



Balanced
Literacy
Framework
K-5

Plano
Community
Unit School
District
#88



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What is Balanced Literacy?

Balanced Literacy is a framework for language arts instruction that encompasses all the elements needed for students to master reading, writing, and oral communication skills. It provides the infrastructure to systematically differentiate instruction to meet students' needs

Balanced Literacy Models

Word Study
Concepts of Print
Phonemic Awareness
Phonics
Vocabulary
Spelling

Primary Model

Reader's Workshop
Mini-Lesson
Read Aloud
Interactive Read Aloud
Shared Reading
Independent Reading
Guided Reading

Writer's Workshop
Mini-Lesson
Independent Writing
Guided Writing
Shared/Interactive Writing
Sharing/Celebrating
Conferencing
Handwriting: Print/Cursive
Keyboarding

Intermediate Model

Language & Word Study

Students explore language across multiple genres, including literature, informational texts & poetry. They investigate the meaning & structure of words & the conventions & forms of written language.

Word Study
Conventional Use of
Written Language
Vocabulary
Sharing-Response

Reader's Workshop

Students read a variety of self & teacher selected texts for extended periods & learn effective comprehension strategies that they apply to fiction and non-fiction texts.

Mini-lessons
Independent Reading
Guided Reading
Literature Study
Reading Conferences
Interactive Read Aloud

Writer's Workshop

Students develop writing strategies & skills, learn about writers craft, use writing as a tool for learning & communicating, writing for sustained periods, exploring different genres & formats for a range of purpose & for a variety of audiences.

Writing Process
Mini-lessons
Modeled Writing
Independent Writing
Guided Writing
Research (Investigations)
Writing Conferencing
Publishing-Sharing

Instructional Goals

Teaching-Learning Components

Word Study

Concepts of Print

Concepts of Print refers to the awareness of "how print works." This includes the knowledge of the concept of what books, print, and written language are and how they function.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none">❑ Teaches the basics about books - that they are read left to right and top to bottom, that print may be accompanied by pictures or graphics, and that the pages are numbered❑ Teaches that the purpose of reading is to gain meaning and understand ideas that words convey❑ Uses books to draw attention to words and letters❑ Labels objects and areas in the classroom	<ul style="list-style-type: none">❑ Engages in a plethora of print opportunities❑ Practices 1 to 1 correspondence while reading words

Phonemic Awareness

Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate the sounds, and blend and segment the sounds into spoken and written words.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none">❑ Trains students using an auditory method❑ Teaches phonemic skills:<ul style="list-style-type: none">● Language awareness● Rhyming● Identifying onsets● Blending● Identifying initial, middle, and final phonemes● Segmenting● Substituting, adding, and deleting phonemes	<ul style="list-style-type: none">❑ Listens and repeats out loud phonemic skills given by the teacher❑ Participates in phonemic awareness activities

Phonics

Phonics is the relationship between the letters of written language and the sounds of spoken language. Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none">❑ Systematically and explicitly teaches the letter-sound relationship in an organized and logical sequence❑ Provides opportunities for students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories	<ul style="list-style-type: none">❑ Uses knowledge of letter-sound relationships to read words

Vocabulary

Vocabulary is the knowledge of words and word meanings. Research related to vocabulary instruction and word knowledge shows that there is a robust correlation between knowing words and comprehending text. (Beck, McKeown, and Kulan, 2008)

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none">❑ Provides rich and varied language experiences (read aloud, independent reading, print rich environment, etc.)❑ Teaches individual words :<ul style="list-style-type: none">● Uses systematic and direct instruction of words● Provides context and meaning of words● Provides multiple exposures to the words (review and practice)● Creates dialogue around the words❑ Teaches word learning strategies<ul style="list-style-type: none">● Teaches students tools to unlock meaning of unknown words (context clues, smaller word parts, use of dictionaries, etc.)❑ Creates word-rich environment	<ul style="list-style-type: none">❑ Is an active listener and stays engaged❑ Uses words in reading as well as writing.❑ Knows the meaning of words within several different contexts❑ Defines new words❑ Discusses new words in a meaningful way❑ Makes connections to other words❑ Uses words accurately within the context of a sentences

Spelling

Spelling is the way in which a word is formed with the letters in the correct order. Research has shown that memorization alone does not improve spelling skills. Instead, explicit lessons should be taught within the Word Study time, and then skills should be transferred to independent writing. Learning to spell and learning to read rely on much of the same underlying knowledge- such as relationships between letters and sounds- and, not surprisingly, that spelling instruction can be designed to help children better understand that key knowledge, resulting in better results in reading (Ehri, 2000).

