

## Balanced Literacy Components Chart

Balanced Literacy	Oral Language	Word Study	Read Aloud (To)	Shared Reading (With)
	<p>Students participate in a range of collaborative discussions:</p> <ul style="list-style-type: none"> <li>▪ “grand conversations”</li> <li>▪ whole group</li> <li>▪ small groups</li> <li>▪ instructional conversations</li> <li>▪ oral responses</li> </ul> <p>Students also listen to the teacher during:</p> <ul style="list-style-type: none"> <li>▪ read-aloud</li> <li>▪ mini-lessons</li> <li>▪ other oral responses</li> </ul>	<p>Teacher systematically teaches students about:</p> <ul style="list-style-type: none"> <li>▪ Letter-sound relationships</li> <li>▪ Spelling</li> <li>▪ Strategies for encoding and decoding words</li> <li>▪ Vocabulary acquisition</li> </ul> <p>▪ Teacher must ensure that they are helping students apply/transfer what they learn into their own reading and writing</p>	<p>Teacher reads aloud text purely for enjoyment. This provides opportunities to expose students to wonderful literature, beautiful story language, a range of vocabulary, and beloved authors. (Kathy Collins)</p> <p><b>Read Aloud with Accountable Talk:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher models (thinks aloud) the skills and strategies of a proficient reader</li> <li>▪ Students concentrate on using comprehension strategies and having accountable conversations</li> </ul>	<p>Whole or small group (carpet) reading where teacher models strategies and skills that they want readers to go back and begin using in their own reading. Exposing readers to higher level thinking with support.</p> <ul style="list-style-type: none"> <li>▪ Text that all students have or can see</li> <li>▪ Students actively involved</li> <li>▪ Text higher than student independent level (varying levels of complexity)</li> <li>▪ Teacher thinks aloud strategies they are using to help them navigate the text</li> <li>▪ Teacher and students read and think through the text together</li> <li>▪ Readers may be invited to read along</li> <li>▪ May model and practice retelling</li> </ul>

Guided Reading (With)	Strategy Group (With)	Literacy Workstation (By) (K-2)	Book Club/Literature Circles (By)	Independent Reading (By)
<p>As part of the Gradual Release of Responsibility Model, Guided Reading provides explicit instruction and guided support needed for students to read beyond their independent reading level. (www.janrichardsonguidedreading.com)</p> <ul style="list-style-type: none"> <li>▪ 3-6 readers of similar level</li> <li>▪ Readers begin by rereading familiar texts</li> <li>▪ Teacher selects one student to administer a running record</li> <li>▪ Teacher introduces new book, providing scaffolding with a particular skill, strategy (may include word work or vocabulary)</li> <li>▪ Readers read the book independently</li> <li>▪ Possible extension activity</li> <li>▪ <a href="https://blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc">blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group of 3-6 readers with same strategy need (may be different reading levels)</li> <li>▪ Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting readers to try it out</li> <li>▪ Strategy Lessons resemble mini-lessons</li> <li>▪ Readers read their book independently applying strategy</li> <li>▪ <a href="https://blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc">blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc</a></li> </ul>	<p>Place where readers actively engage in MEANINGFUL, RELEVANT and INDEPENDENT practice</p> <ul style="list-style-type: none"> <li>▪ Students work by themselves or in small groups</li> <li>▪ Explore literacy</li> <li>▪ Reinforce and expand literacy skills</li> <li>▪ Place to engage in learning through interaction</li> </ul>	<p>Literature circles are small, short term discussion groups who have chosen to read the same story, poem, article, or book. Each member prepares to take specific responsibilities in the upcoming discussion. (Harvey Daniels)</p>	<ul style="list-style-type: none"> <li>▪ Independent Reading is taking place when readers are able to read the text with 95%+ accuracy and can understand what they are reading</li> <li>▪ Readers read self-selected materials</li> <li>▪ Readers respond to reading</li> <li>▪ Teacher monitors and confers with readers</li> <li>▪ Independent Reading takes place after a demonstration or explicit teaching (mini-lesson)</li> <li>▪ Readers build stamina (40-45 minutes)</li> </ul>

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<p><b>▪ Modeled Writing (To)</b></p> <ul style="list-style-type: none"> <li>▪ Teacher acts as scribe and writes in front of the students putting words together to make meaning of print.</li> <li>▪ Message is usually related to some individual or group experience.</li> <li>▪ Teacher provides full support, modeling and demonstrating the process of putting teacher's ideas into written language.</li> <li>▪ Teacher also “thinks out loud” and verbalizes what he/she is doing.</li> <li>▪ Text becomes much richer than students can write themselves and becomes good material for students to read and should be displayed in the room.</li> <li>▪ Teacher provides a piece of text to use as a teaching point</li> </ul>	<p><b>▪ Interactive Writing (With)</b></p> <ul style="list-style-type: none"> <li>▪ Involves a sharing of the pen between teacher and writers/</li> <li>▪ The focus is on:               <ol style="list-style-type: none"> <li>1. concepts and conventions of print</li> <li>2. the sounds in words and how the sounds connect with letters</li> </ol> </li> <li>▪ Writers actively plan and construct the text.</li> <li>▪ For the most part, writers also control the writing of the text.</li> <li>▪ Teacher guides this process and provides appropriate               <ol style="list-style-type: none"> <li>1. pacing</li> <li>2. assistance</li> <li>3. instruction</li> </ol> </li> <li>▪ Writers and the teacher share the role of the scribe.</li> <li>▪ Writers actively contribute by writing known letters and/or words.</li> </ul>	<p><b>▪ Shared Writing (With) (K-2)</b></p> <ul style="list-style-type: none"> <li>▪ Teacher models writing process, craft, etc.</li> <li>▪ Teacher begins by gathering writers and starting a discussion about a shared/common experience or topic</li> <li>▪ Teacher elicits information and leads a discussion.</li> <li>▪ Writers discuss the topic and share their ideas while the teacher records them on chart paper in story or paragraph form.</li> <li>▪ As the teacher writes he/she verbalizes the skills he/she wants the writers to practice during the writing session that follows</li> <li>▪ Writers provide the ideas and the teacher supports the process as a scribe.</li> </ul>	<p><b>▪ Guided Writing (With)</b></p> <ul style="list-style-type: none"> <li>▪ Teaching component designed to teach a specific skill or strategy to the <b>whole group</b>, a <b>small group</b> or <b>individuals</b></li> <li>▪ Gives students practice in writing.</li> <li>▪ Writers do the writing but are supported as needed by the teacher</li> <li>▪ Teacher provides instruction through mini-lessons and conferences</li> <li>▪ Critical to maintain a balance in a lesson so that it is both student-centered and teacher-directed.</li> <li>▪ Teachers need to <b>ask appropriate questions, encourage group dialogue</b>, help <b>students</b> become aware that they are <b>responsible for correct syntax</b></li> </ul>
<p><b>▪ Independent Writing (With)</b></p> <ul style="list-style-type: none"> <li>▪ Students write a variety of text on their own</li> <li>▪ Teacher monitors and confers with students</li> <li>▪ Independent writing takes place after a demonstration or explicit teaching (mini-lesson)</li> <li>▪ Writers build stamina (40-45 minutes)</li> <li>▪ Writers know how to use the resources in the room.</li> </ul>	<p><b>▪ Grammar</b></p> <ul style="list-style-type: none"> <li>▪ Needs to be explicitly taught and practiced for students to demonstrate command of the conventions of standard English grammar and usage</li> <li>▪ Teacher must ensure that they are helping students apply/transfer what they learn into their own reading and writing</li> </ul>		