

Balanced Literacy Components Chart

| Balanced Literacy | Oral Language (To, With, By) | Word Study (To, With, By) | Interactive Read Aloud (To)/ Shared Reading (With) (Text Dependent Reading) |
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| <p>A group of components in a literacy program that guides students, using a gradual release of responsibility model, as they journey to reading and writing proficiency. These components can be integrated with other content areas as well.</p> <p>The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211).</p> | <p>Students participate in a range of intentional and collaborative discussions that happen throughout the entire day:</p> <ul style="list-style-type: none"> ▪ “grand conversations” ▪ whole group ▪ small groups ▪ instructional conversations ▪ oral responses | <p>Teacher systematically teaches students about:</p> <ul style="list-style-type: none"> ▪ Letter-sound relationships ▪ Spelling ▪ Strategies for encoding and decoding words ▪ Vocabulary acquisition <p>▪ Teacher must ensure that they are helping students apply/transfer what they learn into their own reading and writing</p> | <p>An intentional and planned reading experience between teacher and students. The teacher is the facilitator of the learning experience.</p> <p>Read alouds involve:</p> <ul style="list-style-type: none"> ▪ Text sets ▪ Modeling fluency ▪ Child-friendly explanations of words and revisiting of the words ▪ Higher-order discussion <p>Planning can include instructional strategies such as:</p> <ul style="list-style-type: none"> ▪ Concepts of Print ▪ Word recognition ▪ Knowledge of structure and features of text ▪ Comprehension skills and strategies ▪ Vocabulary |
| <p>Essential Instructional Practice:</p> <ul style="list-style-type: none"> ▪ Small set of research-supported instructional practices ▪ Minimum standard of care ▪ Every classroom, every child, every day | <p>Essential Instructional Practices K-3</p> <p>E1: Bullet 1 E4: Bullet 1 E5: Bullet 1 E7: Bullets 3, 4</p> | <p>Essential Instructional Practices K-3:</p> <p>E3: Bullet 4 E4: Bullets 2, 3, 4 E5: Bullets 1, 2, 3 E7: Bullet 5</p> | <p>Essential Instructional Practices K-3:</p> <p>E1: Bullets 1, 3, 5 E2: Bullets 1, 2, 3, 4, 5 E3: Bullets 4, 5 E4: Bullet 1 E5: Bullet 5 E6: Bullet 4 E7: Bullets 1, 2, 3, 4</p> |
| | <p>Essential Instructional Practices 4-5</p> <p>E1: Bullet 1 E2: Bullets 1 E3: Bullet 2 E5: Bullets 3, 4 E7: Bullet 5</p> | <p>Essential Instructional Practices: 4-5</p> <p>E7: Bullets 1, 2</p> | <p>Essential Instructional Practices 4-5</p> <p>E1: Bullets 1, 3, 6 E2: Bullets 1, 2, 3, 4 E3: Bullet 1 E4: Bullet 1 E5: Bullets 1, 2, 3, 4 E6: Bullet 4 E7: Bullet 3, 4, 5</p> |

