

Balanced Literacy

“Creating a Culture of Literacy”



Introduction

The Wooster City Schools Literacy Committee first met on May 19, 2015 with the goal of developing a Balanced Literacy Framework for Wooster City Schools, Pre-K through fourth grade. Committee members met monthly to review and recommend research-based best practices and resources. The team enlisted the guidance of State Support Team 9 and sent committee members to the Dublin and National Literacy Conferences in Columbus. Throughout the year, committee members shared progress and research with colleagues through professional development meetings, grade level meetings and building leadership team meetings. At the March 29, 2016 Board of Education meeting, members of the committee presented a proposal for the creation of five literacy coaches for the 2016-2017 school year. The role of the literacy coaches will be to facilitate the ongoing professional development and support of staff as they implement the balanced literacy framework and build a culture of literacy within Wooster City Schools. The following document is a result of our research and defines the Balanced Literacy Framework for Wooster City Schools, detailing what reading and writing will look like in our classrooms.

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- Haley Black, *Grade 3*
- Erin Hofstetter, *Kindergarten*
- Jerren Howard, *Title 1 Reading*
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- Eric Vizzo, *Principal of Cornerstone Elementary*

What is Balanced Literacy?

A Balanced Literacy program is a balanced framework of reading and writing skills.
Balanced Literacy begins with creating authentic readers and writers with quality literature.

Framework

Primary Model

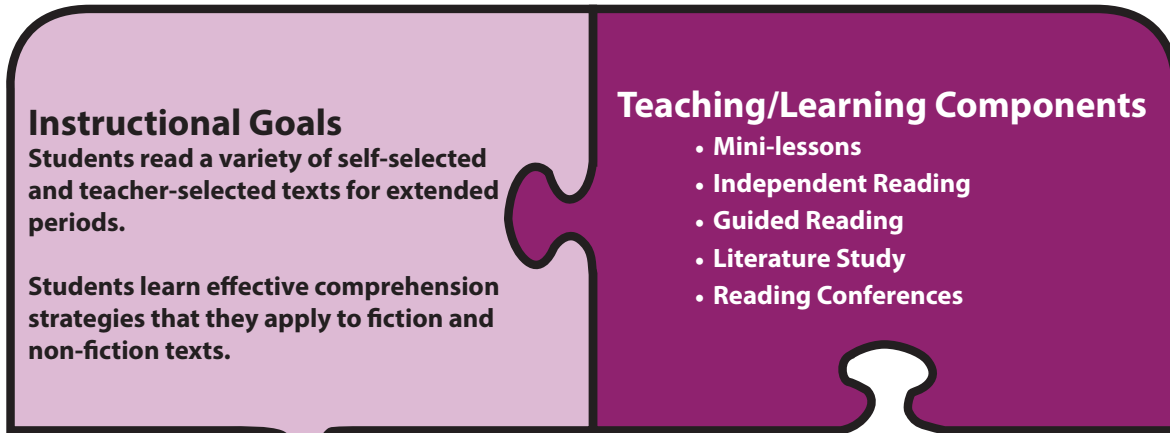


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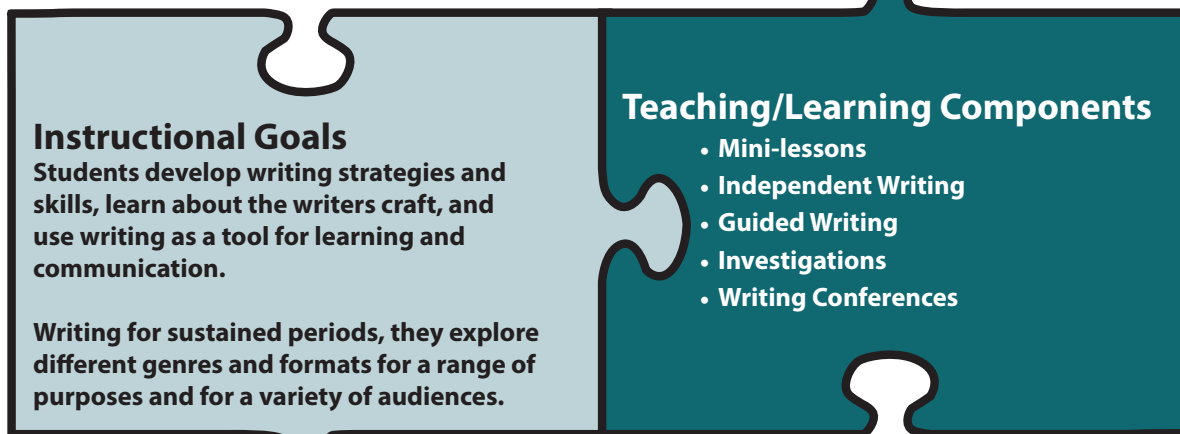
Intermediate Model

