

Balanced Literacy

Read Aloud/Modeled Reading

The teacher introduces the students to rich, interesting text by reading aloud to the whole class to:

- Demonstrate proficient reading
- Give students access to text beyond their ability
- Expose students to a variety of genre
- Develop a love of literature

Shared Reading

The teacher introduces how language works through direct instruction using the same text over many lessons for students to:

- Become familiar with and use reading comprehension strategies
- Recognize text forms (genre) and their distinct features
- Become familiar with grammar and punctuation

Guided Reading

The teacher works with a small group or individual students with similar reading needs and abilities to increase fluency and comprehension and to:

- practice strategies
- build independence using instructional level text
- record individual students strengths and weakness (anecdotal notes, running records, etc.)

Independent Reading

The student selects his/her own book from a variety of texts and practices skills and strategies independently on easy text (95-100%) to:

- build fluency through rereading
- practice skills and strategies independently
- reinforce the joy of reading

High Teacher Support

Low Teacher Support

Modeled Writing

The teacher introduces the students to writing text by using think aloud with the whole class to:

- Expose students to writing beyond their skill levels
- Expose students to a variety of genres
- Demonstrate proficient writing of genres

Shared Writing

The teacher acts as a scribe to:

- model writing strategies
- teach writing strategies
- extend understanding of the writing process

Interactive Writing

The teacher and student:

- choose the topic
- share the pen
- compose together

Guided Writing

The teacher works with a small group or individual students with similar writing needs and abilities to:

- reinforce skills
- engage students in questioning and discussion
- provide practice with specific writing skills and phonemic awareness
- provide feedback on areas of strength and areas of growth
- build independence

Independent Writing

The student writes by themselves for a variety of purposes to:

- practice at his/her independent level
- reinforce the value of writing
- practice skills learned

Word Work/Word Wall

The teacher introduces new, high frequency/vocabulary words to whole class to:

- Help students learn to automatically recognize and spell high frequency words
- Help students learn to look for patterns in words to help decode and spell the less frequent words that they have not been taught

Assessment includes: diagnostic, formative (running records, conferencing, reader response, retell and student log book)