



Instructional Protocols

THE FIRST 20 DAYS

Purpose:

- **First 20 Days** of a new school year involves modeling procedures, behaviors and classroom expectations. Building a literacy community in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

Teacher Protocols	Learner Protocols
I will introduce the rituals and routines from the “First 20 Days”	I will practice and follow the rituals and routines for all of the balanced literacy components my teacher models.
I will gradually release responsibility to the students as they become independent learners.	I will continue to follow the rituals and routines, as I move towards becoming an independent learner.

MODELED READING & WRITING

Purpose:

- **Modeled reading** is an instructional practice in which the teacher models for the students how skilled readers construct meaning from text.
- **Modeled writing** is an instructional strategy used to pre-teach and reinforce specific writing skills or concepts, such as grammar, conventions or genre craft.

Teacher Protocols	Learner Protocols
I will model fluent reading.	I will observe and listen to fluent reading modeled by the teacher.
I will model the thinking and strategies of a proficient reader building; background knowledge about the world.	I will build my background knowledge by observing and listening to the thinking strategies and skills of a proficient reader.
I will model appropriate oral vocabulary	I will use appropriate oral vocabulary.
I will introduce and model writing skills and strategies.	I will observe and use appropriate writing skills and strategies.
I will use a mentor text to help students identify how an author crafts their text to convey a message or theme.	I will observe and identify how an author crafted their text to convey a message or theme.

TABLE TALK & QUICK WRITE



Purpose:

- **Table talk reading** provides students with the opportunity to process information addressed in the shared reading lesson. Students engage in academic discourse to make sense and meaning of new learning.
- **Table talk writing** provide students with multiple opportunities to talk to their partner about various themes and topics, as they make connections to their personal experiences.
- **Quick write** provides students with the opportunity to briefly respond in writing, the theme or topic they discussed with their partner. Quick write builds on student's coherence and writing fluency.

Teacher Protocols	Learner Protocols
Table Talk Reading: I will pose various questions to have students discuss process and apply strategies, skills, and content with a partner or tablemates to build social emotional competencies .	Reading: I will demonstrate self-management, social awareness and build positive relationships while I discuss, and apply strategies, skills, and content with a partner or tablemates.
Table Talk Writing: I will pose various questions to have students discuss themes and topics, as they apply the question to their personal experiences.	Writing: I will explore themes and topics, through partner discussions, as I connect how they relate to my personal experiences.
Quick Write: I will plan activities to build writing fluency through brief writing activities that stem from Table Talk.	Quick Write: I will write about what I discussed with my Table Talk partner to build coherence and fluency. I will use these opportunities to help me in developing first drafts.

SHARED READING & WRITING



Purpose:

- **Shared reading** is an interactive reading experience that occurs when students join in and share the reading of a text selection while guided and supported by a teacher. The teacher explicitly addresses the skills and strategies of critical reading, as students engage with text.
- **Shared writing** is an interactive writing experience where a teacher explicitly models and teaches the writing process and sentence structure, using mentor sentences and text.

Teacher Protocols	Learner Protocols
I will explicitly guide the students as they explore and analyze texts, applying targeted comprehension strategies and skills to make sense of the text.	I will apply strategies and skills with teacher support to analyze and make meaning of text.
I will explicitly teach and help students apply the writing standards.	I will apply the writing strategies and skills with teacher support.
I will explicitly teach and help my students apply the writing process.	I will apply the writing process with teacher support.
I will use the Oral Vocabulary Routine to provide students with higher level vocabulary to use in their writing.	I will apply the higher level vocabulary I learn and practice in my writing.

GUIDED READING & WRITING

Purpose:

- **Guided reading** is an opportunity for a teacher to provide small group differentiated instruction on skills and strategies to close reading gaps. Students practice applying skills and strategies with teacher support and guidance.
- **Guided writing** is a component of guided reading that addresses specific basic writing skills and strategies guided by the teacher. Guided instruction may include letter formation, spacing, capitalization and punctuation.

