



# Deliver Best-Practice Lessons Regardless of your Classroom Setting

Plan the four essential steps.

**STEP 1**  
1 MINUTE




### INTRODUCTION:

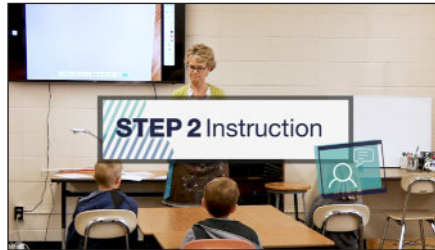
You (re)introduce the skill.

- Provide a lesson link.
- Name the skill using writer's vocabulary.
- Tag the skill with its umbrella writing trait.



Execute mini-lessons in 4 steps.

**STEP 2**  
7-8 MINUTES

### INSTRUCTION:

You demonstrate the skill.

- Reveal & dissect an example of the skill.
- *Think Aloud*/Model how to execute the skill.
- Make the instruction explicit and entertaining.

### Incorporate the gradual release of responsibility.

I do. (*You watch.*)

**STEP 3**  
5-6 MINUTES



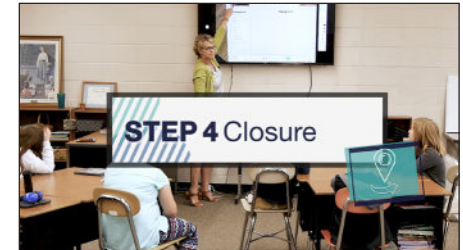

### INTERACTION:

They experience the skill.

- Guide students through parallel experiences.
- Massage their attempts.
- Reteach and refine students' understanding.

We do. (*I do; You help.*)


**STEP 4**  
1-2 MINUTES

### CLOSURE:

You crystallize the skill.

- Crystallize & generalize the skill.
- Announce the Writing-Time task.
- State the code phrase.



**LESSON ESSENTIALS |**  
Session 4: Support writers at home and school with procedural lessons.

You do. (*I help/watch.*)

### Tweak lesson delivery to accommodate video formats.

Plan and deliver best-practice direct instruction regardless of the classroom setting.



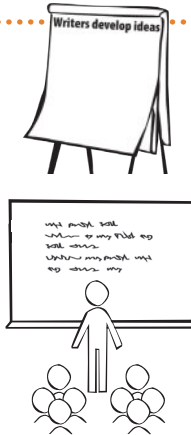
#### STEP 1 INTRODUCTION OF THE SKILL

- Name the skill using its academic vocabulary while pointing to it on the anchor chart.
- Define the skill/concept in a single, simple sentence.
- Identify the purpose &/or value of this skill.

Project the skill name on the screen and/or hold the anchor-chart piece in front of camera before affixing it to the chart behind you.

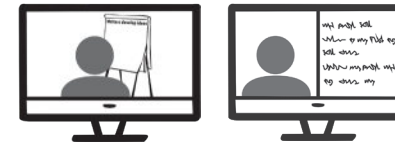
#### STEP 2 INSTRUCTION ON SKILL EXECUTION

- Explain the specifics of the skill while building the anchor chart.
- Demonstrate the skill:  
***I do; you watch.*** Model the physical steps while referring to the anchor chart.  
  
***I think aloud; you listen.*** Verbalize your mental process.
- Jump between the anchor chart and the writing sample— pointing to the different “tools” as you utilize them.



“Build” the anchor chart (e.g., hold up each piece to the camera and then tape it to chart behind you, or grow a digital anchor chart on the screen).

Adjust the view so that students can see the anchor chart, the writing sample, and you at appropriate times during the lesson.



#### STEP 3 INTERACTION AMONG PEERS

- Guide students through a parallel experience while referring to the anchor chart of steps.
- Invite them to try while maintaining focus and control.
- Massage their attempts (i.e., *I do; you help*).
- Reteach and refine students’ understanding.

It is imperative that students see the chart, the writing, and you during the *We-do* experience.

