

THE ARCHITECTURE OF A MINILESSON
(From the Work of Teachers College Reading and Writing Project)
PLANNING TEMPLATE

Teaching Point	
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THE LESSON:	
<p>CONNECT Students learn why today’s instruction is important to them as writers and how the lesson relates to their prior work. The teaching point is stated.</p>	
<p>TEACH The teacher shows the students how writers go about doing whatever is being taught. We may teach by demonstrating (modeling <i>how</i> and when writers use this strategy or concept in their work rather than simply telling <i>what</i> writers do); explaining and showing an example; involving the class in a shared inquiry; or taking them through guided practice.</p>	
<p>ACTIVE ENGAGEMENT After we teach something, students are given a chance to quickly practice what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about writing that they can try in their own work.</p>	
<p>LINK The teacher reiterates what has just been taught, adding it to student’s growing repertoire. Students are reminded that today’s lesson pertains not only to today, but to every day and to strengthen their writing for the specific unit inquiry.</p>	

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