Intermediate Literacy Framework

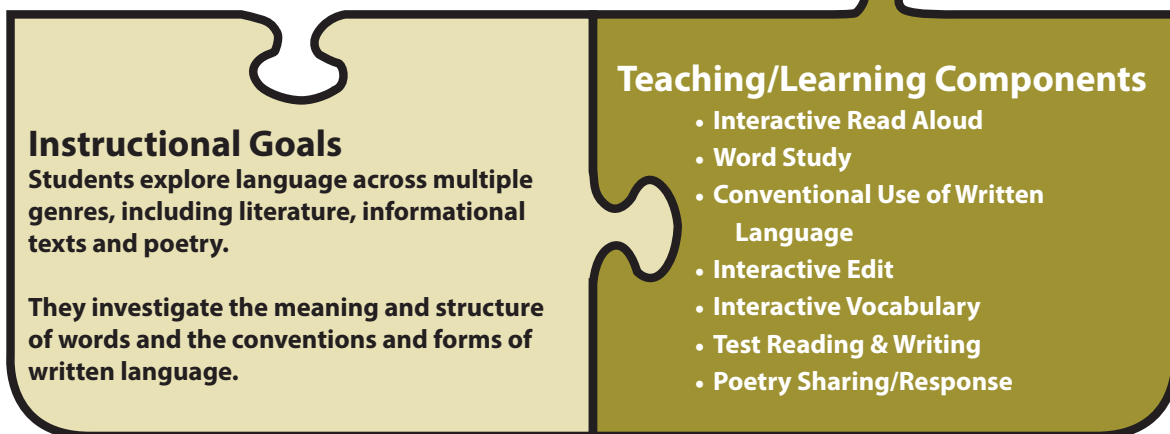
Reading Workshop



Writing Workshop



Language & Word Study



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Literacy Workshop

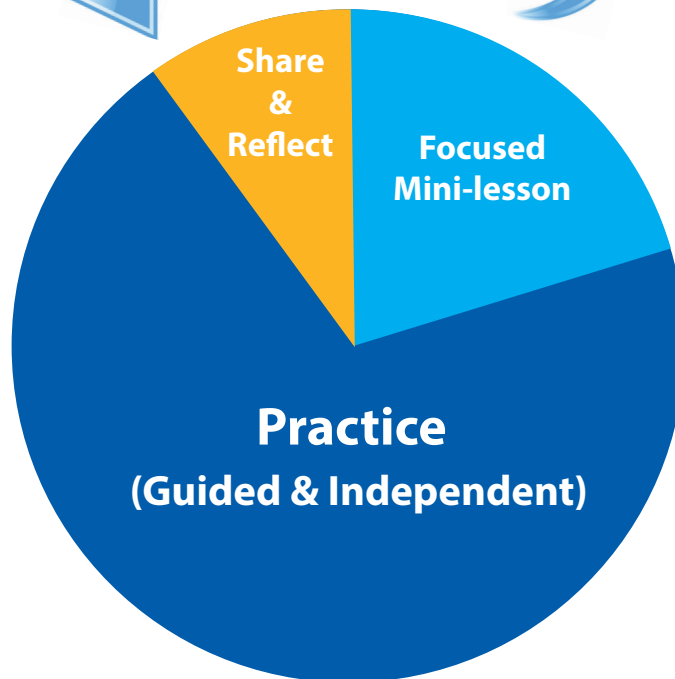
Reading Workshop



**READ
ALLOUD**



**WORD
STUDY**

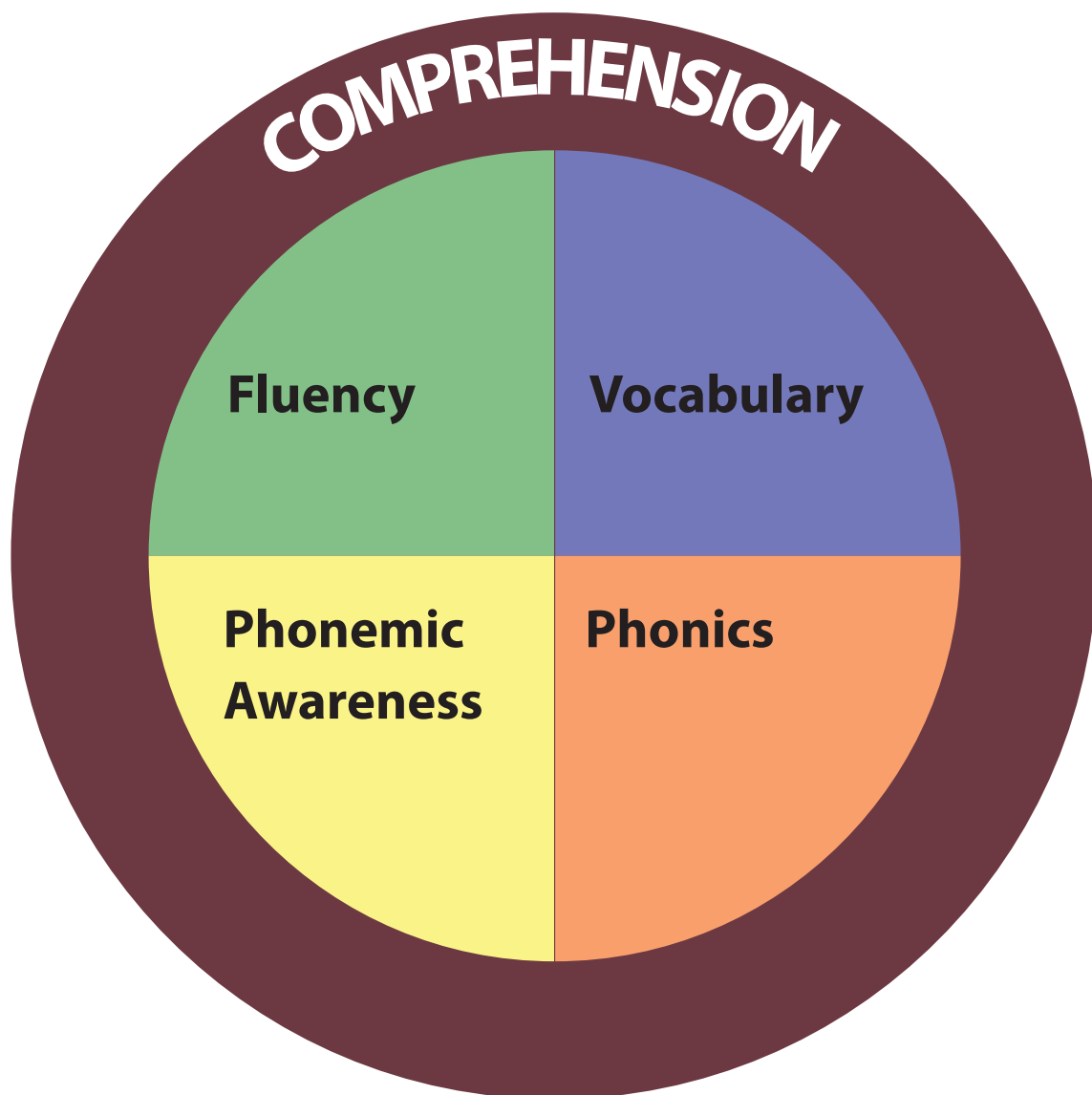


Writing Workshop

Five Pillars of Reading Instruction

- Phonemic Awareness
- Phonics/Syllabication
- Fluency
- Vocabulary Development
- Comprehension Strategies

Essential Components of Reading



Component 1: Reading Workshop

Reading 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 technique, and have the students practice the technique right there with your guidance.

Teacher's Role

- Teaches the children a specific reading skill or technique
- Model the reading skill
- With the mini lesson, teachers may use a mentor text, modeled reading, interactive reading, or share work of students to teach the strategy. Examples of lesson ideas: Comprehension Strategies, Concepts of Print, Figures of Speech, Non-Fiction Text Features

Student's Role

- Observes reading lesson
- Participates in "turn and talk" to share ideas

Read Aloud/Modeled Reading

When Read Aloud occurs daily it has been proven to be the most important factor in children's literacy development. Reading aloud enables children to hear the rich language of stories and text that they may not yet read on their own or might never have chosen to read. (Routman, 2003) Children learn about vocabulary, grammar, punctuation, rhyming/spelling patterns, new information and how stories and written language work during Read Aloud. 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 when teachers ask carefully crafted questions and engage in conversation about the text. It fosters knowledge, love of literature and builds classroom community.

