

Guiding Principles (from Gallagher & Kittle, 2018):

- *This structure is not grade level specific.* This represents sound instructional practice for readers and writers at any age.
- *Students control the pace and focus of their work during 75 percent of each class.* Direct instruction is limited and students spend the majority of class time processing and applying that teaching on their own.
- *The sequence and timing of moves in the classroom are malleable.* While a classroom should stay generally true to this structure on most days, depending on the unit and the needs of the students, a teacher may spend more or less time in any of these daily practices at any given time.

Literacy Components	Timing	The Teacher:	The Students:	Evidence
<p>Read - The “Read” block at the beginning of an instructional unit consists of three central components: 1) Book Talks, 2) Time to Read, and 3) Conferring with Readers</p>	10-12 min.	<ul style="list-style-type: none"> • Shares a range of books with students in a range of ways. • Models lifelong reading by talking about books and their reading life. • Provides time for reading independent, core text, or book club books. • Confers with students about their reading. • Tracks students’ reading progress and their thinking about their reading. 	<ul style="list-style-type: none"> • Select independent reading books across a range of genres and levels. • Track their reading progress across the year. • Note their thinking about their reading regularly. • Lead reading conferences with their teachers based on their own inquiries and goals. • Share their reading with peers. 	<ul style="list-style-type: none"> • Teacher and/or students advertise books on a regular basis. • Teacher demonstrates book knowledge. • Teacher and students have record keeping of their reading progress. • Teacher is actively conferring with students during reading time.
<p>Formative Assessment - Reading conferences and record keeping form the bulk of formative data. Reading conferences will provide formative data on reading behavior, skill and lesson application, and reading self identity.</p>				
<p>Guiding Focus - AISD Literacy Belief 5: <u>“Student choice in a literacy rich environment is fundamental to engagement and creation of a literacy identity.”</u> <i>Are students establishing the habits, proficiencies, and identities of daily lifelong readers?</i></p>				
<p>Write - The “Write” block is for notebook writing, by hand and free of digital distraction, following the general pattern of: 1) Seed/Engagement, 2) Drafting/Response with Teacher Modeling, 3) Brief Revision, and 4) Brief Share and Reflection</p>	8-10 min.	<ul style="list-style-type: none"> • Asks students to divide their notebook into set sections. • Inspires student thinking with a short seed or engagement (e.g. a poem, chart, infographic, article, excerpt, lyrics, etc.). • Models messy first draft writing in response to the seeds every time students are asked to write. • Prompts short student revision for a couple minutes each day. • Allows writers to share with a partner or a class with guiding questions. 	<ul style="list-style-type: none"> • Organize their notebook according to teacher guidelines. • Write everyday in short stints, either as free writes or more specific skill-focused teacher prompts (50/50 split). • Revise their writing, or portions of their writing, and share their revisions with peers and their teacher with regularity. • Share their writing and their thinking about their writing with peers and their teacher. 	<ul style="list-style-type: none"> • Teacher and students have notebooks with dated, consistent entries. • Students can talk about their writing and their thinking about their writing. • Students have seed ideas that can be developed into longer pieces. • Students have records of their revision and editing work and thinking.

Formative Assessment - Student notebooks are fertile grounds for formative checks when the teacher is conferring. Students also should be given regular opportunities to share and demonstrate their learning and thinking through turn and talk, quickwrites, and other formative checks.

Guiding Focus - AISD Literacy Belief 3: “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.”

Are students establishing the habits, proficiencies, and identities of daily lifelong writers?

