

REQUIRED BALANCED LITERACY COMPONENTS

(Listening, speaking, viewing and visual representation are to be incorporated in all areas.)

ASSESSMENTS TO BE USED TO GUIDE INSTRUCTION:

Developmental Reading Assessment (DRA) Portfolio Running Records DWP Prompt
 Evaluación del desarrollo de la lectura (EDL) HM Theme/Benchmarks (Optional) Tungsten STAR CBM

READING		WRITING		WORD STUDY
70-95 minutes		45-55 minutes		40-50 minutes
Reading Aloud Shared Reading Guided Reading Independent Reading	Strategies: Predicting Questioning Summarizing Clarifying Inferring Connecting Visualizing	Daily Writing: Modeled/Shared *Interactive *Guided Writing *Independent Writing	ISAT/IMAGE Ext. Response Essay: * Narrative * Expository * Persuasive	Phonics Vocabulary Spelling
<i>Suggested Activities to Improve Fluency</i>	<i>Suggested Activities to Improve Comprehension</i>	<i>Suggested Activities/ Strategies to Improve Writing</i>		<i>Suggested Activities to Improve Word Knowledge</i>
Author's Chair Books on tape Chanting Choral reading Dialogue reading Echo reading Interactive writing Journal sharing LEA Partner reading Poetry reading Popcorn reading Read the room Readers' Theater Recording students Repeated Readings Rereading familiar texts Shared writing Singing Word Wall	Anticipation guides Brainstorming Double-entry journal DRTA/DLTA Graphic organizers Journal K-W-L QAR LEA Making connections Partner reading/writing Predicting/verifying answers Reciprocal teaching Retelling/summarizing Role playing Sequencing Shared writing Story map Story response Test-taking strategies Think aloud Word sorts	6+1 Traits Four Square Graphic Organizers K-W-L LEA Partner writing Pattern writing Personal response journals Story map Story response Student friendly rubric Write the room Writing center Word Wall		Brainstorming Concept Map Daily message Dictionary/Thesaurus study Graphic organizers Interactive writing K-W-L LEA Making words Mini-lessons Pocket chart activities Poetry study Shared reading/writing Word banks Word sorts Word wall Write the room Writer's workshop

All of the above should be included in content area instruction.

Balanced Literacy

READING:

<p><u>Reading Aloud</u> Teacher reads selection aloud to the whole class or small groups.</p> <ul style="list-style-type: none"> • provides model of fluent reading • develops sense of story/text • develops vocabulary • builds a community of readers • develops active listening • motivates students to read • exposes students to a variety of genres 	<p><u>Shared Reading</u> Teacher and students read and reread a variety of texts together.</p> <ul style="list-style-type: none"> • teacher models and promotes reading strategies and skills • encourages social interaction within group • extends understanding of the reading process 	<p><u>Guided Reading</u> Teacher works with a small group of students with similar reading abilities using materials at their instructional level.</p> <ul style="list-style-type: none"> • teacher-selected texts • student does the reading • student practices reading strategies to build independence 	<p><u>Independent Reading</u> Student chooses from a variety of texts to read alone or with others.</p> <ul style="list-style-type: none"> • student practices reading strategies learned • promotes reading for enjoyment and information • supports writing development • fosters self-confidence
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← Higher Teacher Support
Lower Student Responsibility

→ Lower Teacher Support
Higher Student Responsibility →

WRITING:

<p><u>Modeled/Shared Writing</u> Teacher and students collaborate to write text with teacher demonstrating competent writing.</p> <ul style="list-style-type: none"> • models the connection between spoken and written language • develops writing strategies • supports reading development • provides model for a variety of writing styles • produces text that students can read independently 	<p><u>Interactive Writing</u> Teacher and students compose together using a "shared pen" technique in which students do some of the writing.</p> <ul style="list-style-type: none"> • teacher models writing conventions • provides opportunities for students to plan and produce texts that they can read independently • students see themselves as writers 	<p><u>Guided Writing</u> Teacher works with groups of students to provide specific writing instruction.</p> <ul style="list-style-type: none"> • teacher provides guidance through a mini-lesson • student practices strategies while teacher reinforces strategies and skills 	<p><u>Independent Writing</u> Students write by themselves for a variety of purposes.</p> <ul style="list-style-type: none"> • reinforces the value of writing • opportunity to practice and develop skills learned • encourages creativity • supports reading development
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***The Balanced Literacy continuum will be applied across the content areas.