

Components of Balanced Literacy

Word Study

Word Study is the study of our alphabetic symbol system. This involves the areas of phonics (letter/sound relationships), morphemic analysis (using word parts to denote meaning), and automaticity for sight words. Word study involves both the decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author's message and convey meaning by creating their own message.

Interactive Read Aloud

Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.

Shared Reading

Shared Reading is a type of focus lesson in which either enlarged print is utilized, or all students have the text to "share" the reading process with a group of students. The teacher uses this time, explicitly modeling reading strategies and skills that the students need to learn. The responsibility for reading is "shared" between the teacher and the students, although the teacher reads most of the text.

Strategy Groups

Strategy Groups are also known as a Guided Reading Groups. The teacher meets with a small group that needs to work on a specific strategy or that has a similar reading level. Each student has a copy of the text and reads it quietly. The teacher uses this time to explicitly teach and to have students practice the strategy they need to learn.

Independent Reading/ Reader's Workshop

Independent Reading is a time when students read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity. The teacher confers with students one-on-one, prompts the use of the strategies, discusses various aspects of the text, and learns about each student as a reader. Students may respond to the text in meaningful ways through writing, discussing, or sketching.

Independent Reading Conference

An Independent Reading Conference is a time when the teacher works one-on-one with a student to teach the student what s/he needs to learn about reading. The teacher uses the conference to assess (research) what the student needs to learn, to decide what to teach the student and then to teach the student. Some people think of an Independent Reading conference as a "private lesson."

Two Hour Literacy Block

Whole Class Lesson – Shared Reading

- 3-4 days per week lesson from the anthology/ Science Social Studies text
- 1-2 days per week other text
- Appx. 20 minutes

Independent Reading/Small Group Lessons

- Includes
 - Mini-Lesson (sometimes overlaps with phonics, shared reading or read aloud)
 - 1:1 conferring
 - Wrap-up
- 4-5 times per week
- 1-2 small groups meet each day
- Independent Reading: 30-45 minutes
- Guided reading groups: 15-20 minutes

Independent Reading in Kindergarten is shorter (10-15 minutes). In Kindergarten the teacher might pull small groups as children work in Literacy Centers.

Whole Class Lesson – Read Aloud

- 5 days per week
- Appx. 10-15 minutes
- Usually takes place outside of literacy block. Possible times include morning meeting, end of the day, before lunch, after lunch.

Whole Class Lesson – Phonics/Word Study/Spelling/Vocabulary

- 5 days per week
- Appx. 15 minutes

Writer's Workshop/Literature Extensions

- Includes:
 - Mini-Lesson (sometimes overlaps with shared reading, phonics, read aloud, interactive writing, shared writing)
 - 1:1 conferring
 - Wrap-up
- Writer's workshop: 4-5 times per week
- Literature Extension: 1-2 times per week
- Appx. 30-45 min.

Teachers might choose to work with small groups while students work on literature extensions.

Time Management: Organizing the Literacy Block

Reader's Workshop

Reading Focus Lesson
(whole class lesson)

Guided Practice
(small group lessons)

Independent Practice
(Ind. Reading and 1:1
conferring)

Share

Time: 45-60 min. per day

Word Study

Word Strategies/Spelling
(whole class lesson)

Guided Practice
(small group/ 1:1 support)
Does not happen every day

Share

Time: 15 – 20 min. per day

Writer's Workshop

Writing Focus Lesson
(whole class lesson)

Guided Practice
(small group lessons)

Independent Practice
(Ind. Writing and 1:1
conferring)

Share

Time: 45 – 60 min. per day

Book Selection

EASY

- * you can read the words fluently (smooth and with an interesting voice)
- *you know how to say all the words
- *you have background knowledge of the subject
- *sometimes the book has a larger print
- *you understand the story
- *your reading rate may be quicker
- *your thinking comes easy as you read the words

CHALLENGING

- *many of the words are too hard to decode (failed a five finger test)
- *you don't know what the tricky words MEAN
- *your reading becomes choppy more than it is fluent
- *you don't have any background knowledge of the subject
- *often the print is small or overwhelming
- *you lose focus as you are reading
- *you are not enjoying the book because you have to do too much word work
- *your thinking is confused
- *your reading rate slows way down

JUST RIGHT

- *you can read most of the words
- *you can understand what you are reading
- *you enjoy the book
- *you may have some background knowledge of the subject
- *you can read the book with smooth fluency but there are some choppy places
- *your reading rate is just right-not too slow and not too fast
- *you can figure out the tricky words and still get the meaning of the story

Prompts to Support the Use of Strategies

To support the control of early reading behaviors:

Read it with your finger.

Did you have enough (or too many) words?

Did it match?

Were there enough words?

Did you run out of words?

Try _____. Would that make sense?

Try _____. Would that sound right?

To support the reader's use of self monitoring or checking behavior:

Were you right?

Where's the tricky word? (after an error)

What did you notice? (after hesitation or stop)

What's wrong?

Why did you stop?

What letter would you expect to see at the beginning, end?

What _____ fit there?

Would _____ make sense?

Do you think it looks like _____?

Could it be _____?

It could be _____, but look at _____.

Check it. Does it look right and sound right to you?

You almost got that. See if you can find what is wrong.

Try that again.

