Big Spring ISD

Balanced Literacy Handbook
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District Literacy Goals

1. Every student will make continuous progress in becoming fluent, critical readers at or above grade level as measured by AIMSweb and Fountass and Pinnel Assessments.

2. Every student will be able to use the writing process assessed by the TEA STAAR Writing Rubrics.

District Literacy Expectations

1. All K-12 educators will emphasize reading and writing within their content.

2. Formative and summative assessments will be used by teachers to determine needed intervention strategies to enhance student learning.

3. All K-12 lesson plans will be aligned to the standards and objectives of the TEKS Resource Curriculum Guides and BSISD Checkpoints.

4. Principals and District Instructional Staff will participate in an embedded professional development program using coaching and modeling with an emphasis on teaching.

To reach these balanced literacy goals and expectations the Big Spring Independent School District K-12 Balanced Literacy Plan will be followed.
**Balanced literacy is more than a philosophy; it is a holistic, inquiry-based approach to teaching literacy combining authentic, literature-rich activities with explicit reading and writing instruction.**

**An Overview of Balanced Literacy**

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Balanced Literacy Quick Reference Guide

A balanced approach to literacy development is essential for equipping students with strategic reading, writing, and analytical thinking skills. Providing daily opportunities to engage in various reading, writing, speaking, and listening activities will help students become more literate and communicate more effectively. The purposeful integration of reading and writing skills provides an environment for students to enjoy reading and writing, explore new learning, deepen thinking, ask and answer questions, and more importantly, develop lifelong learning.

<table>
<thead>
<tr>
<th>Read Aloud/Modeled Reading</th>
<th>Write Aloud/Modeled Writing</th>
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<tbody>
<tr>
<td>➢ Demonstrates proficient reading</td>
<td>➢ Demonstrates proficient writing</td>
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<tr>
<td>➢ Expands access to text beyond student’s ability</td>
<td>➢ Expands access to writing beyond student’s ability</td>
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<td>➢ Exposes students to a variety of genres</td>
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**Shared Reading**

- Teacher and student choose text
- Teacher and student shares reading
- Teacher encourages student to read when able

**Shared Writing**

- Teacher and student choose topic
- Teacher and student share the pen
- Teacher and student compose together

**Interactive Read-Aloud**

- Models reading strategies
- Teaches reading strategies
- Extends understanding of the reading process
- Teacher reads

**Interactive Writing**

- Models writing strategies
- Teaches writing strategies
- Extends understanding of the writing process
- Teacher scribes

**Guided Reading**

- Teacher reinforces skills
- Teacher engages student in questioning and discussion
- Teacher acts as a guide and Student reads
- Student practices strategies
- Student builds independence

**Guided Writing**

- Teacher reinforces skills
- Teacher engages student in questioning and discussion
- Teacher acts as a guide and Student does the writing
- Student practices strategies while building independence

**Independent Reading**

- Student chooses the text
- Student practices at his/her independent level
- Time to practice demonstrates the value of reading

**Independent Writing**

- Student chooses the topic
- Student practices at his/her independent level
- Time to practice demonstrates the value of writing

**Letter and Word Study**

- Teacher explicitly teaches letter/sound correspondence
- Teacher explicitly teaches patterns in words
- Enhances vocabulary development by allowing students to use vocabulary learning strategies within the context of authentic reading and writing
Components of Balanced Literacy

Reading and Writing Workshops

A workshop suggests a group of people actively engaged in purposeful tasks with an emphasis on activity. Students learn by doing. The workshop model invites students to become more actively involved in their own learning by providing time to read and write. Students should have access to all necessary materials for reading and writing. The Daily 5 structure fits well with the workshop model to provide a framework for changing activities and providing group focuses. If Daily 5 is not used, teachers must provide students with clear structure and signals for realignment of expectations.

