is that you have to teach it in terms of how the words function in the sentence. It's a function-based approach. What role do those words play?

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We have always called them parts of speech, when I say we, I mean educators.

But Nancy Eberhardt, my co-author for the professional learning series that we've written which includes syntax, when we talk about the parts of speech, rather than call them that, we call them the building blocks of sentences or grammatical building blocks. Then kids can visualize these words that are individual words, but they combine in different ways to make meaningful sentences.

Parts of speech, that's such an abstract thought if you think about it. Why are they even called parts of speech?

Anna: Very interesting.

Dr. Margie Gillis: I thought about it when we were writing this book, and I thought, "Why are they called that?" I know there's a reason for it. They're the words that we use as we speak and as we read and write, but I think there's a better way to describe those to kids.

Anna: That makes so much sense. I've never thought about that before. But you're right, that is a very abstract, weird thing to be talking about.

I remember when I taught first and second grade, I had a reading program, or language arts, and I was supposed to be teaching them the parts of speech. At the time, I didn't understand the value of teaching them as, like you said, the building blocks, and I had so many kids that just couldn't get it. I was just hitting my head. It felt like no matter what I did, it wasn't connecting.

I think if I'd have realized then the things that you talk about in your book, like the Who and the Do and so on, it would've stuck a lot better, but we'll get to that.

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Can you talk about some dos and don'ts when it comes to teaching syntax or grammar? What are some things that teachers should avoid and do instead?

Dr. Margie Gillis: Before I do that, can I just go back one step? Because with the research, I just want to add one other thing that's really important to say. Most everyone that's listening knows Hollis Scarborough's Rope, and Hollis was a researcher at Haskins when I was there. She was also another very influential person in my career.

I love the Rope, as we all do. It's really helpful to depict the strands associated with language or listening comprehension, and those strands that are associated with word recognition. The strand that has syntax in it is called language structures, and I think that's really important because for those of you who know the Rope really well, that strand is described as syntax and semantics. For those listeners who don't know the Rope, you can find it very easily.

Language structures means a whole lot more than just those two words, syntax and semantics. But the fact that they are part of the same strand, it's important because syntax and semantics are inextricably linked. You can't know the meaning of a word unless you have the context of the sentence.

That research on the role that sentences play within the bigger idea of language comprehension, I think is important research to reference too.

Anna: Thank you.

Dr. Margie Gillis: Yeah, now the dos and don'ts. I think a very important do is to integrate syntax instruction into any reading lesson.

Whether you're teaching beginning stages of phonics, decoding and encoding, or whatever it is, a morphology lesson, syntax should be part of it.

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If our listeners think about, let's just say for sake of argument, we've got a 30 or 45-minute lesson, and we're going through the steps of a structured literacy lesson. We're going to start with phonology, et cetera. We're going to go through building from the smallest grain size, the sounds, the phonemes, and go through decoding and encoding, fluency practice, all the things.

Make sure that kids are reading those same words that you're practicing for foundational skills in sentences. Because again, those words have meaning, but they're only going to have a meaning that the kids are going to understand when you put them in sentences. It's also really important for building fluency for all the reasons. The integration is really part of that.

Maryanne Wolf talks about a multi-componential approach to reading, and others do too. If your listeners haven't heard of "Elbow Room," it's a white paper that Maryanne wrote not too long ago. It's a great paper, and it really describes what do we mean by a multi-componential approach. Multi-component, so again, thinking about the components of structured literacy that include the phonology, orthography, morphology, all of those.

Well, syntax is one of those really important components. So we shouldn't be teaching syntax and sentences in isolation. They should always be integrated into our lessons.

And not just in ELA, but we can take sentences out of their science texts, their social studies texts, even their math texts. I mean, math texts have word problems. Some kids have trouble with the sentence structure and the words that are used when they try to figure out what the word problem is and how to solve it. I think that's a really important do.

Another idea along those lines is Charlie Haynes, who probably many of you have heard of, wrote a book called *From Talking to Writing* with his co-author, Terrill Jennings. In it, he uses the idea of micro passages. You can take a micro passage, and why is that important? Because sentences are never just a single sentence. If you're reading a text, it's a series of sentences.

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Syntax also has to do with what's the relationship and the connection between one sentence and the next. And so even if it's a small, short passage of three sentences, you can have the students read those sentences and understand how each sentence, as I said, relates to the next one. I think that's an important do.

Anna: Do you have any opinions about... For example, the grammar book that my daughter is using, and she's in seventh grade. It is very, you know, circle the object complement or things like that. What are your thoughts on that kind of isolated grammar work? Is there a value in it at any point? Any thoughts?

Dr. Margie Gillis: Not if you look for research to point to that. There isn't any. If you think about what I've just kind of described, it flies in the face of that integration, that understanding about how sentences work in a context.

