

**Differentiated Instruction**

- ◆ Flexible Grouping
- ◆ Independent Exploration
- ◆ Conferencing to set individual goals, inform instruction

**LISTENING**

**Uninterrupted Language Arts Periods**

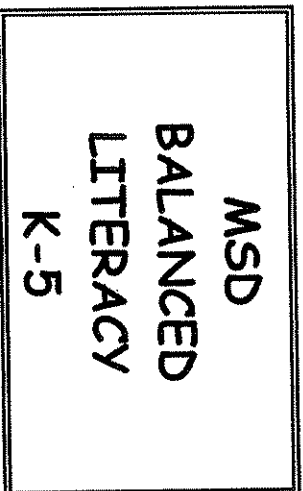
Commitment to extended periods of time for instruction, guided & independent practice, assessment to guide instruction.

**READING**

**WRITING**

**Tools**

- ◆ Leveled Books/Book Rooms
- ◆ Quality Children's Literature
- ◆ Harcourt Basal: a guide on the side
- ◆ Read alouds



**SPEAKING**

**VIEWING**

**Instructional Models**

- ◆ Explicit teaching
- ◆ Guided Practice
- ◆ Gradual Release of Control
- ◆ Paired Reading
- ◆ Shared Reading
- ◆ Reader Response Groups

## **COMPONENTS OF THE MORRIS SCHOOL DISTRICT BALANCED LITERACY PROGRAM**

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**Reading Aloud/Modeled Reading (The teacher reads):** In "Read Aloud" the teacher reads a story, novel, news article, picture book, essay, poem or trade book to students. This helps the students to develop vocabulary knowledge, focused listening skills and critical thinking skills. Since children usually ask questions about the selection, and these questions lead to explanations, making connections and questions by the reader, informal discussion skills are directly developed through Read Aloud activities. It also

- Involves children in reading for enjoyment
- Demonstrates reading for a purpose
- Provides adult model of fluent reading
- Develops sense of story/text
- Develops a knowledge of how texts are structured
- Develops vocabulary
- Encourages prediction
- Expands access to text beyond children's abilities
- Exposes children to a variety of genres
- Builds a community of readers
- Promotes oral language development
- Develops active listening
- Makes complex ideas available to children

**Shared Reading (The teacher reads or teacher and students read together):**

Shared Reading is a critical learning context for demonstrating and scaffolding learning. During shared reading the teacher verbally interacts with students before, during and after reading. The teacher invites participation while providing explicit demonstrations of and scaffolds for the skills or tasks being employed. The teacher also observes what each learner is able to do; this assessment is ongoing. Shared reading activities include:

- Setting a purpose for reading
- Previewing the book
- Making predictions and connections based on prior knowledge
- Demonstrating how to figure out vocabulary
- Stopping at purposeful moments to emphasize story elements
- Introducing author's craft (figures of speech, leads, endings)
- Demonstrating comprehension strategies
- Creating a body of known texts that children can use for independent reading
- Using oral or written responses to bring closure to the selection

**Interactive Reading (The teacher and child share reading):** This is on the Rigby chart, however most other models of balanced literacy do not have this component. In the few models that do have both, the content of shared reading and interactive reading seem to overlap. There doesn't seem to be a clear distinction between them. The LA committee will have to agree to agree on this one.

**Guided Reading (Student reads):** Guided reading is an instructional reading strategy during which a teacher works with small groups of students who have similar reading processes and needs. "Guided reading is an excellent opportunity for guided practice: that is, *the student is practicing what has already been demonstrated by the teacher.*" (Routman *Reading Essentials*, 2003) The teacher selects and introduces new books carefully chosen to match the instructional levels of students and supports whole text reading. Readers are carefully prepared when being introduced to a new text and various teaching points are made before, during and after reading. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often. **Guided reading is not Round Robin reading.** Guided reading:

- Provides the opportunity to read many texts and a wide variety of texts
- Provides opportunity to problem solve while reading for meaning ("reading work")
- Provides opportunity to use strategies on extended text
- Develops background knowledge and oral language skills
- Engages the child in questioning and discussion
- Provides exposure to a wide variety of texts and genres
- Challenges the reader to select from a growing repertoire of strategies that enables them to tackle new texts more independently
- Challenges the reader and creates contexts for successful processing on novel texts
- Provides opportunity to attend to words in text
- Teacher selection of text, guidance, demonstration, and explanation is available to the reader.

**Independent reading (Student reads):** A carefully monitored independent reading program is the single most important part of a balanced literacy program. The reader assumes responsibility for self-selecting text and for applying appropriate reading behavior in order to gain and maintain understanding. Independent reading provides the practice that literary learners require to become successful, self-regulating, self-monitoring readers. This independent practice includes feedback from the teacher, which is necessary to ensure readers are applying what they have been taught, are reading for understanding and are continuing to set new goals. Independent reading requires:

- A well stocked classroom library with an array of genres and just right books
- Sustained time each day in which to read
- Time for sharing and book talks
- One-on-one student teacher conferences (to include teaching, assessing and evaluating on the spot and goal setting)
- Well maintained reading records
- Procedures that have been developed in connection with the students, then modeled and understood, and that are followed by everyone