The following activities can be found in Reading and Writing Workshops and are further explored on the following pages:

**Reading Workshop Components**

- Read Aloud
- Modeled Reading
- Shared Reading
- Interactive Reading
- Independent Reading
- Guided Reading
- Book Clubs/ Literature Circles
- Word Study
- Group Discussions
- Daily 5 Centers

**Writing Workshop Components**

- Write Aloud
- Shared Writing
- Interactive Writing
- Independent Writing
- Guided Writing
- Group Discussions
- Revising/ Editing
- Daily 5 Center

**Mini-lessons**- Occur in all workshops. They are generally short (approximately 10 minutes) well-defined lessons that focus students on areas of study or needs that are orchestrated across time to provide multiple exposures to strategies, understanding, or ideas. Some mini-lessons that can span both reading and writing may involve:

- Study of Conventions
- Author Studies
- Genre Studies
- Craft Studies
- Figure 19 Integrations
Reading Workshop
Design
Reading Workshop

Suggested Time Frame: 60-90 minutes in the primary classrooms (K-5) and
60% of secondary (6-12) ELA class time should involve students reading and writing

**Read Aloud**- Students are exposed to a variety of genres as the teacher models fluency and expression.

**Modeled Reading**- Teacher models thinking strategies while reading aloud to students.

**Shared Reading**- Students are included in the read aloud through choral reading and oral questioning.

**Interactive Reading**- The teacher invites discussion through open-ended questioning during whole- and small-group reading.

**Independent Reading**- Students read a variety of self-selected or teacher-provided reading materials while exploring strategies or skills modeled during mini-lessons.

**Paired Reading**- Students read in pairs (EEKK) with shared texts or duplicate copies while exploring strategies or skills modeled during mini-lessons.

**Guided Reading**- Teacher reinforces skills, engages groups in questioning and discussion while guiding students to practice and apply strategies when reading common texts chosen by the teacher.

**Literature Circles**- Students gather to read and discuss shared texts. Teacher may provide modeling or support as students become familiar with established procedures and expectations for book study. Students are expected to become increasingly independent and self-directed in their book study.

**Written Response**- Students engage regularly in written response to literature by keeping book logs or reading journals. There is an expectation that responses will go beyond summarization to include student thinking and reflection. Teachers should not require written response to every text read, but it should be included at least bi-monthly.

**Word Study**- K-1: students explore phonemic awareness and practice spelling and word generation.

2-5: students have an opportunity to reinforce word study skills, encourage vocabulary development, and expand word use.

6-12: students have opportunities to receive vocabulary instruction within the context of authentic reading activities.

**Sharing Time**- Students gather to reflect on learning undertaken during workshop study. An emphasis on oral communication skills is clearly evident.

*These are components of Balanced Literacy and are further explored on the following pages.
Read Aloud/ Modeled Reading

Purpose

During Read Aloud, the teacher exposes students to a wide variety of genres and forms while fostering listening skills, positive attitudes, and a desire to read. Reading for the sake of enjoying what is read remains a valuable classroom tool. Read Aloud is extended through Modeled Reading. The teacher combines Read Aloud with explicit think aloud demonstrations of comprehension strategies, decoding skills, and reading behaviors to show students how successful readers interact with books and text.

The Role of the Teacher is to:

- Make thoughtful and purposeful choices of a variety of genres, print materials, and purposes, (e.g., text excerpts, favorite stories, poems, news articles, manuals, and advertisements.)
- Use materials from personal reading to demonstrate how adult readers also make use of strategies while reading.
- Signal the listeners by looking away from the text or putting down the text before using think aloud to model comprehension strategies.
- Read aloud expressively and provide a consistent model for phrased and fluent reading.
- Demonstrate strategies for unknown vocabulary words or multiple meaning words.
- Gradually release control of strategy use to the students with the expectation that students will internalize and use the strategy during independent reading.

The Role of the Student is to:

- Engage with teacher Read Aloud.
- Demonstrate a willingness to internalize and use the strategies in a supported and independent setting.
- Understand that reading is an individual experience between the student and the text.

The Administrator will See:

- The Teacher signaling think alouds using spoken or unspoken signals (gestures, movements away from text, language such as, “I’m thinking...,” or “When I read...”).
- The teacher providing a consistent model for oral reading by reading expressively with appropriate phrasing and fluency.
Shared Reading

Purpose
During Shared Reading, the teacher builds upon students’ interests and increases their enjoyment and appreciation of picture books, short stories, novels, poems, rhymes, and chants. Teachers read at a rate that allows students to join in.