Just pulling random sentences out, especially if the text is unfamiliar to the students in the first place, and they may not know what the words mean. There's no background knowledge. I mean, all of those contribute to comprehension. So I don't think there is any value in the worksheet.

That would be the don't. Don't have kids circle nouns, underline verbs, et cetera, et cetera. It just doesn't generalize and help with the matter at hand, which is building comprehension.

Anna: So how should teachers get started with syntax instruction, and when? I know we can start pretty young. What might that look like in the classroom?

Dr. Margie Gillis: I mean, I could say we could start doing that in pre-K, but let's start in kindergarten because that's when students actually enter formal education in this country. In kindergarten, I think it's important for them to understand what a sentence is, right? Because they're going to talk in sentences, and eventually they're going to read those sentences.

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A lot of kids, even five-year-olds, will tell you they've memorized or been told a sentence starts with a capital letter and ends with a period. But if you think about what is the function of a sentence, that doesn't tell you what the function is. I could put a capital letter at the beginning of any word and a period at the end and say, "Here's my sentence! Dogs, cats, and birds."

What they have to understand, again, going back to function and what is the sentence, what role does it serve? It tells us a who or what, and it did something. It did what. We teach them that idea. You have to have a who or what, and that is what we call for five-year-olds a namer because it names a person, place, or thing.

Then it has to do something. That who or what has to do something. We used to say who do. Now we say who or what did what. The did what is the action word. So a namer and an action word.

Once we tell them that, we give them an example, and I do this with pictures because for five-year-olds, reading is not on the table right now. It's really about the concept.

Now I'm going to have a set of pictures, and in a class of 15 or 20 kids, I'm going to have them select a picture, and they have to put it in the who or what column or in the did what column. Is it a namer? Is it naming something? Or is it doing? Is it an action word? They sort the pictures. They love sorting. They have a header.

Then I say to them, "Okay, now I want you to pick a picture from column one, the who or what, and then a column two picture." Then they have, "Dogs bark. Fish swim." They put the two together, and that's your sentence. That's a complete sentence. They get the concept of a sentence.

They also start understanding those first two important grammatical building blocks because every sentence has to have a noun and a verb. We're not

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calling them that for little kids, but we're building their conceptual knowledge and their knowledge of words and the function that they serve in a sentence.

Then from there, we build on it, and I know you were asking more specific questions about labels and all that stuff, and we can certainly get to that. But I think the important thing to note here is we can start grammar, syntax, whatever you want to call it, as early as kindergarten.

Notice it was an oral activity. We're going to have them produce the sentences orally, and that's a common theme that runs through, at least, how I teach teachers about syntax and sentences.

Ultimately I want kids to be able to comprehend the sentences that are in their text, and some sentences are really hard for a lot of different reasons. But I also want them to write really great sentences, and in order to write a sentence, you have to be able to orally produce it. That oral rehearsal begins in kindergarten, and then it carries right on through. It's never too late to do that oral rehearsal, even in middle school.

Anna: When do you talk about sentences that don't actually have an action verb, like “She is nice”? Do you talk about that in kindergarten or first grade?

Dr. Margie Gillis: I don't know about kindergarten, maybe, because a lot of sentences have those linking verbs, and we call them just that. They're linking verbs. We'll show them a chain, and a linking verb isn't an action verb, but it's really important because it links or connects a noun with an adjective.

“Margie is athletic.” I'd like to think of myself as athletic. I like to swim and do all kinds of fun things...

Anna: Oh, good.

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Dr. Margie Gillis: But you get the idea. They need to understand that not all verbs are action words. That is really, really important, and I'm glad you asked that question.

I think you do it right from the get-go. They all know the word “is,” and they have plenty of sentences that they can orally produce and actually read, too, with the verbs “is” or “are” or “am.”

Anna: It might be useful early on to work together to distinguish between them. Like give two sentences and talk about whether this is an action or whether this is linking.

Dr. Margie Gillis: Absolutely. Yeah, exactly. Examples and non-examples, absolutely. I think that's really great to cement that concept.

Anna: And then also thinking about it more as an add-on potentially to something else. After a read-aloud, you could pull some thoughts from that versus let's have this grammar time, right? Instead put it at the end of the other things you're already doing, and you could even do that in math, like you said.

At some point we need a shared vocabulary for parts of speech names, and those are probably in tests that kids are taking to get into college and things. When does that come into play?

Dr. Margie Gillis: I think it depends on maybe what program you're using and if that's verbiage that's part of the program. Is it on the state tests? But yes, you do have to teach the labels. It's not the priority, certainly in kindergarten and first grade.

But I would say starting in second grade, you can just say to the students, "We've been calling this a namer. The other name for it is noun, and they mean the same thing. An action word is called a verb." Start to teach them that. Then of course, you have to teach subject, predicate, and object. But it gets tricky

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because those words again are very abstract. It's hard to think of them as function-based words.