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none">❑ Provides direct and systematic instruction that moves students along a continuum from the simplest sound/spelling patterns to the most difficult❑ Instructs<ul style="list-style-type: none">● The meaning of the spelling word● Regular and irregular spelling patterns● Letter-sound correspondences● Speech sounds that are represented by the letters in printed words● Spelling of high-frequency words● Spelling of frequently misspelled words	<ul style="list-style-type: none">❑ Identifies individual sounds in a word and then chooses the correct letter (or letters) to represent each sound (or sounds)❑ Transfers new spelling knowledge to writing❑ Is an active listener and stays engaged

Reader's Workshop

Mini-Lesson

The Reading Workshop Mini-Lesson is a short, clear, and concise lesson to model a specific skill, usually 10-15 minutes in length. Lessons make a connection to a previous lesson, teach a new reading strategy/skill, and have the students practice the strategy/skill right there with the teacher's guidance.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Teaches the children a specific reading strategy/skill<input type="checkbox"/> Models the reading strategy/skill<input type="checkbox"/> Teachers may use a mentor text, modeled reading, interactive reading, or share student work to teach the strategy <p>Examples of lesson ideas: Comprehension Strategies, Concepts of Print, Figures of Speech, Nonfiction Text Features</p>	<ul style="list-style-type: none"><input type="checkbox"/> Observes reading lesson<input type="checkbox"/> Participates in conversations to share ideas (i.e. "turn and talk")<input type="checkbox"/> Is an active listener and stays engaged

Read Aloud

Daily **Read Alouds** have been proven to be **the most important factor in children's literacy development**. "Reading aloud to students is not a luxury but a necessity. We consider reading aloud to be an essential foundation of a good language and literacy program. Reading aloud supports learning in every other area. It is a way of nourishing the intellect of your students, expanding background, vocabulary, and language, developing an appreciation for inquiry and creating a literary community in your classroom." (Fountas & Pinnell, 2006)

Children learn about vocabulary, grammar, punctuation, rhyming/spelling patterns, new information and how stories and written language work. Fluency is used to make the story come alive and serves as a model to the students for their own reading fluency. Students learn to listen carefully and how to think about literature and engage in conversation about the text. It fosters knowledge, love of literature and builds classroom community.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Read aloud to students every day<input type="checkbox"/> Choose a variety of texts to meet the needs of readers (consider a range of reading abilities, interests, and genres)<input type="checkbox"/> Read aloud text using appropriate pace and intonation<input type="checkbox"/> Invite active participation in discussion<input type="checkbox"/> Introduce new ideas into the discussion<input type="checkbox"/> Model reading strategies<input type="checkbox"/> May make connections to various crafts of authors to serve as a model for student writing	<ul style="list-style-type: none"><input type="checkbox"/> Participates in a group conversation about the text<input type="checkbox"/> Tries out new ways of thinking about a book<input type="checkbox"/> Is accepting of different genres and other ideas about the book<input type="checkbox"/> Asks questions to clear up confusions<input type="checkbox"/> Is an active listener and stays engaged

Interactive Read Aloud

Interactive Read Aloud is the conversation and interaction around a book that is being read aloud. These conversations can happen before, during and after reading.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Chooses literature that will facilitate discussion<input type="checkbox"/> Allows students the opportunity to talk about the book<input type="checkbox"/> Models thinking about reading for students<input type="checkbox"/> Supports students as they talk about the meaning of the text<input type="checkbox"/> Invites active participation in discussion<input type="checkbox"/> Introduces new ideas into the discussion<input type="checkbox"/> Monitors and assesses for comprehension	<ul style="list-style-type: none"><input type="checkbox"/> Explores patterns, themes, illustrations, and predictions<input type="checkbox"/> Makes comparisons to other books and authors<input type="checkbox"/> Makes connections to self and world<input type="checkbox"/> Is willing to share thoughts with the group about the reading<input type="checkbox"/> Writes or draws a response to the reading<input type="checkbox"/> Is an active listener, participant and stays engaged

