OPTIMAL LEARNING MODEL IN A DAILY LITERACY BLOCK

Thinking, Listening, Speaking, Writing, Reading

(Includes the minimal 90-minute time requirement for most states)

End Goal: Learners *choose* to do meaningful reading and writing activities for their own purposes and audiences, set new goals, take new actions, and learners are able to transfer their learning to new contexts across the curriculum.

READING (40–60 minutes)

Learning to Read and Reading to Learn Meaningful Texts

Demonstration ("I do it")

- Thinks aloud while reading
- · Shows how to read a text

Shared Experiences ("We do it")

- Shared reading
- Shared read aloud
- Scaffolded conversations

Guided Practice ("You do it, We do it") (students try out with support)

- Sustained reading practice (e.g., guided small-group reading, independent reading practice)
- Reading conferences (Whole group, small group, partner, one-on-one)

Independent Practice ("You do it")

 Sustained independent reading (Applies learning, independently problem solves, self-monitors, and self-evaluates

Assess



WORD WORK +

(10-30 minutes)

(The contextual glue that binds reading and writing)

May include: phonemic awareness, phonics, spelling, word study,

morphology, and/or vocabulary

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WRITING

(40-60 minutes)

Learning to Write and Writing to Learn Meaningful Texts

Demonstration ("I do it")

- Thinks aloud while writing
- Shows how to write a text (e.g., writing aloud)

Shared Experiences ("We do it")

- Shared writing
- Interactive writing
- Scaffolded conversations

• Guided Practice ("You do it, We do it")

(students try out with support)

- Sustained writing practice (e.g., small-group support, independent writing practice)
- Writing conferences (Whole group, small group, partner, one-on-one)

Independent Practice ("You do it")

 Sustained independent writing (Applies learning, independently problem solves, self-monitors, and self-evaluates)