Balanced Literacy Components Chart

| 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"> ▪ 3-6 readers of similar level ▪ Readers begin by rereading familiar texts ▪ Teacher selects one student to administer a running record ▪ Teacher introduces new book, providing scaffolding with a particular skill, strategy (may include word work or vocabulary) ▪ Readers read the book independently ▪ Possible extension activity ▪ blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc | <ul style="list-style-type: none"> ▪ Small group of 3-6 readers with same strategy need (may be different reading levels) ▪ Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting readers to try it out ▪ Strategy Lessons resemble mini-lessons ▪ Readers read their book independently applying strategy ▪ blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc | <p>Place where readers actively engage in MEANINGFUL, RELEVANT and INDEPENDENT practice</p> <ul style="list-style-type: none"> ▪ Students work by themselves or in small groups ▪ Explore literacy ▪ Reinforce and expand literacy skills ▪ Place to engage in learning through interaction | <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. 01(Harvey Daniels)</p> | <ul style="list-style-type: none"> ▪ Independent Reading is taking place when readers are able to read the text with 95%+ accuracy and can understand what they are reading ▪ Readers read self -selected materials ▪ Readers respond to reading ▪ Teacher monitors and confers with readers ▪ Independent Reading takes place after a demonstration or explicit teaching (mini-lesson) ▪ Readers build stamina (40-45 minutes) |
| <p>Essential Instructional Practice K-3</p> <p>E1: Bullets 1, 3 E3: Bullets 1, 2, 3, 4, 5 E4: Bullets 2, 3, 4 E5: Bullets 1, 2, 3, 4, 5 E7: Bullets 1, 2, 3, 4</p> | <p>Essential Instructional Practices K-3</p> <p>E1: Bullets 1, 3 E3: Bullets 1, 2, 3, 4, 5 E4: Bullets 2, 3, 4 E5: Bullets 1, 2, 3, 4, 5 E7: Bullets 1, 2, 3, 4</p> | <p>Essential Instructional Practices K-3</p> <p>E1: Bullets 1, 2, 3, 4 E4: Bullets 1, 2, 3, 4 E5: Bullets 1, 3 E6: Bullet 2 E8: Bullets 1, 5</p> | <p>Essential Instructional Practices K-3</p> <p>E1: Bullets 1, 2, 3, 4, 5 E3: Bullet 5</p> | <p>Essential Instructional Practices K-3</p> <p>E1: Bullets 1, 2, 3, 4, 5 E3: Bullets 1, 2, 3 E5: Bullets 4, 5 E8: Bullets 1, 5</p> |
| <p>Essential Instructional Practices 4-5</p> <p>E1: Bullets 1, 3, 5, 6 E2: Bullets 1, 2, 3, 4 E3: Bullets 1, 2, 3, 4 E4: Bullets 1, 2, 3, 4 E5: Bullets 2, 3, 4, 5 E7: Bullets 2, 3, 4, 5 E9: Bullet 4</p> | <p>Essential Instructional Practices 4-5</p> <p>E1: Bullets 1, 3, 5, 6 E2: Bullets 1, 2, 3, 4 E3: Bullets 1, 2, 3, 4 E4: Bullets 1, 2, 3, 4 E5: Bullets 2, 3, 4, 5 E7: Bullets 2, 3, 4, 5 E9: Bullet 4</p> | <p>Essential Instructional Practices 4-5</p> | <p>Essential Instructional Practices 4-5</p> <p>E1: Bullets 1, 2, 3 E2: Bullets 1, 2 E3: Bullets 2, 4 E5: Bullets 2, 3, 4, 5</p> | <p>Essential Instructional Practices 4-5</p> <p>E1: Bullets 1, 2, 3, 4, 5, 6 E2: Bullets 1, 2, 3 E3: Bullets 1, 2, 3 E4: Bullets 2, 3, 4, 5, 6 E5: Bullets 2, 3, 4, 5 E7: Bullets 3, 4 E8: Bullets 1, 5 E9: Bullet 4</p> |

Balanced Literacy Components Chart

| Grammar (To, With, By) | Modeled Writing (To) | Interactive Writing (With) | Shared Writing (With) |
|--|---|--|--|
| <ul style="list-style-type: none"> ▪ Needs to be explicitly taught and practiced for students to demonstrate command of the conventions of standard English grammar and usage <p>Teacher must ensure that they are helping students apply/transfer what they learn to their own reading and writing</p> | <ul style="list-style-type: none"> ▪ Teacher acts as scribe and writes in front of the students putting words together to make meaning of print. ▪ Message is usually related to some individual or group experience. ▪ Teacher provides full support, modeling and demonstrating the process of putting teacher's ideas into written language. ▪ Teacher also "thinks out loud" and verbalizes what he/she is doing. ▪ Text becomes much richer than students can write themselves and becomes good material for students to read and should be displayed in the room. ▪ Teacher provides a piece of text to use as a teaching point | <ul style="list-style-type: none"> ▪ Involves a sharing of the pen between teacher and writers/ ▪ The focus is on: <ol style="list-style-type: none"> 1. concepts and conventions of print 2. the sounds in words and how the sounds connect with letters ▪ Writers actively plan and construct the text. ▪ For the most part, writers also control the writing of the text. ▪ Teacher guides this process and provides appropriate <ol style="list-style-type: none"> 1. pacing 2. assistance 3. instruction ▪ Writers and the teacher share the role of the scribe. ▪ Writers actively contribute by writing known letters and/or words. | <ul style="list-style-type: none"> ▪ Teacher models writing process, craft, etc. ▪ Teacher begins by gathering writers and starting a discussion about a shared/common experience or topic ▪ Teacher elicits information and leads a discussion. ▪ Writers discuss the topic and share their ideas while the teacher records them on chart paper in story or paragraph form. ▪ As the teacher writes he/she verbalizes the skills he/she wants the writers to practice during the writing session that follows ▪ Writers provide the ideas and the teacher supports the process as a scribe. |
| <p>Essential Instructional Practices K-3:</p> <p>E6: Bullet 5</p> | <p>Essential Instructional Practices K-3:</p> <p>E3: Bullets 4, 5 E6: Bullets 3, 5</p> | <p>Essential Instructional Practices K-3:</p> <p>E1: Bullets 1, 5 E4: Bullets 1, 3, 4, 5 E5: Bullets 1, 3, 4, 5 E6: Bullets 1, 5</p> | <p>Essential Instructional Practices K-3:</p> <p>E1: Bullets 1, 3, 5 E3: Bullets 2, 4, 5 E4: Bullet 1, 4 E6: Bullets 3, 4, 5 E7: Bullets 3, 4</p> |
| <p>Essential Instructional Practices 4-5:</p> <p>E6: Bullet 5</p> | <p>Essential Instructional Practices 4-5:</p> <p>E6: Bullets 2, 4, 5</p> | <p>Essential Instructional Practices 4-5:</p> <p>E1: Bullet 1 E3: Bullet 1 E6: Bullets 2, 3, 5</p> | <p>Essential Instructional Practice s4-5:</p> <p>E1: Bullets 1, 3, 6 E6: Bullets 2, 3, 4, 5 E7: Bullet 5</p> |