The Role of the Teacher is to
- Model and teach early concepts of print, such as directionality and one-to-one matching
- Help students build a sight/reading vocabulary.
- Provide many opportunities for students to explore and identify sound/letter relationships in meaningful contexts.
- Provide systematic opportunities for word study (phonics, word parts, and vocabulary)
- Add words from the reading to a classroom word wall.
- Ensure all students can see or have a copy of the text.
- Demonstrate and develop reading strategies (e.g., inference, imagery, making predictions).

The Role of the Student is to
- Understand concepts of print such as directionality.
- Read along with the teacher.
- Make predictions about the reading.
- Match spoken words with written words.
- Recognize sound-letter matches.
- Become familiar with rhyming sounds and beginning sounds of words.
- Develop reading strategies.

The Administrator will see
- The teacher engaging students in learning the concepts of print.
- The teacher noticing and naming strategies and skills.
- Students making predictions.
- Students making attempts to read on their own.
Interactive Read Aloud

Purpose
During Interactive Read Aloud, the teacher pauses at significant points, asks the students for comments, and invites brief discussion. The teacher’s own thinking is used to demonstrate how experienced readers engage with and think about text as they read. Interactive Read Aloud differs from the initial Read Aloud in that, the students participate whereas in the initial Read Aloud, the teacher reads and the students listen with no verbal interaction.

The Role of the Teacher is to

- Encourage students to talk about reading experiences.
- Read interesting and concept-rich materials with the students.
- Demonstrate and develop specific reading behaviors and strategies.
- Use short, focused activities to direct the student’s attention to specific text features and to show them how to apply problem-solving strategies.
- Stay on pace. Do not stop too frequently or for too long or the flow of the reading may be disrupted.

The Role of the Student is to

- Engage in strategies with the text.
- Discuss inference and predictions
- Return to the reading when the teacher directs that the discussion is over.

The Administrator will see

- The teacher pausing at significant points and encouraging student discussion.
- Students making predictions.
- Students demonstrating comprehension.
- The teacher is not stopping too frequently or for too long or it will disrupt the flow of the passage.
Guided Reading

Purpose

Guided Reading is an extremely important component of Balanced Literacy and provides the opportunity for the teacher to support and encourage the development of strategies for independent reading. The teacher works with a Strategic Group* made up of students who have the same instructional needs (not necessarily reading level). These small groups are flexible and are designed by the teacher after analysis of current student data and observations to achieve a pre-set instructional focus.

The Role of the Teacher is to

- Demonstrate and model strategies to use when comprehension breaks down.
- Give students opportunities to read at their instructional level.
- Read and discuss a range of genres.
- Support the development of students’ vocabularies by selecting materials that expand their knowledge of words and promote language development.
- Model strategies and provide practice for identifying unknown words, inference, questioning, determining importance, predicting).
- Organize and form groups according to individual needs and current data.
- Provide students with individual copies of the text and independently read orally or silently (not Round Robin). The teacher can hear student reading through choral reading, whisper reading tap-ins, paired reading, and echo reading.

The Role of the Student is to

- Read and retell familiar stories.
- Read orally with reasonable fluency.
- Increase reading and writing vocabulary.
- Use sound-letter associations, word-parts, and context to identify new words.
- Use strategies (e.g., re-reading, predicting, questioning, inference, determining importance) as appropriate
The Administrator will see

- The teacher setting high expectations
- The teacher asking questions when appropriate to allow for varied student responses and interpretations.
- The teacher evaluating the student through running records or other notations.
- Flexible use of leveled readers.
- Students following a cuing system.
- Students using a variety of strategies to comprehend the text.

The Administrator will not see

- Public displays which track progress and reading levels.
- The teacher focusing on text levels with students.

*Guided Reading involves creating Strategic Grouping. This is further discussed in the appendix.*
Independent Reading

Purpose

Independent Reading gives students opportunities to apply reading strategies, develop fluency, and improve reading achievement by allowing students to select their own appropriately leveled text and to take responsibility for working through the challenges of the text.

