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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 PlanningMeaning-making resource and Expanded Notion of GrammarHonoring language that students bring to schoolIf not right and wrong, what are we teaching? Apend. C pg.7 Question? “Situational Appropriateness” –Audience/Task/PurposeIn 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. BEndnote #2 from Apend. BApend. C page 7 |
|  | What: Conventions of Standards English as one set of ingredients of grammarCCSS Language Standards 1 & 2 minus spellingThese 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 StandardsTenth Good Thing About Barney |
|  | What: The rest of the grammar Part II of ELD StandardsKey Language ProcessesStrandsExpert Jigsaw– Become an expert in a Process, then meet with heterogeneous groupsRead 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-lessonUnpacking 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 |  |