

Mini-Lesson Format

➔ **Mini-lesson (10-15 minutes whole group):** Reading instruction of a strategy or skill in a genre or a structure using best practices based on standards to create a text for authentic purposes.

- Connection: Introduction/Daily Review/Daily Objective
 - Set the stage
 - Students learn why today's instruction is important and how it relates to their prior work and how it will fit into their lives as readers.
 - Students hear the teaching objective that will crystallize the lesson.
- Teaching Point: Concept Development and Application
 - Teacher models his/her reading for the students on how readers go about doing whatever is being taught in hopes that they will use it often as they read.
 - This usually involves a demonstration which the teacher sets up and demonstrates a strategy we (readers) use to write with greater accuracy, fluency and comprehension.
- Active Engagement: Group, Guided & Independent Practice
 - Students are given a quick opportunity to practice what was just taught with support, or to imagine themselves trying it before the teacher sends them off to continue reading.
 - Teacher scaffolds the work with a familiar text so students can be successful.
 - The task (active engagement) can be done at different times throughout the workshop to scaffold and differentiate instruction for students.
 - Students work in partners/small groups/one-on-one to think and analyze texts.
- Link: Closure to the mini-lesson
 - Teacher links the mini-lesson just demonstrated to three things: what the class has learned on previous days, that day's independent reading work time, and to the students' lives as readers.