Teacher Protocols	Learner Protocols
I will plan small group instruction that will individually guide readers, helping them to demonstrate self-awareness by applying specific reading strategies, based on their reading stage.	I will read at my individual pace using the strategies and skills previously modeled by the teacher.
I will continually monitor students and address their specific needs.	I will apply strategies and skills taught by the teacher.
I will plan strategies and skills that focus on the goal of moving students to the next stage of reading.	I will set a goal to read at a specific stage by the end of the year.
I will meet with small groups to read and provide differentiated instruction using leveled texts.	I will work on my individual skills during small group differentiated instruction with the support of my teacher.
I will group students based on need, and therefore, change groups as students move to a new reading stage.	I will monitor my goal to ensure I am progressing in the stages of reading.
I will plan small group instruction that focuses on reading comprehension strategies and skills, word study, and writing.	I will read at my individual pace using the strategies and skills previously modeled by the teacher. I will use the skills and strategies taught during guided writing in my individual writing.

INDEPENDENT READING & WRITING

Purpose: (This can happen during workstations or at another time in the instructional day)

- **Independent reading** provide students the time to read selections, on their independent level, to increase self-sustained reading, build fluency and comprehension, as well as, foster a love of reading.
- **Independent writing** provides students the time to try out skills, strategies and craft introduced during literacy instruction. Multiple opportunities to practice and experiment, within their own writing, leads students to identify themselves as writers.

Teacher Protocols	Learner Protocols
I will show students how to select developmentally appropriate texts that are of high interest to individual students.	I will read self-selected reading materials and practice skills and strategies taught during instruction.
I will monitor independent reading behaviors.	I will continue to work on fluency and comprehension using self-selected text.
I will guide students through the writing process and conference with them about their independent writing pieces.	I will use the writing process to complete writing pieces. I will set goals for my writing and monitor my progress during my conferences with my teacher.

WORKSTATIONS

Purpose:

- **Workstations** provide students with the opportunities to practice skills introduced during previous lessons. Workstations are engaging, focused activities that extend students' learning, as they become proficient readers and writers. Workstations may address: comprehension, word study, fluency, expression, and writing

Teacher Protocols	Learner Protocols
I will create opportunities for students to practice and demonstrate self-management and responsible decision-making by preparing work station activities that students work on independently, with a partner or in a small group.	I will demonstrate responsible decision-making as I apply skills and strategies to extend my learning.
I will create TEKS based activities that focus on helping students explore and expand their literacy skills as they meet their learner goals (i.e. fluency & writing)	I will participate in TEKS based activities to expand my literacy skills: (i.e. Read to Self, Read to Someone, Listen to Reading, Engage in the Writing Process: Draft, Edit, Revise, Publish, Word Study).
I will be intentional about creating opportunities for students to engage in learning about and demonstrating self-management and responsible decision-making at each station.	I will hold myself accountable by actively participating and producing quality work and following established guidelines.

WORD STUDY

Purpose:

- **Word Study** - Students engage in phonological awareness, print awareness and phonics instruction and activities to understand the letter/sound relationships, spelling patterns and morphological analysis to decode and encode written language.
- **Vocabulary development** provides students with explicit instruction in vocabulary strategies and skills in order to determine meaning of unfamiliar words. Teacher explicitly shows students how to transfer and apply those skills within multiple texts.

Teacher Protocols	Learner Protocols
I will provide instruction that develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and spell.	I will apply skills and strategies in word study to help me to become a more proficient reader and writer.
I will plan activities that will help students learn the relationship between encoding and decoding.	I will participate in word study activities.
I will provide explicit instruction in grade appropriate spelling.	I will use correct spelling in my writing.
I will provide vocabulary instruction that provides students the	I will practice using newly acquired vocabulary expressively.

opportunity to acquire an expressive vocabulary.	
I will provide students with instruction on standards unique to each language.	I will demonstrate knowledge of differences and similarities between the two languages.