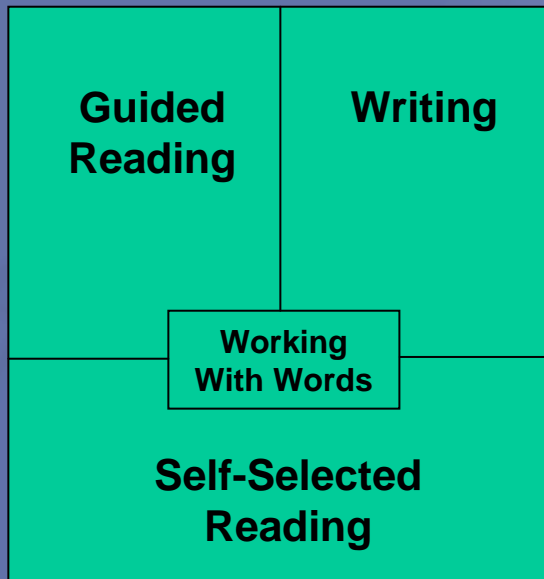


Big Blocks Literacy Model



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Big Blocks Time Allocations

Guided Reading, Writing, and Self-Selected Reading – 180 minutes *per week*

Working With Words – 60 minutes *per week*

Big Blocks

- multilevel, multimethod framework that integrates language arts instruction with content learning
- increase the amount of time available for language arts by connecting/integrating with content area studies
- integration accommodates increased demands in content learning, increased use of textbooks to deliver instruction, and students' need for continued literacy support

Writing

Four Blocks

- 30-40 minutes daily instruction
- Mini-lesson, writing, conferencing, and sharing
- Student Choice and focused writing

Big Blocks

- Instruction to equal 150 – 200 minutes per week
- Mini-lesson, writing, conferencing, and sharing
- Increased time and attention to focused writing

Focused Writing

- More time will be spent on teaching forms of writing
- These forms should connect to content area work whenever possible
- Vertical conversations become necessary

Guided Reading

Four Blocks

- 30-40 minutes daily instruction

- Comprehension

Daily before, during, and after activities

Big Blocks

- Instruction to equal 150 – 200 minutes per week

- Comprehension

Before, during, and after activities for every lesson

Guided Reading

Four Blocks

- Fiction and Non-fiction texts
- A variety of after reading activities

Big Blocks

- suggest 1/3 literature and 2/3 content area texts with greater focus on content area reading including non-fiction texts
- More frequent **written responses** to reading

Self-Selected Reading

Four Blocks

- 30-40 minutes daily instruction
- Read aloud

Big Blocks

- Instruction to equal 120 – 200 minutes per week
- Read aloud and some mini-lessons to model comprehension and decoding strategies

Self-Selected Reading

Four Blocks

- Reading, conferencing, and sharing

Big Blocks

- Reading, conferencing, and sharing
- Weekly written response to reading; daily reading log

Self-Selected Reading Responses

Express their personal responses to reading—opinions, feelings, likes, and dislikes.

Make predictions about what will happen in the rest of a book

Talk about things they don't understand, or ask questions about what is happening or why something is happening.

Relate books to their own experiences; write about similar things that have happened to them.

Praise or criticize books, giving specific reasons why they feel this way, such as the writing style or subject matter.

Working With Words

Four Blocks

- 30-40 minutes daily instruction
- Spelling patterns and high frequency words
- Transfer to reading and writing

Big Blocks

- Instruction to equal 60 minutes per week (2-3 20-minute lessons)
- Spelling patterns and high frequency words; greater emphasis on morphemes
- Transfer to reading and writing