

Patterns of Power Process

Invitation to...	What Teachers Do	What Students Do	Polyvagal “Safe and Social” State emotions and behaviors linked to each invitation.
Notice	<ul style="list-style-type: none"> • Select and display model sentence that demonstrates the standard. • Ask, “What do you notice?” • Honor, name, and extend and ask, “What else?” 	<ul style="list-style-type: none"> • Explore a model sentence from literature that demonstrates the standard in context. • Discuss what they notice or see in the model 	Conversation, connecting, awe, curious, secure
Compare and Contrast	<ul style="list-style-type: none"> • Display a second version or imitation of the pattern?” • Ask, “How are the sentences alike and different?” 	<ul style="list-style-type: none"> • Discuss how the original sentence is alike and different from a new example of the pattern. • Conversation is safe and collaborative because they have the scaffold from the day before. 	Collaboration, Conversation, connecting, curious, secure
Imitate	Choose one or more of the following: <ul style="list-style-type: none"> • Demonstrate an imitation. • Pairs or groups collaborate on an imitation. • Individual writers imitate. 	<ul style="list-style-type: none"> • Collaborate with teacher or partner or work individually to create their own sentence that follows the pattern. • Express thoughts, feelings, or observations through the lens of the pattern. 	Create, problem solving, motivation, expressive
Share and Celebrate	<ul style="list-style-type: none"> • Provide the time and space to share and celebrate. • Teach “safe and social” ways to give positive feedback 	<ul style="list-style-type: none"> • Share and celebrate creations. • Express joy as you support or celebrate other writers’ imitations. 	Motivation, joy, secure, awe, compassion, expressive
Apply	<ul style="list-style-type: none"> • Launch students to individually or collaboratively authentically use the standard. • Build confidence by experimenting with standard in other content and contexts. 	<ul style="list-style-type: none"> • Problem solve a new way to use the pattern to express themselves. • Use the skill as a lens to make sense of the world. 	Problem solving, create, conversation, secure, expressive

<p>Edit</p>	<ul style="list-style-type: none"> • Display 4 versions of the original sentence. • First one is correct. • Ask, “What did we learn about writing from the author?” • Display 3 other version of the sentence, each with one change. <p>Ask, “What changed?” After the change is named ask, “What effect does that have on the reader?”</p>	<ul style="list-style-type: none"> • Secure in the pattern, student collaboratively brainstorm what they learned about writing from the author. • Explore three other versions of the original model sentence with a change in each of them. • Discuss and problem solve on what changed and the effects of that change. 	<p>Conversation, collaboration, problem solving, curious</p>
--------------------	---	---	--

Jeff Anderson and Travis Leech
“Grammar Instruction the Safe & Social Way”
MiddleWeb.com (3/31/21)
<https://www.middleweb.com/44878/>