

Figure 1.4 Sample Weekly Distribution of Time

	Monday	Tuesday	Wednesday	Thursday	Friday
Focused Instruction 20 minutes	Reading (comprehension strategies instruction)	Writing (craft, purpose, organization)	Reading (comprehension strategies instruction)	Writing (conventions and revision)	Reading (comprehension strategies extension)
Guided Instruction 1 20 minutes OR Collaborative Learning 1 20 minutes	Guided or Scaffolded Reading (Group 1) Collaborative Reading: Book discussion or reciprocal teaching for deep consolidation (Group 2) Stations for rehearsal (Groups 3 and 4)	Guided Writing (Group 3) Collaborative Writing: Oral planning and composition of text (Groups 1, 2, and 4)	Guided or Scaffolded Reading (Group 3) Collaborative Reading: Book discussion or reciprocal teaching for deep consolidation (Group 4) Stations for rehearsal (Groups 1 and 2)	Guided Writing (Group 1) Collaborative Writing: Peer critiques (Groups 2, 3, and 4)	Close reading, extended discussion, and writing about a complex text
Guided Lesson 2 20 minutes OR Collaborative Work 2 20 minutes	Guided or Scaffolded Reading (Group 2) Collaborative Reading: Book discussion or reciprocal teaching for deep consolidation (Groups 3 and 4) Stations for rehearsal (Group 1)	Guided Writing (Group 4) Collaborative Writing: Oral planning and composition of text (Groups 1, 2, and 3)	Guided or Scaffolded Reading (Group 4) Collaborative Reading: Book discussion or reciprocal teaching for deep consolidation (Groups 1 and 2) Stations for rehearsal (Group 3)	Guided Writing (Group 2) Collaborative Writing: Peer critiques (Groups 1, 3, and 4)	
Focused Instruction	Check in with class and reteach as needed	Check in with class and reteach as needed	Check in with class and reteach as needed	Check in with class and reteach as needed	
Independent Reading With Confering 20 minutes	Assess formatively individual students in reading and provide and receive feedback Balance of class is reading teacher-selected texts linked to unit of study	Confer with five students on reading and provide and receive feedback Balance of class is reading teacher-selected texts linked to unit of study	Assess formatively individual students in reading and provide and receive feedback Balance of class is reading teacher-selected texts linked to unit of study	Confer with five students on reading and provide and receive feedback Balance of class is reading teacher-selected texts linked to unit of study	
Independent Writing With Confering 20 minutes	Assess individual students in writing Balance of class is composing	Confer with five students on writing Balance of class is composing	Assess individual students in writing Balance of class is composing	Confer with five students on writing Balance of class is composing	Oral language development and metacognition
Focused Instruction Closure Goal Setting 10 minutes	Oral language development and metacognition	Oral language development and metacognition	Oral language development and metacognition	Oral language development and metacognition	Oral language development and metacognition

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