

The Structure of a Minilesson

Connection	<ul style="list-style-type: none"> • Help students recall the work that they have done prior to the lesson that provides context to the lesson. • DON'T ASK, "WHAT DID WE DO YESTERDAY?" • Remind students by saying things like, "Writers, yesterday we practiced being teachers of information – things we know a lot about. We practiced using a teaching voice." • May share excerpts of student work, mentor texts.
Teaching Point	<ul style="list-style-type: none"> • Explicitly state what you are teaching. "Today I want to teach you that before you write a teaching book, you plan how your book will go. You plan your books by saying your information across your fingers and then quickly sketching something you will write on each page." • This isn't an assignment
Teach	<ul style="list-style-type: none"> • Will you use a mentor text? • Will you use your own writing – usually the teacher models a piece or two over the unit of study in sync with what students are doing. • Will you use demonstration, guided practice, explicitly telling and showing an example, or inquiry?
Active Engagement	<ul style="list-style-type: none"> • This is a quick opportunity to try out what we've taught before we send them off to write. Could be on a shared piece of writing, your own writing, their own writing. • Often involves talking with a partner.
Link	<ul style="list-style-type: none"> • Brings closure. • Link the minilesson to previous learning, to that day's work time, to their writerly lives. • Makes it more likely that there will be transfer of learning to independent writing.