

Guiding Principles:

- The framework is not grade level specific. It represents strong instructional practices for readers and writers of any age.
- The framework is designed so that students control 75% of the pace and focus of their learning.
- The framework is designed to work in tandem with the new TEKS and aligned resources.
- The timing and order of each literacy component may not exactly follow the framework. Teachers should make instructional decisions that use class time effectively, efficiently, and are best for their students.

Literacy Components	Teacher Timing (50 - 55 minutes)	The teacher: (what teachers do)	The students: (what students do)	Evidence:
<p>Literacy Belief: Access to high-quality, standards-based instruction provides students the opportunity to develop into literate citizens. <i>Are procedures and expectations in place, so that students know how to interact in a workshop classroom?</i></p>				
<p>Sentence Study OR Reading</p>	5 - 8 minutes	<ul style="list-style-type: none"> • leads TEKS-based, grade level instruction • models reading, writing, thinking practice and strategies • facilitates / prompts discussion • gives book talk 	<ul style="list-style-type: none"> • engage in lesson and discussion • ask clarifying questions • studies/imitates sentence structure/craft • writes for process learning • gives a book talk 	<ul style="list-style-type: none"> • modeled sentence • mentor sentence • write-alouds and think-alouds • formative assessment
<p>Literacy Belief: Access to high-quality, standards-based instruction provides students the opportunity to develop into literate citizens. Literacy Belief: Literacy practices are designed to be engaging in order to meet individual learning needs and foster resiliency in students. <i>Is the time spent in class following strong instructional practices?</i></p>				
<p>Reading / Writing Direct Teach</p> <p>The teacher models reading and writing processes through demonstration, direct instruction, and metacognitive dialog.</p>	10 -12 minutes	<ul style="list-style-type: none"> • leads TEKS-based, grade level instruction • teaches a mini-lesson or extended lesson • models reading, writing, thinking practice and strategies • provides mentor texts for reading and writing • facilitates questioning • inspires writing seeds 	<ul style="list-style-type: none"> • engage in lesson and discussion • ask clarifying questions • responds to mentor texts • writes to learn • utilizes writer/reader notebook 	<ul style="list-style-type: none"> • mini-lesson/direct instruction • mentor text(s) for reading and writing • modeled read-alouds, write-alouds, and think-alouds • formative assessment
<p>Literacy Belief: Opportunities to read and write daily across all disciplines and interact with culturally responsive texts creates relevant learning that provides meaning and value for students. Literacy Belief: Student choice in a literacy-rich environment is fundamental to engagement and creation of a literacy identity. <i>Have students had the opportunity to confer with the teacher and have structured conversations with their peers? Are students establishing the habits and identities of lifelong readers and writers?</i></p>				
<p>Independent and/or Collaborative Practice</p> <p>Students practice reading and/or writing activities independently within the workshop process. The teacher confers with students and assesses learning for future instruction. The teacher facilitates opportunities for small group instruction. Instruction may be differentiated by level, interest, or strategic grouping.</p>	Up to 25 minutes *may be increased during the year to build stamina/fluency	<ul style="list-style-type: none"> • observes and monitors progress; • confers with students and provides personalized feedback • collects data (formative assessment) • reteaches or extends skills with small group and/or individual students • provides flexible grouping opportunities • provides levels of thinking and questioning based on student performance • facilitates higher-level questioning (e.g. Bloom's) • assesses mastery 	<ul style="list-style-type: none"> • read/write for a purpose • ask questions to inform reading and writing • participate in interactive and/or independent reading and writing • practice/apply minilesson • create questions for discussion or conferences • collaborate at their level to gain understanding of the objective • reflect on learning • engage in dialogic conversation • provide peer feedback • utilize writer/reader notebook • demonstrate mastery of objective 	<ul style="list-style-type: none"> • Independent reading and writing <ul style="list-style-type: none"> • sustained silent reading • low-stakes writing • application of skills • collaborative small groups • direct small-group instruction • guided reading and writing • small group conferences • 1:1 conferences • book clubs/lit. circles • Socratic seminars • peer editing/conferences • inquiry /exploration • close reading with annotation
<p>Literacy Belief: When students have an awareness of their learning, they are empowered to take steps towards communicating their literacy development. Literacy Belief: Ongoing assessment is used to communicate and guide responsive instruction to help students continue to grow as readers and writers. <i>Are students able to communicate what they have learned, how they have learned it, why they have learned it, and if not, know when they are confused?</i></p>				
<p>Reflect and Share</p> <p>Students and teachers assess understanding of the learning objective(s), and attach personal meaning and relevance to what they have learned during the literacy block.</p>	5 minutes	<ul style="list-style-type: none"> • guides reflection on learning/closure • reinforces what students have learned • listens and reflects on student mastery 	<ul style="list-style-type: none"> • discuss and/or write to reflect on the day's lesson • set goals/ track progress • share reading or writing • listen to classmates • provide feedback to each other 	<ul style="list-style-type: none"> • status of the class • lesson summary • signify learning • exit slips • challenge of the day • making connections • self-monitoring/goal setting • formative assessment