The Role of the Teacher is to

• Support students in choosing texts for reading enjoyment by taking into account student’s level of fluency, accuracy, comprehension, and interests.
• Encourage students to explore new genres and identify different purposes for reading.
• Observe, acknowledge, and respond through reading conferences.
• Create a climate that encourages students to discuss their reading and reflectively think about what was read.

The Role of the Student is to

• Use reading for various purposes.
• Enjoy Reading.
• Record notes during conferences to use as a reference.

The Administrator will see

• The teacher providing time daily for students to read self-selected books.
• The teacher encouraging students to solve their own problems and to take ownership of their own learning.
• Reading conferences.
Writing Workshop

Design
Writing Workshop

Suggested Time Frame: 60 minutes in the primary classrooms (K-5) and

60% of secondary (6-12) ELA class time should involve students reading and writing

Write Aloud/Modeled Writing* - The teacher provides an initial think aloud demonstration of the writing process for a variety of genres.

Shared Writing* - The student learns about the writing process through structured conversations.

Interactive Writing* - Teacher and Students compose writing together.

Genre Study - Students participate in mini-lessons while being immersed in a study of a specific genre as they prepare to write within that genre themselves.

Author Studies - Students participate in mini-lessons while being immersed in the study of a specific author as they prepare to emulate positive attributes of writing style.

Craft Study - Students participate in mini-lessons designed to help them examine craft techniques that they then can apply to their own writing (e.g., use of descriptive language, varied sentence structure, colorful or specific word choice, figurative language, transitional words or phrases).

Contextualized Study of Conventions - Students participate in mini-lessons designed to focus their attention on appropriate use of specific mechanics, spelling, or grammar.

Independent Writing* - Students have ample opportunities to hone their abilities through independent writing.

Guided Writing* - Teachers conference with individual students and groups to focus thinking and encourage independent writing by emphasizing the individual needs of writers.

Share Time - Allows students to share passages, works in progress, and completed pieces with peers to gain constructive feedback.

Revision - Students will be involved in making changes in content (addition to, deletion of, changes to, and modification of composition). While revision techniques may be modeled or supported by the teacher, it is the ultimate responsibility of the writers to make changes to their writing.

Editing - Students will demonstrate an ability to use modeled techniques and strategies for making age-appropriate corrections in mechanics, spelling, and grammar.
Write Aloud/ Modeled Writing

Purpose

During Write Aloud/ Modeled Writing, the teacher provides explicit think aloud demonstrations of the writing process as text is composed in front of students. Teacher models behaviors to show students how successful writers brainstorm, compose, revise, and edit.

The Role of the Teacher is to:

- Use explicit language and actions to model the concepts of the writing process.
- Think aloud about actions and choices in writing and spelling (providing a strategy to use words that students do not know how to spell without stopping to look them up while composing).
- Use modeled writing as a mini-lesson to introduce writing skills and new genres.
- Demonstrate the importance of composing a meaningful, coherent message for a particular audience and a specific purpose.
- Demonstrate the correct use of print conventions such as capitalization and punctuation.
- Demonstrate re-reading as a process to ensure fidelity to theme or topic.
- Share the responsibility with students to create anchor charts.
- Explain how the prompt articulates the audience and states the purpose for writing.

The Role of the Student is to:

- Listen attentively and watch the teacher model the writing process.
- Demonstrate a willingness to internalize and use the strategies in a supported and independent setting.
- Understand that writing is an individual experience and must be learned. Rarely is anyone a “natural”.

The Administrator will See:

- The Teacher thinking aloud while moving through the writing process.
- The use of chart paper, boards, or document cameras.
- A lesson should be no longer than 30 minutes (teacher will not go through the entire writing process in one lesson, but will focus on only a part of it).
- Students will read what the teacher writes silently or chorally.
Shared Writing

Purpose
During Shared Writing, the student learns about the writing process through structured conversations that focus primarily on the content of the message (not conventions). This can be a whole-class or small-group activity in which the teacher and student share the composing process through a structured conversation where the teacher acts as scribe.

The Role of the Teacher is to

- Introduce the lesson or topic by modeling how to begin writing.
- Plan text and help students generate ideas for writing by asking targeted questions.
- Provide a structure for students to share ideas in an orderly fashion.
- Record students’ ideas.
- Create anchor charts with students.
- Explain how the prompt articulates the audience and states the purpose for writing.
- Redirect as necessary.

