

Discovering Grammar in **C**ommunicative **C**ontexts through authentic text

in**C**idental

- Grammar in context does not impede meaning.
- Structures can be treated as vocabulary without in-depth analysis.

fo**C**used

- Text is selected to draw attention to particular grammar points in context.
- Teacher may employ a protocol for grammar discovery.

enri**C**hing

- Students can transfer and apply understanding of grammar to new texts.
- Text may contain examples of multiple grammar points in context. Students can identify grammatical clues that support meaning.

re**C**ycled

- Text is chosen for content/theme alignment.
- Text contains grammar in context with which students are familiar.
- Teacher makes connections to prior learning.
- Students notice familiar patterns in the text.

in**C**idental
re**C**ycled
fo**C**used
reinfor**C**ing
enri**C**hing

reinfor**C**ing

- Teacher selects follow-up texts that provide additional context for a grammar point.
- Students can explain the patterns they notice and test their hypotheses to find additional examples.