

Direct Instruction Minilesson Planning

Step One—Use Standard- and Data-Based Planning	
Mentor text: Standards addressed: <input type="checkbox"/> Reading: <input type="checkbox"/> Writing: <input type="checkbox"/> Listening: <input type="checkbox"/> Speaking: Formative:	Grouping: <input type="checkbox"/> Whole group <input type="checkbox"/> Small group (list students): <input type="checkbox"/> Individual (list student): Criteria for Success: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step Two—Instruct and Model	
Chunk It “I Do It” Make a Connection Tell the Teaching Point Share Criteria for Success Instruct and Model	<i>Yesterday we learned . . . We know that . . . In the real world . . .</i> <i>Today I want to teach you that . . . One way we do this is by . . .</i> <i>You’ll know that you’ve got it if . . . (share the criteria for success)</i> <i>Listen to me as I think aloud . . . First we . . . Then we . . . Finally . . .</i> <i>Did you see how I . . . ?</i>
Step Three—Use Guided Practice	
Chew It “We Do It”	<i>Now you give it a try . . . Do you see how . . . ? Any questions . . . ?</i> <i>Can you show me how . . . ? Can you explain . . . ? Can you demonstrate . . . ?</i>
Step Four—Continue Practice to Encourage Active Engagement	
Chew It “Two Do It”	<i>Now it’s your turn to practice it with . . . As a group, can you . . . ?</i> <i>With your partner . . .</i>
Step Five—Check for Mastery	
Check It “You Do It”	<i>Use this strategy when . . . Now it’s your turn to demonstrate mastery . . .</i>
Step Six—Examine Data and Make Changes	
Change It (Differentiate)	<i>What do the data say? Did I close the gaps? Do I need to provide an additional minilesson? What are my next steps?</i>