**Writing Lesson Guide**

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| The Architecture of a Mini-lesson\*  \*Adapted from The Teachers College Reading and Writing Project | |
| **Standards Addressed** |  |
| **Text** |  |
| **Teaching Point (one sentence)**  Writers do this...to have this effect... |  |
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| **Connection**  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. |  |
| **Teaching**  The teacher shows the students how writers go about doing whatever is being taught. We may teach by demonstrating (modeling how and when writers use this strategy or concept in their work rather than simply telling what writers do); explaining and showing an example; involving the class in a shared inquiry; or taking them through guided practice. |  |
| **Active Engagement**  After we teach something, students are given a chance to quickly practice what has just been taught or to share what they have noticed about the demonstration in order to understand a kind of thinking about writing that they can try in their own work. |  |
| **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. This should include a prompt for students’ own writing. |  |