

BALANCED LITERACY



How our instructional practices will support the
implementation of Common Core

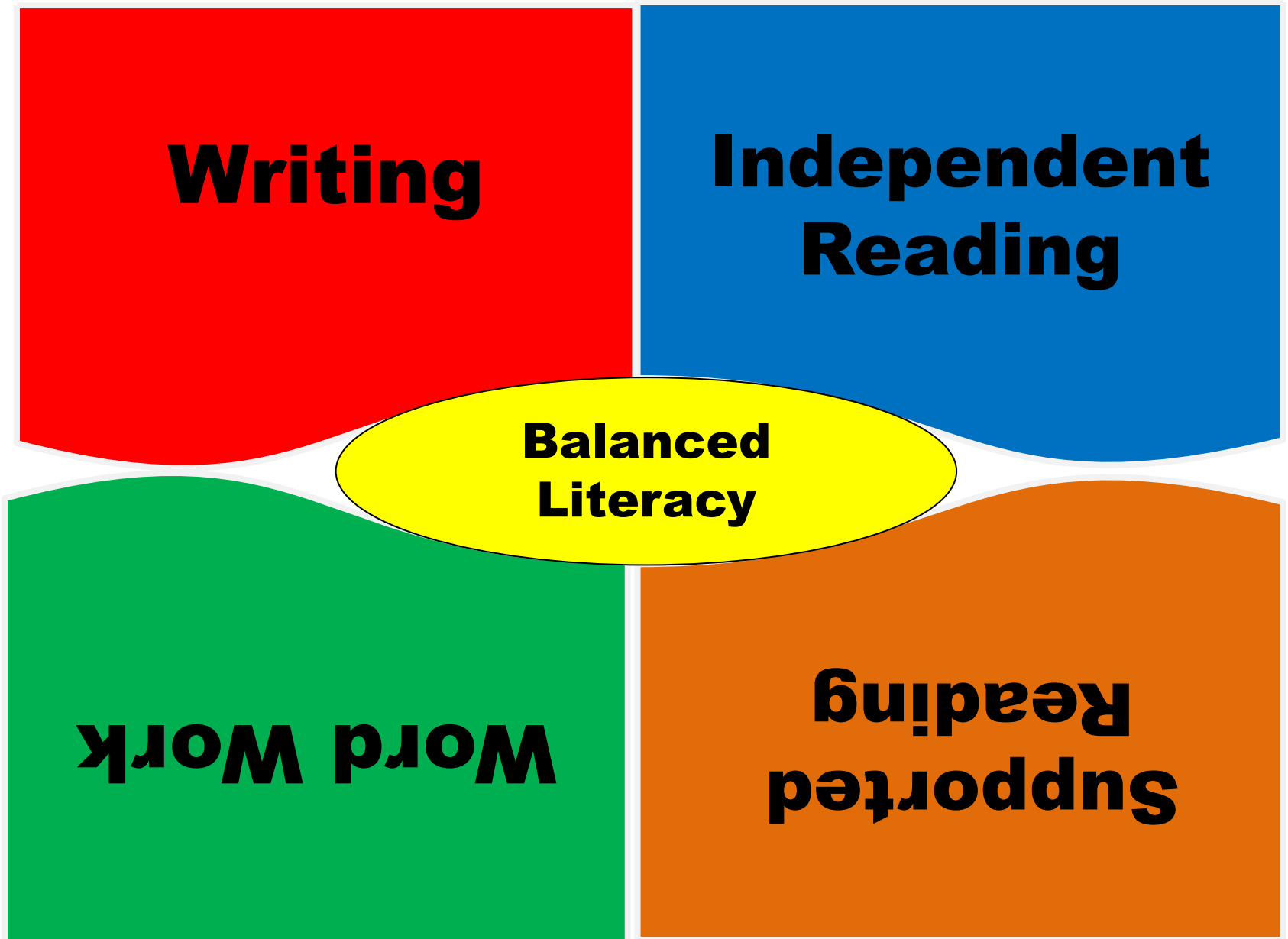
Writing

**Independent
Reading**

**Balanced
Literacy**

Word Work

**Supported
Reading**



Students explore the particulars of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language through authentic text and a variety of word study strategies.

Word Work can include but is not limited to:

- Preparing to Read section in *Imagine It!*
- Letter Study
- Phonemic Awareness activities
- Phonics activities
- Word Study (ex. Words Their Way (Bear et al.), Month by Month Phonics (Cunningham & Hall))
- Vocabulary Work



Word Work

Work within Word Work addresses the following CCSS:

(Please note that depending on instructional delivery and expectations of students, other standards may also be addressed)

- **RF.1** - Demonstrate understanding of the organization and basic features of print.
- **RF.2** - Demonstrate understanding of spoken words, syllables, and sounds.
- **RF.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.4** - Read with sufficient accuracy and fluency to support comprehension.