The Role of the Student is to

- Provide and share ideas for the writing in an orderly way.
- Read and re-read the composition with the teacher.
- Applaud other students’ ideas and refrain from negative comments.

The Administrator will see

- The teacher working with students in whole-class or small-group settings.
- The teacher modeling and naming what is being done as the students’ ideas are recorded.
- Students contributing ideas to the writing in a pre-set structure.
- Students reading the composition with the teacher.
Interactive Writing

Purpose

During Interactive Writing, the teacher and students compose together and “share the pen” at strategic points

The Role of the Teacher is to

- Introduce the lesson by modeling how to begin writing.
- Plan the text and help students generate ideas for writing.
- Provide a structure for students to share ideas in an orderly fashion.
- Record students’ ideas, reinforcing print conventions such as capitalization, punctuation, and spelling and appropriate revising and editing strategies.
- Ask students to participate in the writing at strategic points.
- Move students to independence by allowing them to display mastery of acquired skills.

The Role of the Student is to

- Provide writing ideas in an apprentice role.
- Take turns with the teacher and other students in recording the composition.
- Read and re-read the composition with the teacher.
- Applaud other students’ ideas and refrain from negative comments.

The Administrator will see

- The teacher working with both whole and small groups.
- The teacher modeling and reinforcing what is being done as the students’ ideas are recorded.
- The teacher encouraging students to write parts of the composition using chart paper, board, or document cameras.
- The students contributing ideas to the composition by supplying known letters, words, and phrases.
Guided Writing

Purpose

Guided Writing provides the opportunity for the teacher to support and encourage the development of strategies for independent writing. Unlike Guided Reading, this can be with Strategic Grouping* or an individual student. The teacher will teach explicit strategies and skills and coach students as they write a composition individually. Often, students are pre-selected based on current data and previous writings, but may be targeted extemporaneously during observation of students.

The Role of the Teacher is to

- Confer with students.
- Observe and assess student writing.
- Meet with individuals or small groups who have similar needs.
- Prompt, coach, and guide by asking open-ended questions to extend the students’ thinking in the writing process.
- Accept and expect approximate spellings.
- Foster writing independence.

The Role of the Student is to

- Make choices and decisions in writing.
- Write in a variety of genres for various purposes and audiences.
- Remain open minded in relevant criticism from teacher and peers.
- Provide relevant criticism to peers.

The Administrator will see

- The teacher setting high expectations
- The teacher asking open-ended questions to guide students through the writing process.

*Guided Writing involves creating Strategic Grouping. This is further discussed in the appendix.
Independent Writing

Purpose

Independent Writing gives students opportunities to experiment with and explore the uses of written language through individual writing. This writing may appear in the lesson as journaling, writing narratives or compositions, or analyzing text. Independent Writing often occurs concurrently with Guided Writing.

The Role of the Teacher is to

- Assist students with organization of writing and thinking.
- Observe and access student writing to determine next instructional directions.
- Share writing rubrics and anchor charts with students.
- Create opportunities for students to engage in authentic, purposeful writing.
- Respond to the content of student writing
- Assist students with revision and the editing process.

The Role of the Student is to

- Write for his/her own purpose to document what has been learned, express feelings, share observations, predictions, etc.
- Select the topic and content for writing.
- Use different writing genres.
- Revise and edit writing.
- Accept feedback from peers and the teacher.

The Administrator will see

- Students engaged in authentic writing.
- The teacher interacting with students and creating enthusiasm for writing.
- Centers for writing.
Word Study
~The Connection~
## Word Study

<table>
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<th>IS</th>
<th>IS NOT</th>
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<tbody>
<tr>
<td>Understanding patterns</td>
<td>A one-size fits all or learning vocabulary in isolation</td>
</tr>
<tr>
<td>Systemic instruction in phonics, spelling, and vocabulary</td>
<td>Memorizing disconnected spelling words</td>
</tr>
<tr>
<td>Embedded in all areas.</td>
<td>An activity to keep students busy</td>
</tr>
<tr>
<td>Groups working on planned and purposeful word analysis</td>
<td>Looking up words in the Dictionary</td>
</tr>
</tbody>
</table>

### The Role of the Teacher is to

- Guide students to see patterns in words and explicitly teach words in context through mini-lessons, small groups, and conferences.
- Use a variety of genres, including poetry, to teach words in context.
- Utilize advanced organizers and non-linguistic representations to help students make connections to their understanding.
- Provide varied word learning activities on a consistent basis.
- Analyze student reading journals and writing to determine gaps in word knowledge and decide next steps for differentiating instruction.
- Model vocabulary within the context of reading and writing.