Instead, I would link them and connect them to the words that we've been teaching them that are more concrete and then explain. Then usually they can handle that because they already have the background and the concept.

Anna: Do you have any other ideas to share for specific things? You've already shared some, talking about the who or what did what, and then you talked about the chain and talking about these as building blocks. Any other specific examples for teachers who are teaching grammar, or syntax, especially as they move past those early grades, if they're not doing those isolated worksheets?

Dr. Margie Gillis: Yeah. If they're not doing those isolated worksheets, as I mentioned, they should be taking the texts that the students are reading and always reading it first, as I like to say. A while back, we had this whole idea of read like a detective and do close reading. I like to say teachers need to read like a detective, and you're going to be a detective knowing what your students know and what they need to know, and what about this particular...

Let's talk about the text that you're using to teach your objectives. What about this particular text might be challenging for the students? You analyze it first, and you can analyze it on lots of levels, like what background knowledge is needed. I often think about the Scarborough Rope and the strands. What background knowledge is needed for a student to understand this? What vocabulary?

In this case, when we're talking about syntax, what sentences in this text can I anticipate the students having trouble with for whatever reason, because they're sentences that have relative clauses that are difficult or non-canonical word order.

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Canonical word order is subject, verb, object. When you put the object first, or you just change the order, it messes kids up. It's harder to understand when it's not in chronological order. When a dependent clause comes first and it's not in chronological order, that can interrupt the understanding, the comprehension.

Another common thing is past tense, right? That also messes up the comprehension of the text.

The point is that texts are loaded with those kinds of sentences, so we want students to know what to do with them. We want to give them practice understanding them.

That’s deconstructing the sentences and looking first for what's the subject of this sentence and what's the predicate, for older students.

For younger students, find the who or what and then did what. Once you have those two elements, then you can ask questions. How many dogs were there? What kind of dogs were there? Which dogs were there? You're going to ask questions that will help them find the prepositional phrases that are descriptive of the noun or the adverbial phrases that are describing the verb.

You kind of go through a questioning strategy, and it works for all age levels. It's not just for the youngers, especially, as I was saying, with those complex sentences that have a whole bunch of information sometimes at the beginning of the sentence. It isn't until you're 12 words in that you get to who the sentence is all about.

Then it helps them go through that same questioning process internally when they're reading independently, if you can scaffold and show them how that works and do it with them. I think that's one really important way to support older students, especially the students who have language-based learning challenges.

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Another aspect of that is sentences that have multiple meaning words. It might be words that they might know in one context, used a certain way, maybe as a noun, but in this sentence it's used as a verb, and it's not a usage that I'm familiar with. I think that's another way to bring students along with more challenging text.

Then again, taking those sentences and bringing it into their writing.

Another activity or method that's, I think, grounded in some research is combining sentences. Steve Graham's work on writing and his meta-analyses that he's done over the years… There's not a lot of research on methods that have been tried and true and proven to be actually evidence-based, but sentence combining is one of them. Especially if it's done well, because with sentence combining, you can't just do it randomly. You kind of have to follow a little bit of a sequence for helping kids understand what you're asking them to do when you're combining those two sentences.

There's a really great resource, I think it's called The Syntax Project distributed by ONlit, Ontario. You might be able to find that and put it in the show notes. It's an amazing resource. It's slide decks to teach sentence combining, actually, among other things. They really do a nice job of breaking it down and teaching it explicitly.

Anna: When we talk about making this as integrated as possible, I think the challenge for teachers might be, well, I'm going to miss something. If I'm just supposed to kind of teach this sort of as it comes up, how do I know that I'm hitting all the important things? How does the third-grade teacher teach what they're supposed to teach, and the fourth grade teacher?

Do you have any advice for that? Is there a good scope and sequence for grammar and syntax that teachers can refer to?

Dr. Margie Gillis: Not really. I mean, I've seen some, and it's like asking for a morphology scope and sequence, right? It's a good idea, but first of all, I don't

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think there is one that's the best, even with phonics. There's no one that everybody agrees is the right scope and sequence. But it makes sense to start, right, with the basics.

The scope and sequence that I would think about is teaching those grammatical building blocks one at a time, starting with the namer and the action word, or the noun and the verb. Those are the first two. Then expanding the verb, so you get the adverb. Expanding the noun, then you get the adjective.

Then we teach the meaning links, or the words that build cohesion, and those are the prepositions, the pronouns, and the conjunctions. Those are all very challenging for different reasons, but you teach them again in a context. So you would be teaching prepositions as you explain that adjectives can be part of a phrase, right? An adjectival phrase like, which dogs? The dogs on the leash. Now you have a prepositional phrase beginning with on, because prepositions aren't going to act alone, so you have to teach them as part of a meaningful phrase. You can see how that might build prepositions.