Shared Reading

Shared Reading is an interactive reading experience that occurs when students see the text, and can join in or share the reading of a book or text read aloud by the teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Chooses the text and purpose for reading<input type="checkbox"/> Guides students to participate in the reading of text together<input type="checkbox"/> Provides a copy or projects the text for everyone to follow	<ul style="list-style-type: none"><input type="checkbox"/> Listens to text read aloud<input type="checkbox"/> Follows along as text is read aloud and joins in the reading<input type="checkbox"/> Participates in conversations about the meaning of the story<input type="checkbox"/> Supports learning by sharing their thinking<input type="checkbox"/> Is an active reader and stays engaged

Independent Reading

Students take charge of their own reading. They select their own text and implement reading strategies that they have learned. Individual readers are supported through conferences, peer discussions, and sharing opportunities.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Finds extended periods of time for students to read every day<input type="checkbox"/> Organizes the classroom library to support readers<input type="checkbox"/> Provides a variety of books for independent reading	<ul style="list-style-type: none"><input type="checkbox"/> Chooses "just right" books for reading<input type="checkbox"/> Stays engaged with a text for the given period of time, building stamina, and reading authentic, continuous text

Guided Reading

Guided Reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text at the students' instructional level that students can read with support, prompting the learners to use problem-solving strategies as they read the text. The ultimate goal is independent reading.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Groups students according to instructional reading level<input type="checkbox"/> Schedules groups and/or individual students according to student needs<input type="checkbox"/> Chooses books at students' instructional reading level<input type="checkbox"/> Sets purpose for reading<input type="checkbox"/> Records anecdotal notes while the students whisper read (conferencing, small groups, goal setting)<input type="checkbox"/> Conducts ongoing formative assessment (running records) done systematically to monitor students' literacy development<input type="checkbox"/> Designs meaningful literacy activities for other students while meeting with small groups<input type="checkbox"/> Is responsive to students reading	<ul style="list-style-type: none"><input type="checkbox"/> Is whisper reading, reading chorally, silent reading (no round-robin)<input type="checkbox"/> Is an active reader and stays engaged<input type="checkbox"/> Reads text with teacher support<input type="checkbox"/> Interacts with the text<input type="checkbox"/> Participates and discusses text with others

Writer's Workshop

Mini-Lesson

The Mini-Lesson is a clear and concise lesson that teaches one specific writing skill. Lessons connect to previous learning and/or teach a new writing skill that is responsive to student needs.

<i>Teacher's Role</i>	<i>Student's Role</i>
<p>Decides on the purpose of Mini-Lessons based on student observations</p> <ul style="list-style-type: none"><input type="checkbox"/> Teaches students one specific writing skill<input type="checkbox"/> Models the writing skill with think aloud<input type="checkbox"/> Uses a mentor text to expose students to how that author used the skill in their writing<input type="checkbox"/> Helps make the writing process visible and concrete <p>Examples: brainstorming ideas, strong leads, adding details, complete sentences, dialogue, parts of speech, focus, organization, elaboration, word choice, grammar, punctuation</p>	<ul style="list-style-type: none"><input type="checkbox"/> Is an active listener and stays engaged<input type="checkbox"/> Applies Mini-Lesson concept to their own writing

Independent Writing

Children write independently to build fluency, establish good writing habits, make personal connections, and promote critical thinking.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Conferences with students and provides support and feedback<input type="checkbox"/> Acts as a facilitator<input type="checkbox"/> Takes anecdotal notes to guide instruction<input type="checkbox"/> Uses checklists, rubrics	<ul style="list-style-type: none"><input type="checkbox"/> Writes independently, building stamina<input type="checkbox"/> Practices focus skill<input type="checkbox"/> Conferences with the teacher and/or peers<input type="checkbox"/> Uses checklists, rubrics

Guided Writing

Guided Writing lessons are temporary, small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance from the teacher. Guided writing lessons can be taught after a whole-class lesson once other students are actively engaged in independent writing.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Groups students by needs gathered through one on one conferences<input type="checkbox"/> Reminds students of their writing goals<input type="checkbox"/> Provides the students with a writing focus<input type="checkbox"/> Provides instructional support and feedback to students<input type="checkbox"/> Scaffolds key writing skills	<ul style="list-style-type: none"><input type="checkbox"/> Improves writing skills in areas of concern (transitions, complete sentences, grammar, etc.)<input type="checkbox"/> Is an active listener and stays engaged

