

Phase 1: Introducing Word	Establish purpose
	1. Pronounce the word
	2. Students repeat
	3. Provide part of speech
	4. Syllabify
	5. Students repeat
	6. Provide a student-friendly definition
	7. Model example #1 <i>visibly displayed</i>
	8. Students point to, repeat and fill in blank(s)
	9. Model example #2 <i>visibly displayed</i>
	10. Students point to, repeat and fill in blank(s)

Phase 2: Verbal Practice	Transition to Verbal Practice
	1. Introduce frame for verbal practice <i>visibly displayed, include model response</i>
	2. Students repeat model response
	3. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	4. Prompt students to consider a response
	5. Cue partner (A/B, 1/2) to share response with partner
	6. Circulate listening, providing feedback, and preselect reporting
	Transition to reporting
	7. Elicit reporting with frame, <i>visibly displayed</i>
	8. Cue preselected students to report
	9. Direct students to write the word and selected response in the frame (<i>own, partner's or strong response</i>)

Phase 3: Writing Practice	Transition to Writing Practice
	1. Introduce frame for Writing Practice <i>visibly displayed, include model response</i>
	2. Students repeat model response (<i>silently, phrase-cued, chorally</i>)
	3. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	4. Prompt students to consider a response, allowing adequate think time
	5. Direct students to write the word and their response in the frame
	6. Cue partner (A/B, 1/2) to read their sentence to their partner (twice)
	7. Circulate listening, providing feedback
	8. Cue partners to switch and read each other's sentence (continue circulating)
	Transition to reporting
	9. Elicit reporting with frame, <i>visibly displayed</i>
	10. Cue preselected students to report
	11. Elicit additional responses

Phase 4: Partner Sentence	Transition to Partner Sentence
	1. Introduce context for Partner Sentence <i>visibly displayed (no model)</i>
	2. Guide students in reading the prompt <i>(silently, phrase-cued, chorally)</i>
	3. Direct attention to grammatical target(s) <i>(underline, highlight)</i>
	4. Point out word and phrases from the prompt that students should use in responses <i>(underline, highlight)</i>
	5. Prompt students to think about then discuss potential responses
	6. Direct students to <u>both</u> record the agreed-upon response
	7. Cue partners (A/B, 1/2) to each read their sentence to their partner (twice)
	8. Circulate listening, providing feedback, and to preselect reporting
	Transition to reporting
	9. Elicit reporting with entire frame, <i>displayed</i>
	10. Cue preselected students to report (consider media to display student work)
	11. Elicit additional responses

At an appropriate review opportunity, or on Day 5:

Phase 5: Review Sentence	Establish a purpose of the Review Sentence
	1. Introduce context for Partner Sentence <i>visibly displayed (no model)</i>
	2. Guide students in reading the prompt <i>(silently, phrase-cued, chorally)</i>
	3. Direct attention to grammatical target(s) <i>(underline, highlight)</i>
	4. Point out word and phrases from the prompt that students should use in responses <i>(underline, highlight)</i>
	5. Prompt students to think about then discuss potential responses
	6. Direct students to <u>both</u> record the agreed-upon response
	7. Cue partners (A/B, 1/2) to each read their sentence to their partner (twice)
	8. Circulate listening, providing feedback, and to preselect reporting
	Transition to reporting
	9. Elicit reporting with entire frame, <i>visibly displayed</i>
	10. Cue preselected students to report (consider media to display student work)
	11. Elicit additional responses