Reading Strategies

Levels A-B (1, 2,3)

- Using a pattern to predict
- Using picture clues
- Understanding left-to-right directionality
- Matching one-to-one speech to print
- Pointing under the words
- Locating known words on a page and using them as anchors

Levels C-D (4,6)

- Understanding how patterns change
- Using picture cues to search for meaning
- Understanding left-to-right directionality when there is more than one line of print
- Locating known words on a page and using them as anchors
- How to know when a book is “just right”
- Monitoring for meaning—checking to make sure it makes sense
- Monitoring for language—does it sound right?
- Attending to beginning letters in a word—predicting from first letter or letters
- Going back to reread when stuck
- Locating some high frequency words with automaticity

Levels E-F (8,10)

- Rereading
- Self-correcting
- Cross-checking one cue against another
- Monitoring for meaning
- “Just right” book selection
- Using word analogies to decode simple unknown words
- Using graphophonic knowledge to look across words
- Recognizing common “chunks” in words
- Using the pointing finger only at difficulty
- Locating many high frequency words automatically
- Words with common chunks
- Understanding the difference between fiction and nonfiction texts

Levels G-H (12,14)

- Rereading
- Self-correcting
- Reading fluently
- “Just right” book selection
- Integrating cues from meaning, structure, and visual cues
- Ongoing monitoring for meaning
- Using increasingly difficult chunks within words
- Independence in reading
- Learning how to read nonfiction texts by using the table of contents, headings and captions

Levels I-J (16,18)

- All of the before mentioned strategies
- Skipping a word, going on, and coming back
- Using context clues to understand an unknown word
- Reading with intonation
- How to use punctuation cues to read with phrasing
- Retelling using names, important events, and general gist of story
- Inferring from illustrations
- Making text-to-self connections
- Using diagrams, captions, index, etc. to read nonfiction texts

Levels K-L (20, 24)

- Self-correcting regularly
- Reading with fluency, intonation and phrasing
- “Just right” book selection
- Using more challenging graphophonic strategies to problem-solve through text
- Solving unknown words with relative ease
- Learning how to carry a story line through chapters
- Inferring from pictures, character’s actions, author’s choice of words
- Retelling the gist of the story, including connected, personal thoughts
- Making text-to-text connections
- Understanding how series books are organized
- Skimming and scanning nonfiction texts for important information

Levels M-P (28, 30, 34, 38)

- Using meanings of word parts (prefixes, suffixes, root words) to decipher unknown words
- Inferring from multiple sources within text
- Determining importance of events/facts within text
- Making text-to-world connections (as well as previously stated connections)
- Building stamina for reading longer
- Understanding theme
- Characterization
- How characters change from beginning to end of a book and why
- Using nonfiction for research purposes

To support the reader's use of all sources of information:

Check the picture.

Does that make sense?

Does that look right?

Does that sound right?

You said (...). Can we say it that way?

You said (...). Does that make sense?

Try that again and think what would make sense.

Try that again and think what would sound right.

Do you know a word like that?

Do you know a word that starts with those letters?

What could you try?

Do you know a word that ends with those letters?

What do you know that might help?

What can you do to help yourself?

To support the reader's self-correction behavior:

Something wasn't quite right.

Try that again.

I liked the way you worked that out.

You made a mistake. Can you find it?

To support phrased, fluent reading:

Can you read this quickly?

Put your word together so it sounds like talking.

Sample Reading Conference Notes

Student _____

DATE/ BOOK/ TITLE/ LEVEL	WHAT DOES THE STUDENT KNOW?	WHAT DOES THE STUDENT NEED TO LEARN?	HOW CAN I TEACH THIS?
10/17 <u>Dan the Flying Man</u> level C	how to look at the first letter and the picture.	how to locate and use word parts- <i>an, at</i>	use magnetic letters to make and break words find books with these word families for student to practice using word parts
10/22 <u>Tracks</u> level C	reads for meaning Relies on first letter Used word parts when prompted	more work on word parts sight words and, it, is	practice with decodeable books so student can practice using word parts
10/24 <u>At the Ball Park</u> Level D	used word parts independently	make sure she is rereading and self questioning	Guided Reading Group with graphic organizer and modeled reading from teacher

Reading Conference Notes

Student _____

DATE/ BOOK/ TITLE/ LEVEL	WHAT DOES THE STUDENT KNOW?	WHAT DOES THE STUDENT NEED TO LEARN?	HOW CAN I TEACH THIS?

Sample Guided Reading Notes

Strategy: Using picture clues

Text/Level: J

Name: Alex	Name: Kristen	Name: Tammy	Name: Bob	Name: Rick
Needs prompting	Refer to picture for unknown words	Refer to picture for unknown words	Refer to picture for unknown words	Needs prompting

Strategy: Using picture clues

Text/Level: J

Name: Alex	Name: Kristen	Name: Tammy	Name: Bob	Name: Rick
Uses picture clues to read unknown words				

Strategy: Retelling

Text/Level: K

Name: Alex	Name: Kristen	Name: Tammy	Name: Bob	Name: Rick
Needs graphic organizer	Omits relevant details	Omits relevant details	Includes beginning, middle, end	Needs graphic organizer

Strategy: Retelling

Text/Level: K

Name: Alex	Name: Kristen	Name: Tammy	Name: Bob	Name: Rick
Uses graphic organizer effectively	Includes beginning, middle, and end	Includes beginning, middle, and end	Includes details	Uses graphic organizer effectively

Guided Reading Notes

Month of:

Students:

Strategy:

Text/Level:

Name:	Name:	Name:	Name:	Name:
-------	-------	-------	-------	-------

Strategy:

Text/Level:

Name:	Name:	Name:	Name:	Name:
-------	-------	-------	-------	-------

Strategy:

Text/Level:

Name:	Name:	Name:	Name:	Name:
-------	-------	-------	-------	-------

Strategy:

Text/Level:

Name:	Name:	Name:	Name:	Name:
-------	-------	-------	-------	-------