Teacher's Role

- Read aloud to students every day
- Choose a variety of texts to meet the needs of readers (consider range of reading abilities, interest and genres)
- Read aloud text using appropriate pace and intonation
- Invite active participation in discussion
- Introduce new ideas into discussion
- Explicit about reading strategies
- May make connections to various crafts of authors to serve as a model for student writing

Student's Role

- Participate in group conversation about text
- Possibly follow along in text
- Possibly stop and write/talk as needed to clarify thinking
- Try out new ways of thinking about a book
- Be open to different genre and others ideas about the book
- Ask questions to clear up confusions

Shared Reading

Shared Reading is a reading experience in which the learners see the text, observe an expert reading with fluency and expression, and are invited to read along.

Teacher's Role

- Chooses the text and purpose for reading
- Guides students to participate in reading of text together
- Accepts and encourages readers' approximation to the text

Student's Role

- Listens to text read aloud
- Follows along as text is read aloud and joins in the reading
- Participates in problem solving and conversation about the meaning of the story
- Supports learning by sharing their thinking

Interactive Reading

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.

Teacher's Role

- Chooses literature that will facilitate discussion
- Allows students the opportunity to talk about the book
- Models thinking about reading for students
- Supports students as they talk about the meaning of the text
- Observes how students work together to make meaning
- Observes, monitors, and assesses for comprehension

Student's Role

- Explores patterns, themes, illustrations, and predictions
- Makes comparisons to other books and authors
- Talks with a friend or the group about the reading
- Writes or draws a response to the reading

Independent Reading

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

Teacher's Role

- Finds extended periods of time for students to read everyday
- Organizes the classroom library to support readers
- Provides a variety of books for independent reading
- Helps students choose appropriate books
- Tracks and record student progress
- Record observations
- Support students through conferencing, small group instruction and setting personal goals

Student's Role

- Chooses books for reading
- Sets reading goals
- Stays engaged with a text for the given period of time, building stamina, and reading authentic, continuous text

Component 2: Guided Reading

What does the research say?

Guided Reading is focused reading instruction organized by the teacher in response to the assessment and the needs of learners. Guided reading is done in a small group. Students are grouped for the purpose of reaching an instructional goal.

Teacher's Role

- Selects a text that meets purpose
- Introduces the text to group
- Observes and coaches readers as they read
- Follows work with teaching point
- Allows opportunity for talk
- Listens, reflects, and teaches
- Designs meaningful literacy activities for other students while meeting with small groups

Student's Role

- Reads text with teacher support
- Interacts with the text
- Participates and discusses text with others

What Does Guided Reading Look Like?

- Small Group: 20-30 minutes per group (Developmentally appropriate group size and time)
 - Groups meet 3-5 times each week
 - At risk learners meet daily
 - More advanced readers can meet fewer times per week
 - Students are taught at their instructional level with scaffolding in order to progress
 - Independent Reading Accuracy 95%-100%
 - Instructional Reading Accuracy 90%-94%
 - - At Risk Students 96%-98% (Allington and Fountas & Pinnell)
 - Hard Reading Accuracy <90%
- Students are engaged in reading text during majority of time
- Students are reading chorally, whisper reading, silent reading (no round robin) (Allington and Fountas & Pinnell)
- Ongoing formative assessment (running records) done systematically to monitor students literacy development
- Professional Development will focus on how to consistently document and interpret a running record



Tricky Word Card

What do you do when you come to a word you don't know?



Look at the picture.
Think about the story.



Go back.



Get your mouth ready.
Point and slide under the word.



Read to the end of the sentence.



Try a word.
Does it make sense?
Does it sound like language?
Do the letters match?



Go on.

Cueing Systems

- Common teacher language must be explicit, simple and consistent
- The Tricky Word Card provides a temporary scaffold for learners
- Use Sight Word Wall for reference during lessons



Component 3: Writing Workshop

Writing Workshop Mini Lesson

The Writing Workshop Mini Lesson is a clear and concise lesson to model a specific skill (10–15 minutes). Lessons connect to a previous learning, teach a new writing technique, and the students practice the technique with guidance.