Research

- Most students in kindergarten and grade 1 benefit from systematic, explicit phonemic awareness and phonics instruction.
- PA instruction of 5 to 18 hours spread out over time has been found to be most effective as opposed to longer amounts of total time spent on it.
- A variety of approaches to systematic phonics instruction is effective.
- Phonics instruction on small groups, as opposed to whole class, is effective

Some Effective Instructional Approaches

- Read a variety of alphabet books to children.
- Use read-alouds to demonstrate segmenting and blending sounds.
- Incorporate guided writing.
- Engage in the Making Words activity.

Teachers choose material for students to read and a purpose for the reading, and then guide them to use appropriate reading strategies. Teachers provide guidance in a variety of whole class, small group, and partner formats. Students learn effective comprehension strategies they apply to fiction and nonfiction texts.

Supported Reading can include but is not limited to:

- **Reading and Responding Section of *Imagine It!***
- **Guided Reading/Reading A-Z**
- **Literature Study (Literature Circles, Book Club Groups, Novel Studies, etc.)**
- **Comprehension Work**
(whole class, small group, peers)
- **Shared Reading**
- **Read Alouds and Interactive Read Alouds**



**Supported
Reading**

Work within Supported Reading addresses the following CCSS:

(Depending on instructional delivery and expectations of students, other standards may also be addressed)

- **R.1** - Read closely to determine what the text says explicitly and to make logical inferences from it
- **R.2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **R.3** - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **R.4** - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
- **R.5** - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- **R.6** - Assess how point of view or purpose shapes the content and style of a text.
- **R.7** - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **R.8** - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **R.9** - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **R.10** - Read and comprehend complex literary and informational texts independently and proficiently.

Research

- Wide reading is effective to improve fluency.
- Use of multiple approaches is effective to teach vocabulary, including direct instruction, words in context, and wide reading.
- Repeated exposures to new vocabulary in meaningful contexts is effective.
- Provide explicit lessons in the use of multiple comprehension strategies in the context of reading texts.
- Effective teachers provide a balance of whole- and small-group reading instruction.

Some Effective Instructional Approaches

- Paired repeated reading (fluency)
- Readers' theater
- Embed word learning within read alouds
- Engage in comprehension monitoring
- Reciprocal teaching

Writing

Through various writing experiences, students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication.

Students write for sustained periods, compose a variety of texts, and explore different genres and formats for a range of purposes and for a variety of audiences.

Writing can include but is not limited to:

- Writer's Workshop
- Interactive Writing
- Shared Writing
- Being A Writer
- Journaling and Reflections
- Writing in the content areas
- Writer's Notebook

Work within Writing addresses the following CCSS:

(Depending on instructional delivery and expectations of students, other standards may also be addressed)

- **W.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6** - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **W.7** - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **W.8** - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.10** - Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Research

- There are fundamental traits of all good writing, and students write well when they learn to use these traits.
- Using a writing process to teach the complex task of writing increases student achievement.
- Students benefit from teaching that offers direct instruction, guided practice, and independent practice.
- To write well, writers need ample time to write every day.
- Writing about texts leads to gains in reading comprehension.

Some Effective Instructional Approaches

- Daily opportunities to write.
- Demonstrate writing using mentor texts (published, student created, and teacher created).
- Foster independence and self-regulation in students.

Students read a variety of self-selected texts for extended periods of time. Students construct meaning and make personal connections as they learn about and from reading.

Opportunities are provided for children to share and respond to what is read. Teachers hold individual conferences with children about their books.

Independent Reading

Independent Reading can include but is not limited to:

- Reader's Workshop
- Independent Reading/Self-selected Reading
- Accelerated Reader

Work within Independent Reading addresses the following CCSS:

(Depending on instructional delivery and expectations of students, other standards may also be addressed)

- **R.1** - Read closely to determine what the text says explicitly and to make logical inferences from it
- **R.2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **R.3** - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **R.4** - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
- **R.5** - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- **R.6** - Assess how point of view or purpose shapes the content and style of a text.
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- **R.9** - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **R.10** - Read and comprehend complex literary and informational texts independently and proficiently.

Research

- Effective teachers regularly provide students with opportunities to learn from high-quality literature and interesting texts.
- Effective teachers provide students with some choice in terms of activities and materials when possible.
- Effective teachers foster independence and self-regulation in their students.

Some Effective Instructional Approaches

- Give students time every day to read for pleasure from books of their own choosing.
- Engage students in active, high-level talk and writing about texts as much as possible.

Argumentation

Students form and express opinions, derive supporting reasons, and draw conclusions from a variety of sources. Students then apply their thoughts and findings to a written piece or discussion.

Work within argumentation addresses the following CCSS:

(Depending on instructional delivery and expectations of students, other standards may also be addressed)

- **W.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **SL.4** - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **SL.5** - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **SL.6** - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Think about the practices in
your building.

What are some things that
your school does really
well? What are some areas
for improvement? How will
you measure success?