### The Role of the Student is to

- Self-assess on their level of understanding.
- Look for patterns in words and other explicitly taught vocabulary as they read and write.
- Participate in large group mini-lessons and apply new knowledge to individual reading and writing.
- Confer with teacher and peers.

### The Administrator will see

- Word Walls, Anchor Charts that demonstrate word study.
- Students applying knowledge of word patterns and vocabulary.
- Conferencing between student/teacher and student/student.
- The teacher modeling strategies to understand unfamiliar vocabulary.
Appendix:
Additional Components that Support Balanced Literacy
**Strategic Grouping**

**Purpose**

To encourage the development of strategies for independent reading and writing through the use of flexible small groups designed by the teacher. Students may not be at the same academic level, but have a common need to focus on a specific strategy. These groups may meet only once or several times until members demonstrate an ability to apply strategies independently.

**The Role of the Teacher is to**

- Work with a group of 4-6 students who have the same needs
- Recognize and identify students having difficulty applying strategies independently
- Model and use think-aloud strategies to provide group members with a clearer understanding of how to apply these strategies in their independent work
- Supervise small groups of students as they apply strategies in supported environments
- Support the development of students’ vocabularies by suggesting materials that expand their knowledge of words and promote language development

**The Role of the Student is to**

- Apply strategies in a supported, small group setting
- Gain confidence to apply strategies independently

**The Administrator will see**

- The teacher setting high expectations for all students
- The teacher providing regular opportunities for students to share and collaborate
- The teacher asking questions when appropriate that allow for varied student responses and interpretations
- The teacher evaluating students in a manner that is consistent with the philosophy of BSISD
- Students using a variety of strategies to help with reading comprehension (i.e., rereading, predicting, inferring, questioning, using visual clues) and writing fluency (i.e., graphic organizers, revision strategies, and editing strategies).
Think, Pair, Share
(a.k.a.: Elbow Partners, EEKK, Turn and Talk)

**Purpose**
Explicit instruction in conversation and discussion skills are initially modeled by the teacher with the assistance of another adult or a mature student. This provides all students with an opportunity to respond to discussion questions, to build vocabulary skills, and to foster speaking and listening skills.

**The Role of the Teacher is to**
- Create a climate of respect and civility using rituals that support students as they become increasingly independent and self-directed speakers and listeners
- Explicitly model the role of the speaker and listener in a variety of conversational settings (question and answer, discussion, debate, etc...)
- Explicitly model and support the ability to paraphrase, disagree appropriately, add to another’s thinking, etc...
- Integrate opportunities for Turn and Talk conversations into the curriculum
- Model appropriate grammar and increasingly complex sentence structure and vocabulary
- Use rigorous questioning with extension questions to support higher order thinking

**The Role of the Student is to**
- Demonstrate listening and speaking skills through appropriate conversations
- Experiment with new vocabulary and sentence structures
- Treat ALL classmates with respect in classroom discussions and

**The Administrator will see**
- The teacher modeling appropriate speaking and listening skills
- The teacher using increasingly complex vocabulary and sentence structures
- The teacher asking rigorous questioning with extension questions
- The students engaging in a variety of discourse
- The students demonstrating an ability to listen to, paraphrase, disagree, or add to their classmate’s thinking
Book Clubs and Literature Circles

Purpose
To provide students opportunities to experience reading in a social setting with self-selected texts. The teacher models, establishes expectations for and encourages participation in book clubs and literature circles which allow students the opportunities to read, study and discuss a variety of authentic texts.

