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| Time | Activity | Materials |
| Unpacking sentence?? | Welcome and Context  This session will have Theory (Many things have changed, need to understand shifts, going through the mud), Practice, and Planning  Meaning-making resource and Expanded Notion of Grammar  Honoring language that students bring to school  If not right and wrong, what are we teaching? Apend. C pg.7 Question? “Situational Appropriateness” –Audience/Task/Purpose  In this session, we will explore What to teach, how to teach it, and when to teach it (LBC) | From/To graphic from page 5 of Apend. B  Endnote #2 from Apend. B  Apend. C page 7 |
|  | What: Conventions of Standards English as one set of ingredients of grammar  CCSS Language Standards 1 & 2 minus spelling  These are all “linguistic resources” if students are taught in the context of making appropriate linguistic choices rather than absolute rules.  Example – Tenth Good Thing About Barney | Language Standards  Tenth Good Thing About Barney |
|  | What: The rest of the grammar  Part II of ELD Standards  Key Language Processes  Strands  Expert Jigsaw– Become an expert in a Process, then meet with heterogeneous groups  Read from glossary | ELD Standards |
|  | What: Based on formative assessment and/or genre study | Example |
|  | How: Inquiry, Mini-lesson, “language play with a purpose” | Come On Rain Lessons for inquiry and mini-lesson  Unpacking sentences  (PPC, Text Reconstruction, Chain of Reference, etc.) Refer to framework |
|  | When: Literacy Block Components (Interactive/Shared Read Aloud, Shared/Interactive Writing, Workshop, Conventions, Designated ELD) | Teaching Cycle |
|  | Connecting grammar instruction to genre |  |