Teacher's Role

- Teaches the students a specific writing skill or technique
- Models the writing skill
- Use a mentor text, include interactive writing, shared writing, or student work to teach the strategy
- Examples of lesson ideas: seed ideas/brainstorming, strong leads, adding details, small moments, complete sentences, dialogue, parts of speech

Student's Role

- Observes/participates in writing lesson
- Participates in "turn and talk" to share writing ideas

Write Aloud/Modeled Writing

Teacher demonstrates proficient writing and expands access to writing beyond child's abilities. The student is exposed to a variety of genres. (Whole class or small group)

Teacher's Role

- Controls the pen and the message
- Models the writing process and writing conventions
- Uses think aloud strategies as they compose a piece of writing
- Helps make the writing process visible and concrete

Examples:

A short piece about a shared experience that happened yesterday in the classroom, a list of supplies needed to set up a class aquarium, directions for taking care of a class rabbit, a longer piece about an early memory

Student's Role

- Observes teacher
- Reads the text chorally

Shared Writing

In Shared Writing the teacher and students compose a written piece together. Students participate orally, contributing content, spelling, and punctuation as the teacher writes.

Teacher's Role

- Guides children to compose writing by providing full support for a collaborative piece of writing
- Models and demonstrates the process of putting students' ideas into written language (think aloud)
- Reads the text multiple times with students
- Scribes during the collaborative writing
- Observes, monitors, and assesses the writing process

Student's Role

- Composes various aspects of the text
- Reads the text multiple times with the teacher

Interactive Writing

Interactive Writing is a process in which students “share the pen” with the teacher. The written text is composed by both the students and teacher. (Whole class and small group)

Teacher’s Role

- Uses chart paper, and technologies to create text
- Models reading and writing strategies while engaging children in creating text
- Ask questions to prompt student thinking
- Uses across the curriculum
- Teaches proper writing conventions
- Guides students through the writing process

Examples:

Morning Message, friendly letter, Kid News, Google doc to compose, reader response to a common text/read aloud

Student’s Role

- Cooperate with teacher to jointly compose
- Participates and discusses text with others
- Takes turns using the pen
- Explain reasoning for the conventions being used

Independent Writing

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

Teacher’s Role

- Conferences with students and provides support and feedback
- Acts as a coach
- Takes anecdotal notes to guide instruction
- Uses checklists, rubrics

Student’s Role

- Write independently 20-30 minutes, building stamina
- Practice focus skill
- Conference with the teacher and/or peers
- Use checklists, rubrics

Writing: Sharing/Celebrating

Daily sharing reinforces the focus skill that students applied during independent. (10 minutes)

Teacher’s Role

- Chooses how to share and what needs to be shared
- Organizes special event to celebrate students’ writing.

Examples: Author’s Chair, Writing Partner Share, Use of technology, Publishing Party, Poetry Night

Student’s Role

- Shares their work with others
- Compliments others and provide feedback to their classmates

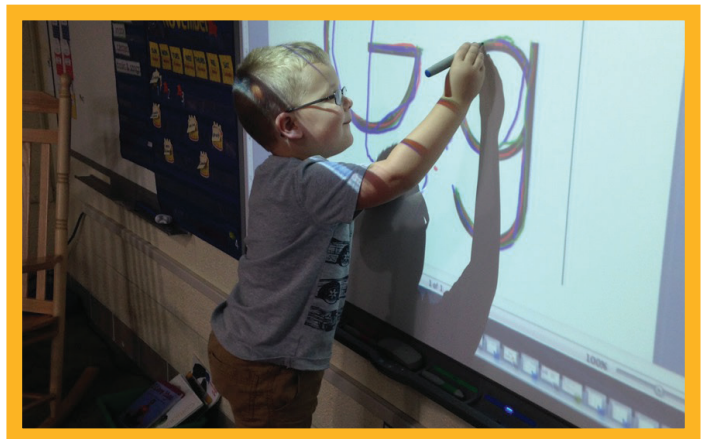
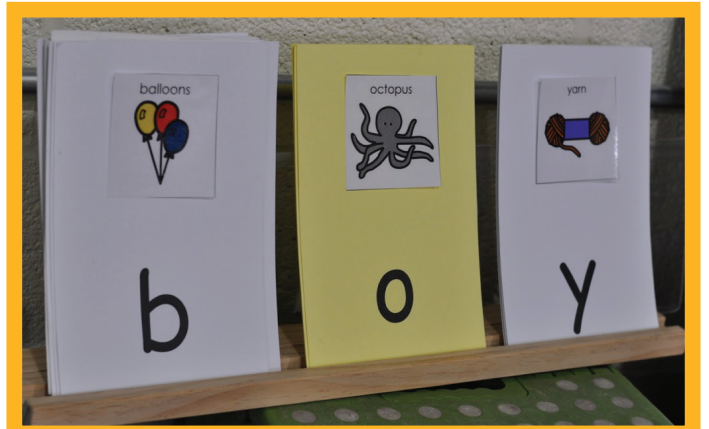
Component 4: Orton Gillingham

