

**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)  
Evaluación del desarrollo de la lectura (EDL)

ISEL  
HM Theme/Benchmarks (Optional)

Kindergarten Inventory  
CBM

<b>READING</b> K ½: 40-50 K All Day/1 <sup>st</sup> : 85-95		<b>WRITING</b> K ½: 25-35 K All Day/1 <sup>st</sup> : 45-55	<b>WORD STUDY</b> K ½: 25-35 K All Day/1 <sup>st</sup> : 40-50		
Reading Aloud Shared Reading Guided Reading Independent Reading	<b>Strategies:</b> Predicting Questioning Summarizing Clarifying Inferring Connecting Visualizing	Modeled/Shared Writing Interactive Writing Guided Writing Independent Writing	Phonemic Awareness 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 Echo reading Interactive writing Journal sharing LEA Partner reading Poetry reading Read the room Readers' Theater Recording students Rereading familiar texts Shared writing Singing Word Wall	Brainstorming DRTA/DLTA Graphic organizers Journal K-W-L QAR LEA Making connections Partner reading/writing Predicting/verifying answers Retelling/summarizing Role playing Sequencing Shared writing Story map Story response Think aloud Word sorts	6 + 1 Traits Four Square Writing 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	<b><u>Phonemic Awareness:</u></b> Alliteration Brainstorming Clapping syllables Daily message Elkonin boxes LEA Mini-lessons Onset/rime Pocket chart work Poetry study Rhyming words/ Shared reading Sound picture sorts	<b><u>Phonics:</u></b> Alphabet center Brainstorming Daily message Graphic organizers Handwriting Environmental print Interactive writing LEA Making words Mini-lessons Pocket chart Poetry study Shared reading Shared writing Word families Word sorts Write the room Writer's workshop	<b><u>Vocabulary:</u></b> K-W-L LEA Pocket chart Poetry study Shared reading Shared writing Word bank Word families Word sorts Write the room Writer's workshop Word Wall Graphic organizers

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

# Balanced Literacy

## READING:

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

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