Pronouns take the place of nouns, so of course we're going to teach pronouns after we've taught the nouns. And so you go through that sequence of teaching the blocks.

Then once you have the idea of a simple sentence or a kernel sentence, you can start to teach what is a simple sentence. So you teach the four sentence types in order. A simple sentence would be first, and then a compound sentence next. A compound sentence has a coordinating conjunction, and that's easier because you have two independent clauses. Then you would teach a complex sentence that includes a dependent clause, right? So you can see how you're going from something that's easier to a little bit harder.

In that sense, it kind of lends itself to a scope and sequence, but it's not as straightforward as, like I said, teaching phonics and teaching syllable patterns.

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The other thing that would be part of that are the structures. Like you teach words, and then you teach them about the phrases, and then you teach them about the clauses.

It kind of does spiral because, to your point, a kindergarten teacher might have taught the basic simple sentence, kernel sentence, but the kids get to first grade and they might not have retained that, so we have to teach it again. Again we're going to use the sentences from the students' texts, and then we're going to keep circling back. I hope that makes sense.

Anna: Yes, it does, and I know there isn't an easy answer to that because I get asked that question a lot, and I've looked into it and haven't found anything.

Do you have any resources that you recommend for adults who want to better understand syntax? There are some people who feel uncomfortable with it, and maybe don't remember what a dependent or independent clause is. Any kind of books that you enjoy? I really like Lyn Stone's *Language for Life*. She's got an updated version, which...

Dr. Margie Gillis: Oh yeah, that's awesome. Yes, absolutely. Anything Lyn Stone writes is excellent.

Another one that we've used, just for teachers as sort of a reference, is *The Syntax Handbook*. I don't know if it's still in print, by Laura Justice and Helen Ezell. Are you digging for it?

Anna: Yes, I have that one right here.

Dr. Margie Gillis: That is it!

Anna: I haven't read it yet, but I bought this because it was referenced somewhere. It was published in 2008.

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Dr. Margie Gillis: Yeah, it's good if you need to brush up on your grammar. It has little quizzes at the end of each chapter. It's actually really pretty good. A person that I work with is teaching some courses in college to students who are sort of remedial, and she's teaching syntax to them, and I recommended that book.

Another, I don't know if it's a resource for... I'm just trying to think. Would it be a resource for adults, or you said teachers or adults that need to brush up?

Anna: I would think teachers that are trying to understand the language and just brush up on it because they haven't had it since seventh grade, that kind of thing.

Dr. Margie Gillis: Yeah, I think those two are probably good. The other resource that would be interesting to think about looking at is Cascade. Have you heard of Cascade?

Anna: Oh, yes, with Julie Van Dyke.

Dr. Margie Gillis: Yeah. She helped create that, and that's really cool. I would recommend that your listeners take a look at that. You can cut and paste text into a field, and it cascades it, aptly named, into these grammatical entities.

Anna: Yeah, that is very helpful too. I just went to a presentation she gave about that very thing, talking about how the phrases are... I forget the words she used, maybe subordinate?

Dr. Margie Gillis: Yes. Is that what she said? Okay. Yeah. They're indented. The subordinate information is indented, yeah.

Anna: Yeah. And then of course, there's your book, *Syntax: Knowledge to Practice*, along with the other books that you've written, which covers a lot of the things we talked about today and gives examples and builds on that too.

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Thank you for this conversation and for helping teachers start to crack the code on syntax. It's a tough one, I think.

Dr. Margie Gillis: It is, and I guess what I would say in closing is just try it, and that's how you learn. Try it with your students. See how they respond. The more you do it, the more confident you're going to feel as a teacher to explain things.

I'm still learning about syntax because now I look at sentences very analytically because of the work that I've done, and there are a lot of sentences I'm confused about. So if you're confused about what the meaning of the sentence is or how those grammatical building blocks are used, don't despair. It's something we all have encountered because the authors take license sometimes in the way they write.

If you look at sentences, a lot of times writers, authors, will write an incomplete thought and put a period at the end, and if you look at it, you say, "Actually, that is not a sentence." But of course, an author can put a period wherever they want, you know? And actually it's a good example for kids to challenge them and say, "I notice there's a sentence in this paragraph that is actually not a sentence. Can you find it?" They then become more aware of what is a sentence and what qualifies a sentence for being one. What are the criteria, I guess you might say.

Anna: Yeah, that's interesting, because you could also talk about how we don't always speak in complete sentences, and that's okay. And then talking about how authors might write that way sometimes, too. It’s very interesting.

Dr. Margie Gillis: Perfect. That's exactly right.

Anna: Well, thank you so much. It was very nice to speak with you. Thanks for joining me!

Dr. Margie Gillis: You're welcome, and thanks for asking me!

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