



Make mini-lesson magic



Identify the characteristics of direct instruction.

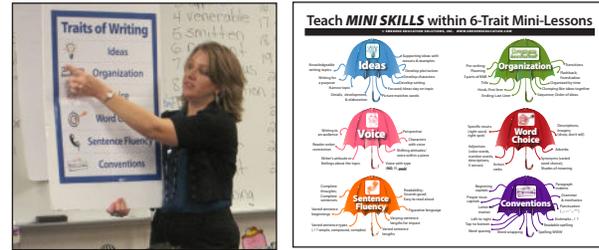


Execute mini-lessons in 4 steps.

STEP 1

30-SECOND 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-MINUTE INSTRUCTION

- **WHAT is the skill?** *This skill is..., This means (definition)...*
- **WHAT does the skill look like?** *Here's an example of this skill. (Reveal strong/or weak examples of the skill.)*
- **WHY is the skill important?** *Using this skill helps..., It's an important skill because..., Writers want to..., 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..., Whenever you want to ___ in your writing, you should incorporate this skill.*
- **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..., To remember these steps, I'll record it on an anchor chart.*



 **SECRET SITE RESOURCES**





RELEVANT RESOURCES
Launching the Writer's Workshop

Launching the Writer's Workshop
Grades K-2

lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

Launching the Writer's Workshop
Grades 3-12

lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

STEP 2B

5-MINUTE DEMONSTRATION



WRITER ACTIONS



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



WRITER THOUGHTS



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. *Now, how do I start? Oh yeah, 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. *This is the skill of..., Writers use this skill when..., This improves the trait of..., This works like a (trigger).*

Think Aloud *while* demonstrating the skill from beginning to end.

- Reveal the thoughts and actions of a writer when executing the task. *This has me thinking that..., I need to..., I want..., The next step..., I should...*
- Think through options and choices and how you make decisions. *I'm wondering if..., When this happens, then..., Since I ____, then I should..., So, I'm going to...*
- Model (and overcome) a common mistake or writer struggle point with the skill. *Wait! I should stop..., Maybe I..., Another way to..., What if I...*

Do all of this planned thinking and writing “live” and in front of the students— but without their help.



RELEVANT RESOURCE

Think Aloud Cards



STEP 3

5-MINUTE INTERACTION

- **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? Writers use this skill when..., This improves the trait of..., This works like a (trigger).*
- **Pause after each question and provide an *Every-Student-Responds* opportunity.** *Turn and talk. Circle ____ in the air. Give me a thumbs up if... In the air, write out the... Blurt out loud what you are thinking when I count to three. (1, 2, 3, Blurt!)*
- **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-SECOND CLOSURE

- **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... You will write about... You are working (independently, with a partner, in a group).*
- **State the code phrase to transition from instruction to practice.** *Now it's your turn! Let's go be writers! It's GO Time!*



STEP 1 | 30 SECONDS INTRODUCTION

STEP 2A | 5 MINUTES INSTRUCTION

STEP 2B | 5 MINUTES DEMONSTRATION

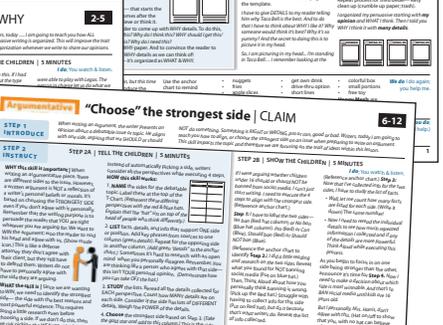
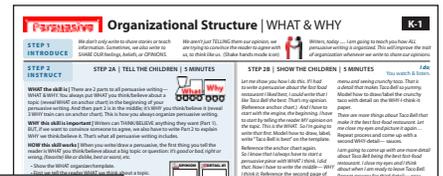
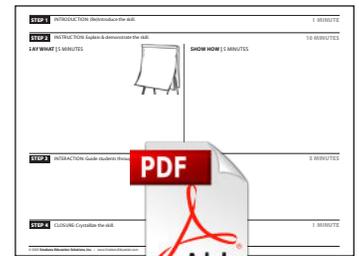
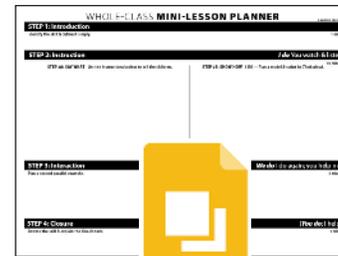
I do. You watch & listen.

STEP 3 | 5 MINUTES INTERACTION

I do again. You help a little.

STEP 4 | 30 SECONDS CLOSURE

(You do. I help a lot.)



PLAN & deliver **TIER 1** whole-class instruction within a **15-MINUTE, 4-STEP** mini-lesson that **GRADUALLY RELEASES** the *I-do* **DIRECT** instruction into *You-do* **WRITING TIME to PRACTICE** the new skill.