The Role of the Teacher is to
- Establish expectations for participation
- Provide and appropriate model for participation (how to select a book, how to mark thinking, how to participate in a discussion, etc...)
- Provide student access to sets of texts for student study
- Provide appropriate levels of support to students as they become increasingly independent participants in their book club or literature circle

The Role of the Student is to
- Meet expectations for participation (complete reading as determined by group members, track thinking by using sticky notes, keeping reading logs)
- Participate actively and appropriately in group discussions
- Hold one another accountable

The Administrator will see
- The teacher setting high expectations for all students
- The teacher providing regular opportunities for students to share and collaborate
- The teacher providing appropriate levels of support as students become increasingly independent
- The teacher evaluating student interaction in a way that is consistent with the philosophy of BSISD
- Students reading independently in preparation of group meetings
- Students gathering to discuss their reading
Setting Up a Balanced Literacy Classroom

**Purpose**
The teacher designs a classroom environment that offers opportunities and space for whole-class, small-group, and independent work. The classroom environment supports students at their instructional level, includes activities that allow them to take risks and provides time for the teacher to observe and encourage students during learning. Students should be offered meaningful literacy activities that engage them in skills across the reading, writing, speaking, and listening spectrums.

**The Role of the Teacher is to**
- Create and Display interactive and relevant word walls and Anchor Charts
- Take responsibility for the learning of students in the classroom through the use of effective strategies based on current research.
- Create a climate of respect and civility using rituals, a predictable schedule, and well-defined procedures for meeting routine needs, supporting students as they become increasingly independent and self-directed learners
- Set up a classroom environment that provides space for whole-class instruction, areas for small- group work, and quiet areas for independent reading and writing
- Create strategic groups
- Provide a classroom environment that offers students a variety of print resources: leveled books (including Journey’s Leveled Readers), big books (when appropriate), varied novels, nonfiction texts, and poetic anthologies; and writing resources: collections of student work, writing folders, student notebooks, mentor texts
- Establish literacy centers, work or task stations, or routines that offer students a variety of open-ended tasks
- Set up a visual management system or well-established routines
- Set up an organized leveled classroom library with grade appropriate text and varied genres
The Role of the Student is to

- Actively participate in strategic groups, as well as in a variety of reading, writing, speaking, and listening activities including the Reader and Writer Workshops
- Complete open-ended tasks in the classroom that take place in literacy centers or Daily 5 Centers
- Become independent and self-directed learners
- Follow the visual management system or work within established routines
- Respect the learning environment of fellow students

The Administrator will see

- A classroom environment that offers students time Reading and Writing Workshops, strategic groups, and Speaking and Listening Activities
- Student work, Modeled Writing, Shared Writing, Anchor Charts, and Word Walls are displayed in appropriate places
- Areas are well-defined for whole-class, small-group, and independent work times
- The teacher uses Strategic Groups
- A visual management system is evident with students following the procedures independently
- Students are actively engaged in learning
- Well organized and accessible leveled classroom libraries that contain a variety of genres.

The Administrator will NOT see

- Low rigor worksheets
- Meaningless busy work
Daily 5 and Literacy Centers

Centers should be meaningful, allow independent work after the modeling phase, and should relate to the daily mini-lesson skill or skills being retaught.

The Daily 5 is a series of specific literacy centers that students choose from each day while the teacher engages with Strategic Groups. This framework helps students develop the daily habits of reading, writing and working with peers. The goal is to foster these good habits and develop lifelong skills of independent literacy.

This is a management strategy to track the independent or paired work students will do and to create routines in the classroom that allow students to gain meaningful learning at their pace and independent of teacher prompting.

Daily 5 Centers include the following:

**Read to Self**
The goal is to have students practice reading, select books that are a "good fit" and build stamina.

**Read to Someone**
During this time, students read to another student and discuss the books they are reading.

**Listen to Reading**
Students listen to reading to develop fluency and vocabulary.

**Work on Writing**
Students work individually or with a partner on writing of their choice. The purpose is to provide daily writing practice during a twenty or thirty minute lesson.

**Word Work**
Students will work on decoding, spelling and vocabulary to help develop good reading, writing and communication skills.

This is a very brief overview. The Daily 5 book is a great resource for introducing this management strategy into the classroom.

You may incorporate other centers as appropriate.