The invitation to try is rhetorical. Don’t give away the microphone nor send students to breakout rooms for 10 minutes.

#### STEP 4 CLOSURE & TRANSFER

- Restate the target skill.
- Explain the Writing-Time task to follow.

If pre-recording, describe the next step (e.g., more instruction to come; independent task, etc.).



**LESSON ESSENTIALS | Session 5:** Maximize the *I do* component of every lesson.

**PLAN & ORGANIZE | Session 5:** Convert the writer’s workshop from in-person to virtual.



Download the resources to support the *Stay on Topic* writing lesson using the Cheerios box.

### Troubleshoot potential problems.

#### Be “live” with students.

Meet the live-for-5-hours-each-day requirement—with pre-recorded lessons.

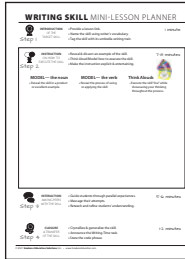
- Execute live whole-class discussions, activities, small-group experiences, guided support, help sessions, etc.
- Hold one-on-one conferences where you provide personalized feedback.
- Show the pre-recorded lesson to the whole class during a live meeting and be present in the chat.

#### Plan mini-lesson skills in a multi-day series.

#### SECRET SITE RESOURCES



Teach one skill across 3+ days.



Connect writing lessons to concrete triggers.

#### RELEVANT RESOURCES

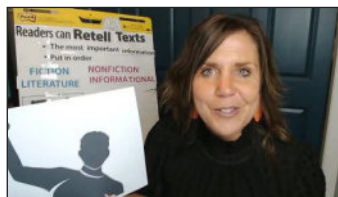


#### SPIN-OFF SESSION

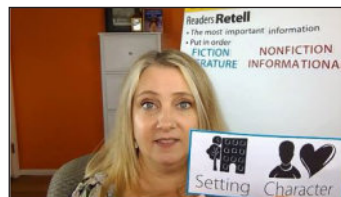
LESSON ESSENTIALS | Session 2: Target the essential skills per writing unit.

#### View pre-recorded lessons.

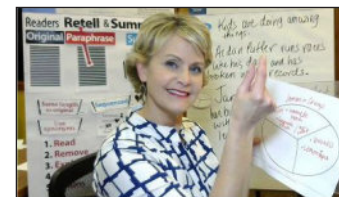
Study the 4-step mini-lesson within these whole-class *comprehension* lessons executed virtually.



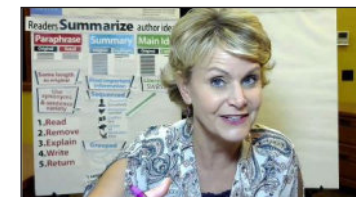
GRADES K-1



GRADES 2-3



GRADES 4-6



GRADES 7-12



SERIES 1: Readers have different voices.  
 SERIES 2: Readers make inferences.  
 SERIES 3: Readers retell/summarize.

SERIES 4: Readers question & predict.  
 SERIES 5: Readers track details across a text.  
 SERIES 6: Readers juggle multiple texts.

# WRITING SKILL MINI-LESSON PLANNER



## INTRODUCTION OF THE TARGET SKILL

1 minute

Step 1

- Provide a lesson link.
- Name the skill using writer's vocabulary.
- Tag the skill with its umbrella writing trait.



## INSTRUCTION ON HOW TO EXECUTE THE SKILL

7-8 minutes

Step 2

- Reveal & dissect an example of the skill.
- *Think Aloud*/Model how to execute the skill.
- Make the instruction explicit & entertaining.



## INTERACTION AMONG PEERS WITH THE SKILL

5-6 minutes

Step 3

- Guide students through parallel experiences.
- Massage their attempts.
- Reteach and refine students' understanding.



## CLOSURE & TRANSFER OF THE SKILL

1-2 minutes

Step 4

- Crystallize & generalize the skill.
- Announce the Writing-Time task.
- State the code phrase.