<p>Study - The “Study” block focuses on teaching students to read like writers by studying texts deliberately, and consists of: 1) Study of Mentor Texts, and 2) Minilessons and Modeling.</p>	<p>8-10 min.</p>	<ul style="list-style-type: none"> ● Guides students to mentor texts that allow for TEKS-based minilessons and inquiry-based text exploration. ● Models the language and thinking used in analyzing author’s craft, focusing on developing closer readers. ● Teaches minilessons that are influenced by the work students have produced. ● Gathers formative data that allows for instruction to be responsive to student needs. 	<ul style="list-style-type: none"> ● Notice author’s craft in a variety of teacher-provided and eventually, student-provided texts. ● Increase confidence and ability to notice author’s craft. ● Recognize and share thinking about author’s craft in their own reading and writing. ● Apply learning about author’s craft to new and novel texts. 	<ul style="list-style-type: none"> ● Teacher provides some direct instruction and modeling in short minilessons. ● Students are given opportunities to apply minilesson instruction. ● Minilesson instruction is TEKS-based and responsive to student needs. ● Students are regularly given the opportunity to approach texts studied with an open inquiry-based stance.
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Formative Assessment - Students should be given regular opportunities to apply the learning from minilessons in short, formative ways. Through quick writes, conferring, small-group instruction, student talk, and other formative checks, the teacher should have a firm understanding of student learning.

Guiding Focus - AISD Literacy Belief 6: “Access to high quality, standards based instruction provides students the opportunity to develop into literate citizens.”

Are students given the opportunities, skills, and language needed to study texts and authors deliberately, and are they demonstrating their growing understanding?

<p>Create - The “Create” block is dedicated to providing students with writing time to work on an evolving draft, and consists of: 1) Providing Guidance, Time, and Choice to Students in Their Writing, and 2) Conferring with Writers.</p>	<p>20 min.</p>	<ul style="list-style-type: none"> ● Dedicates daily time to students so they can work on developing a draft either in response to a teacher writing prompt, or a self-selected writing piece. ● Spends the entirety of this workshop time conferring with writers. ● Mentors and guides students through their writing decisions, struggles, and conversations. ● Challenges students as individual writers to extend their writing abilities in longer, more complex, more sophisticated pieces. 	<ul style="list-style-type: none"> ● Engage in longer, process-oriented writing pieces. ● Write for purposes that are both self-selected and in response to outside requirements. ● Identify areas of their writing and their writing competency and abilities to focus on in teacher conferences. ● Make decisions about their writing based on what they have learned about effective writing and their conversations with peers and their teacher. 	<ul style="list-style-type: none"> ● Students show growth in their ability to share and talk about their writing. ● Teacher confers with students very regularly. ● Teacher and students learn about who each student is as a writer. ● Students use their notebook work to influence their drafting in their process-writing.
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Formative Assessment - This block of time is wholly dedicated to students writing and teachers conferring with them. The teacher should always confer with a formative lens, constantly on the lookout for ways they can help their students develop individually as writers.

Guiding Focus - AISD Literacy Belief 4: “Literacy practices are designed to be engaging in order to meet individual learning needs and foster resiliency in students.”

Are students growing as more confident, skillful, proficient, and effective writers?

Share - The “Share” block is for highlighting the work of the day and consists of: 1) Sharing Beautiful Words, and 2) Reflecting on Learning and Growth.

3 min.

- **Creates** a safe environment for sharing with their advocacy, support, and modeling.
- **Honors** students’ approximation, experimentation, and risk-taking.
- **Encourages** reflection with skillful questioning linking students’ sharing to instruction.
- **Seeks** out good things students have done in their writing during writing conferences in order to encourage them to share.

- **Share** their writing with the rest of the class.
- **Honor** their classmates when they share.
- **Reflect** on their learning and growth.

- Students share pieces of their writing with the class.
- Students and teacher build community through their shared experiences.
- Students demonstrate knowledge and understanding of their learning through their application of the learning in context and a metacognitive ability to speak about their thinking.

Formative Assessment - Teachers regularly ask students to reflect on and demonstrate their learning with questioning, sharing, and exit tickets.

Guiding Focus - AISD Literacy Belief 9: “When students have an awareness of their learning, they are empowered to take steps towards communicating their literacy development.”

Are students comfortable sharing their writing, and can they speak effectively about their literacy learning?