Shared/Interactive Writing

In Shared/Interactive Writing the teacher and students compose a written piece together. Students participate orally, contributing content, spelling, and punctuation as the teacher writes. (Whole class and small group)

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Guides children to compose writing by providing full support for a collaborative piece of writing<input type="checkbox"/> Demonstrates the process of putting students' ideas into written language while engaging children in scribing a text (think aloud)<input type="checkbox"/> Reads the text with students<input type="checkbox"/> Asks questions to prompt student thinking<input type="checkbox"/> Teaches proper writing conventions<input type="checkbox"/> Provides opportunities for students to "share the pen" during interactive writing <p>Examples: Morning message, friendly letter, response to reading, Google doc to compose opinion, narrative and informational writing, etc</p>	<ul style="list-style-type: none"><input type="checkbox"/> Composes various aspects of the text<input type="checkbox"/> Reads the text with the teacher<input type="checkbox"/> Participates and discusses the text with others<input type="checkbox"/> Takes turns using the pen<input type="checkbox"/> Explains reasoning for the conventions being used<input type="checkbox"/> Is an active listener and stays engaged

Sharing/Celebrating

Daily sharing/celebrating students' writing pieces and/or accomplishments.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Chooses how to share and what needs to be shared<input type="checkbox"/> Organizes a special event to celebrate students' writing <p>Examples: Author's Chair, Writing Partner Share, Use of technology, Publishing Party, Poetry Night</p>	<ul style="list-style-type: none"><input type="checkbox"/> Shares their work with others<input type="checkbox"/> Compliments others and provides feedback to their classmates<input type="checkbox"/> Shares what they have written with the teacher, small group, or the rest of the class

Conferencing

A writing conference is a conversation between a teacher and a student.. The goal of a writing conference is to teach students something about writing that they can use in the future. If you add to the students' writing repertoires in every conference, they become better writers over time.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Sets up an organized system that allows for conferencing with individual students daily<input type="checkbox"/> Uses a conference form or notebook for recording how the student is doing<input type="checkbox"/> Discovers what the student is doing as a writer<input type="checkbox"/> Assesses how the student is doing, decides one item to teach, and then teaches it<input type="checkbox"/> Gives formative feedback to the student	<ul style="list-style-type: none"><input type="checkbox"/> Comes prepared to the conference with a piece of writing<input type="checkbox"/> Engages in the conversation<input type="checkbox"/> Applies the strategy learned from the conference

Handwriting: Print and Cursive

Handwriting is the writing done with a writing instrument, such as a pen or pencil, in the hand. Handwriting includes both printing and cursive styles. Cursive is a style of writing in which all the letters in a word are connected. Cursive comes from the past participle of the Latin word *currere*, which means "to run." In cursive handwriting, the letters all run into one another, and the hand runs across the page, never lifting between letters.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Instructs/Reinforces correct pen or pencil grip<input type="checkbox"/> Explicitly teaches formation of individual upper and lower case letters, both print and cursive<input type="checkbox"/> Instructs on connecting individual letters together to form words when using cursive	<ul style="list-style-type: none"><input type="checkbox"/> Uses techniques and formation of letters correctly<input type="checkbox"/> Uses legible handwriting in their every day writing

Keyboarding

Keyboarding is the activity of typing information into a computer.

<i>Teacher's Role</i>	<i>Student's Role</i>
<ul style="list-style-type: none"><input type="checkbox"/> Instructs students on correct body and hand positioning:<ul style="list-style-type: none"><input type="checkbox"/> Hands stay on home row<input type="checkbox"/> Maintain good posture<input type="checkbox"/> Correct fingering<input type="checkbox"/> Ergonomic position (student's palms are off the desk and keyboard)<input type="checkbox"/> Eyes on the screen<input type="checkbox"/> Instructs students on computer layouts and functions<input type="checkbox"/> Provides students with a set of skills required to operate a keyboard smoothly while typing	<ul style="list-style-type: none"><input type="checkbox"/> Uses correct body and hand positioning<input type="checkbox"/> Practices speed and accuracy of keyboarding<input type="checkbox"/> Works on accuracy before speed<input type="checkbox"/> Practices use of the following keys: spacebar, delete, return, and shift<input type="checkbox"/> Produces and publishes writing