The Orton Gillingham multi-sensory approach incorporates the three learning pathways which are: auditory, kinesthetic, and visual. The methodology allows for implementation of Response to Intervention (RtI) at all levels while allowing for differentiation of instruction. (Institute for Multi-Sensory Education, 2014)

What does the research say?

Required Components

- Approximately 15-20 minutes whole group O.G. (3-4 times/week) until used for intervention
- Three Part Drill, using real words and multi-sensory approaches
- Using procedures to teach Sight Words (identified as Red/Green words) at the grade level (must be displayed within the classroom)
- Spelling progression
- Syllabication
- Assessments to determine students needs



Component 5: Vocabulary

Six Steps of Vocabulary Instruction:

1. Review the story context of the vocabulary word.
2. Provide a child-friendly definition of the word.
3. Ask students to look at the word and say it aloud.
4. Provide additional uses of the word that students can relate to beyond the story context.
5. Plan an activity that encourages students to interact with the word such as:
 - ask questions,
 - provide examples/non-examples,
 - complete the sentence, etc.
6. "What word have we been learning about?" Again, students look at and say the vocabulary word aloud.



Scope and Sequence

For Reading Comprehension

| 1st Trimester | | | | 2nd Trimester | | | | 3rd Trimester | | | |
|---------------|-----------|---------|-------------|---------------|----------|---------|-------------|---------------|-------|-------|-----|
| August | September | October | November 11 | November 12 | December | January | February 24 | February 25 | March | April | May |

1st Trimester- Informational Text Unit

| Dates: | Standards Covered: | Key Learning(s): | Unit Essential Question(s): |
|------------------|---|---|--|
| August-September | RI.3.2- Determine the main idea of a text (2nd half of standard will be covered in 2nd trimester). RI.3.3- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3. RI.3.5- Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). | The student uses a variety of strategies to gain meaning from a non-fiction text. | How do I read and comprehend informational text ? |

| Concept | Lesson Essential Questions | Vocabulary |
|---|---|--|
| 1. Identifying elements of non-fiction text | 1. How can I identify elements of non-fiction text? | 1. Maps, glossary, guide words, index, diagrams, charts, captions, illustrations, table of contents, varied print, italics, bold print, graphs |



Research/Resources

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Professional Journals

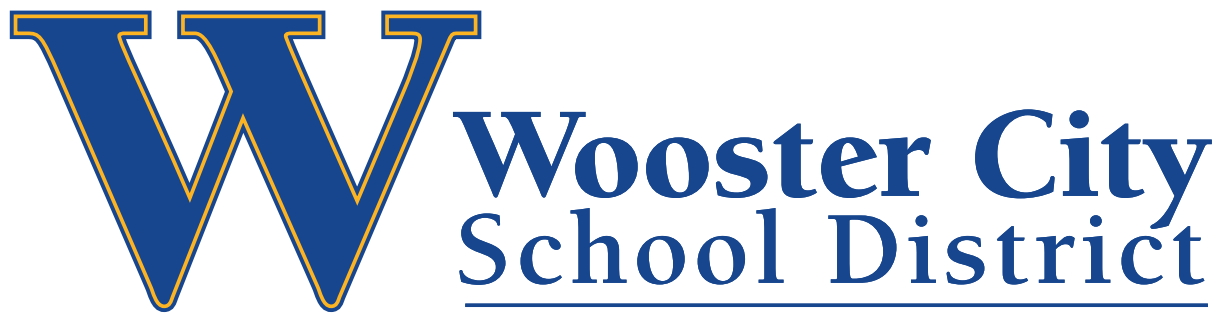
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Additional Articles/Handouts & Resources

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- Appendix B - Common Core State Standards Initiative. (n.d.). Retrieved April 13, 2016, from http://www.corestandards.org/assets/Appendix_B.pdf



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