

Student-Centered Routines

When we ask students to engage in cognitively challenging work, we use a set of routines: individual writing on a question or task, sharing of ideas in pairs and trios, and whole group discussion. These rituals and routines, derived from research on cognitive apprenticeship, are designed to engage all students as learners in collaborative problem solving, writing to learn, making thinking visible, using routines for note-taking/making and tracking learning, text-based norms for interpretive discussions and writings, ongoing assessment and revision, and metacognitive reflection and articulation as regular patterns in learning. These cyclical apprenticeship rituals and routines build community when used with authentic tasks through collaboration, coaching, the sharing of solutions, multiple occasions for practice, and the articulation of reflections (Brown, Collins, & Duguid, 1989).

The key English language arts pedagogical routines that support students' learning are

- quick writes composed by individual learners in response to questions and tasks for any and all of the design features of lessons and units;
- pair/trio sharing of individual quick writes to establish academic conversations in a safe environment with high accountability to the task and the group members;
- charting of the pair/trio sharing by members of the group to represent the work of the group to the entire class;
- gallery walks for members of the class to read and take notes on the pair/trio work in preparation for a whole class discussion of the task;
- whole group discussions of the questions or tasks that prompted the scaffold of quick writes, pair/trio share, charting, and gallery walks to deepen understandings and address lingering questions; and