

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

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

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

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

At an appropriate review opportunity, or on Day 5:

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