

Identify the characteristics of direct, explicit instruction.

STEP 1 | 30 SECONDS
INTRODUCTION

Provide a lesson link. *I've noticed in your writing... Now we're ready to learn... We are starting a new type of writing...*

Name the skill using academic vocabulary. *Writers call this...*

Offer a general purpose for this skill. *This will help you/writers to...*

Tag the skill with its umbrella writing trait. *Learning this writing skill will improve the trait of...*

STEP 2A | 5 MINUTES
INSTRUCTION

- WHAT is the skill? *This skill is..., This means (definition)...*
- WHAT does the skill look like? *Here's an example of this skill.*
- WHY is the skill important? *Using this skill helps..., Writers want to..., It's an important skill because..., Readers value when writers do this because (impact)...*
- WHEN & WHERE is the skill used? *Writers use this when..., Use this in your writing where you need...*
- WHAT is the skill like? *This is like..., This works like..., Compare this to a...*
- HOW does the skill work? *To do this..., Writers think about..., Look for a place to..., Here are the parts of..., There are different types of..., Follow these steps...*

STEP 2B | 5 MINUTES
DEMONSTRATION

I do; you watch & listen.

Transition from telling to showing. *Let me show you how this works.*

Jump between the anchor chart and I-DO example while modeling each small and deliberate action.

- Reference the anchor chart to review the first step. *First I have to...*
- Consider how the universal skill applies to the writing topic. *So now I have to find a place to do that in my writing...*
- Throughout the lesson, repeat key information. *Writers use this skill when...*

Think Aloud while demonstrating the skill from beginning to end.

- Reveal the thoughts and actions of a writer when executing the task. *I need to...*
- Think through options and choices and how you make decisions. *I'm wondering if...*
- Model a common mistake or writer struggle point and overcome it. *Maybe...*

STEP 3 | 5 MINUTES
INTERACTION

I do again; you help.

Set up a parallel experience. *I'm going to do another one, and this time I want you to help me.*

Guide students through each step and decision while referring to the anchor chart. *Now, what are we learning? What is this skill called? What do we do first? How could we write that?*

- Pause after each question and provide an Every-Student-Responds opportunity. *Turn and talk. Circle ____ in the air. Give me a thumbs up if... Say out loud what you are thinking when I count to three.*
- Eavesdrop on students' oral attempts during each *Turn & Talk*.
- Regain control after 6-10 seconds. *Back to me!*
- Massage each of their attempts. *I heard several students say... I saw many of you circling...*

Reteach and refine students' understanding of each step throughout the experience. *Remember that this skill includes..., When adding this to your writing, it's important to...*

STEP 4 | 30 SECONDS
CLOSURE

(You do; I help a lot.)

Crystallize & generalize the skill. *Today and every day when you write... That's what writers do... When you want to (achieve this purpose), incorporate (this skill) into your writing.*

Explain the specifics of a parallel YOU-DO task to follow. *During Writing Time, you will practice the same skill...*

State the code phrase to transition from instruction to practice. *Now it's your turn! Let's go be writers! It's GO Time!*