

Lesson Title: \_\_\_\_\_

<b>Mini Lesson Teaching Point:</b>
<b>Targeted Standards:</b>
<b>Supported Standards in Mid-Workshop:</b>
<b>Mid-Workshop Reminder:</b>
<b>Materials:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Framing (1-2 minutes):</b> Putting today’s mini lesson into the context of the class’s ongoing work. “Yesterday we worked on... You remember how....” Framing ends by telling children what will be explicitly taught today. “Today, I will show/teach you how...”
<b>Modeling (5-10 minutes):</b> Explicit language to teach children a new strategy or concept. <b>(Mode of Modeling: writing a new piece in front of learners, using a mentor text, adding on to a piece already written, editing a piece, etc.)</b>
<b>Guided Practice (5-10 minutes):</b> After modeling the day’s teaching point, children are given the opportunity to try the new skill or strategy. <b>(Mode of Guided Practice: turn and talk, applying the strategy into an existing piece of their writing, acting/practicing the strategy [i.e. choosing paper, what to do when the teacher is busy], etc.)</b>
<b>Readying for Writing (1 minute):</b> Students are provided a chance to think about their day’s writing and then turn and share their thinking with the person next to them. Children who need more time thinking of their story, stay with teacher for scaffolded support. (Refer to Bridging to Independent Practice prior to transitioning the whole group.)

**Bridging to Independent Practice (1 minute):** Prior to transitioning out of whole group instruction, an intentional reminder is offered to children to use the skill and/or strategy taught during the mini lesson in their day's writing. *"As you're working today as an author, remember to..."*

**Independent Practice/Teacher Conferring (20-40 minutes):** Students work independently while teacher intentionally meets and confers with individuals or small groups of students who have a pre-determined common instructional need. Prior to conferring, the teacher has planned a praise point and teaching point for each conference or small group meeting.

**Mid-Workshop Reminder (1-2 minutes):** Halfway into the writing time, a particular 'tip/suggestion/reminder' is shared with the group. The reminder is determined prior to the day's writing and/or while the children are writing.

**Sharing (3-5 minutes):** Students are gathered as a whole group, in partners, in small groups for Sharing. This time can be a sharing of students' writing or learners' use of a previously taught skill. The focus of the sharing is intentional - either preplanned prior to the day's writing workshop or determined while children are writing.