Balanced Literacy Components Chart

| Guided Writing (With) | Independent Writing (By) | | | | |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> ▪ Teaching component designed to teach a specific skill or strategy to the whole group, a small group or individuals ▪ Gives students practice in writing. ▪ Writers do the writing but are supported as needed by the teacher ▪ Teacher provides instruction through mini-lessons and conferences ▪ Critical to maintain a balance in a lesson so that it is both student-centered and teacher-directed. ▪ Teachers need to ask appropriate questions, encourage group dialogue, help students become aware that they are responsible for correct syntax | <ul style="list-style-type: none"> ▪ Students write a variety of text on their own ▪ Teacher monitors and confers with students ▪ Independent writing takes place after a demonstration or explicit teaching (mini-lesson) ▪ Writers build stamina (40-45 minutes) ▪ Writers know how to use the resources in the room. | | | | |
| <p>Essential Instructional Practices: K-3:</p> <p>E1: Bullets 1, 2, 3, 4 E2: Bullets 1, 2, 4, 5 E4: Bullets 3, 4, 5 E5: Bullets 1, 2, 3, 4, 5 E6: Bullets 1, 2, 3, 4, 5 E7: Bullet 7</p> | <p>Essential Instructional Practices: K-3:</p> <p>E1: Bullets 1, 2, 3, 4 E3: Bullets 1, 2, 3, 5 E5: Bullets 2, 4, 5 E6: Bullets 2, 3, 4, 5</p> | <p>Essential Instructional Practices: K-3:</p> | <p>Essential Instructional Practices: K-3:</p> <p>E8: Bullets 1, 2, 3, 4</p> <p>Classroom Library Types of Text Comfortable Space</p> <p>All to do with environment and access to texts</p> | <p>Essential Instructional Practices: K-3:</p> <p>E9</p> <p>Throughout entire balanced literacy block.</p> | <p>Essential Instructional Practices: K-3:</p> <p>E10</p> <p>Promoting literacy outside of classroom and school. Home commitment.</p> |
| <p>Essential Instructional Practices 4-5:</p> <p>E1: Bullets 1, 2, 3, 4, 5, 6 E3: Bullets 1, 5 E6: 1, 2, 3, 4, 5 E7: B5 E9: B4</p> | <p>Essential Instructional Practices 4-5:</p> <p>E1: Bullets 1, 2, 3, 5 E3: Bullets 1, 5 E6: Bullets 1, 2, 3, 4, 5 E7: Bullet 5 E9: Bullet 4</p> | <p>Essential Instructional Practices 4-5:</p> <p>E6: Bullets 1, 3</p> <p>Outside writing across disciplines</p> <p>E7: Bullets 3, 4, 5</p> <p>Outside writing across disciplines</p> | <p>Essential Instructional Practices 4-5:</p> <p>E8: 2, 3, 4</p> <p>Classroom Library Types of Text Comfortable Space</p> <p>All to do with environment and access to texts</p> | <p>Essential Instructional Practices 4-5:</p> <p>E9: Bullets 1, 2, 3</p> <p>Throughout entire balanced literacy block</p> | <p>Essential Instructional Practices 4-5:</p> <p>E10: Bullets 4, 5</p> |