

Literacy Block--Intermediate

Reading Block		Writing Block	
Read Aloud	Teacher reads and stops to think-aloud and model the use of the strategies. The teacher gradually invites students to share their thinking.	Modeled Writing	Teacher writes in front of students while verbalizing what he/she is thinking and writing.
Shared Reading	Teacher and students process a piece of text together. Every student is able to see the text.	Mini-lesson	Teacher presents a lesson that students will apply as they move into independent writing. Lessons may focus on the process or the craft of writing.
Guided Reading /Small Group	Teacher meets with small flexible groups of students who are reading at a similar level of achievement.	Guided Writing /Small Group	Teacher meets with small flexible groups of students to guide them through the writing process and apply learning from the mini lessons. Groups are not regularly scheduled but are formed based on students needs.
Independent Reading	Students read from independent level text in order to practice the learning from whole group and guided reading. Students are held accountable for their learning.	Independent Writing	Students write for an extended period of time to practice the craft of writing and to apply the appropriate strategies from modeled writing and/or mini-lessons.
Whole Group Reflection	Class meets to share their learning. Partner and small group sharing is encouraged.	Sharing	Students are given the opportunity to share their writing with each other to receive constructive feedback.
Word Study	Word study includes phonemic awareness, phonics, spelling, and vocabulary. Word study can be part of either the reading or writing block depending on the focus of the study and how the students will be applying the learning.		

Literacy Block - Intermediate

Reading Block		Daily Structure
Read Aloud	Teacher reads and stops to think-aloud and model the use of the strategies. The teacher gradually invites students to share their thinking.	20 - 25 minutes (whole) (gradual release) strategy focus and/or genre study, vocabulary focuses
Shared Reading	Teacher and students process a piece of text together. Every student is able to see the text.	
Guided Reading /Small Group	Teacher meets with small flexible groups of students who are reading at a similar level of achievement.	30 - 40 minutes (small) independent reading centers guided reading conferencing assessment
Independent Reading	Students read from independent level text in order to practice the learning from whole group and guided reading. Students are held accountable for their learning.	
Whole Group Reflection	Class meets to share their learning. Partner and small group sharing is encouraged.	10 minutes (whole) sharing
Word Study	Word Study includes phonemic awareness, phonics, spelling, and vocabulary. Word study can be part of either the reading or writing block depending on the focus of the study and how the students will be applying the learning.	

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Writing Block		Daily Structure
Modeled Writing	Teacher writes in front of students while verbalizing what he/she is thinking and writing.	20 - 25 minutes (whole) (gradual release) mini-lessons: procedure, process, craft, traits, grammar read aloud modeled writing shared writing
Mini-lesson	Teacher presents a lesson that students will apply as they move into independent writing. Lessons may focus on process or the craft of writing.	
Guided Writing /Small Group	Teacher meets with small flexible groups of students who are writing at a similar level of achievement.	30 - 40 minutes (small) independent writing guided writing conferencing assessment
Independent Writing	Students write for an extended period of time to practice the craft of writing and to apply the appropriate strategies from modeled writing and/or mini-lessons.	
Sharing	Students are given the opportunity to share their writing with each other to receive constructive feedback.	10 minutes (whole)
Word Study	Word Study includes phonemic awareness, phonics, spelling, and vocabulary. Word study can be part of either the reading or writing block depending on the focus of the study and how the students will be applying the learning.	