

WHAT IS BALANCED LITERACY?

READ ALOUD

A STRATEGY IN WHICH A TEACHER SETS ASIDE TIME TO READ ORALLY TO STUDENTS ON A CONSISTENT BASIS FROM TEXT ABOVE THEIR INDEPENDENT READING LEVEL, BUT AT THEIR LISTENING LEVEL.

*[HTTPS://WWW.TEACHINGCHANNEL.ORG/VIDEOS/PRE-K-READING-COMPREHENSION](https://www.teachingchannel.org/videos/pre-k-reading-comprehension)

TURN AND TALK

HOW MUCH TIME ARE YOU ABLE TO DEVOTE TO THIS COMPONENT DAILY?

HOW DOES THIS COMPONENT ENHANCE YOUR INSTRUCTION AND WHAT ARE THE LIMITATIONS?

READ ALOUD PURPOSE

TO BUILD BOOK AND PRINT AWARENESS

TO DEVELOP PHONOLOGICAL AND PHONEMIC AWARENESS

TO MODEL READING ACCURACY AND FLUENCY

TO DEVELOP STUDENTS LISTENING AND READING COMPREHENSION SKILLS BY ASKING QUESTIONS AND LEADING DISCUSSIONS BEFORE, DURING AND AFTER READING.

EXPOSING STUDENTS TO SOPHISTICATED VOCABULARY AND SENTENCE STRUCTURE.

ALLOW THE TEACHER TO INTRODUCE NEW READING STRATEGIES, AND TO MODEL OR DEMONSTRATE THEM BY THINKING ALOUD.

GUIDED READING

AN INSTRUCTIONAL APPROACH THAT INVOLVES A TEACHER WORKING WITH A SMALL GROUP OF STUDENTS WHO DEMONSTRATE SIMILAR READING BEHAVIORS AND CAN ALL READ SIMILAR LEVELS OF TEXTS. THE TEXT IS EASY ENOUGH FOR STUDENTS TO READ WITH TEACHER SUPPORT. THE TEXT OFFERS CHALLENGES AND OPPORTUNITIES FOR PROBLEM SOLVING, BUT IS EASY ENOUGH FOR STUDENTS TO READ WITH SOME FLUENCY.

[HTTPS://WWW.TEACHINGCHANNEL.ORG/VIDEOS/GUIDED-READING-INTRODUCTION](https://www.teachingchannel.org/videos/guided-reading-introduction)

[HTTP://WWW.JANRICHARDSONGUIDEDREADING.COM/VIDEO-CLIPS](http://www.janrichardsonguidedreading.com/video-clips) - INTRO THE BOOK

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GUIDED READING PURPOSE

TO BUILD BOOK AND PRINT AWARENESS.

TO DEVELOP PHONICS SKILLS BY PRACTICING DECODING WORDS WITH A TEXT AT THEIR INSTRUCTIONAL LEVEL.

TO IMPROVE STUDENTS READING ACCURACY AND FLUENCY BY TEACHING FLUENCY MINI LESSONS AND BY ASKING STUDENTS TO REPEATEDLY READ A TEXT.

TO DEVELOP STUDENTS READING COMPREHENSION SKILLS BY USING A SPECIFIC COMPREHENSION STRATEGY.

ALLOWS THE TEACHER TO MONITOR INDIVIDUAL STUDENT PROGRESS.

EXPANDS STUDENTS BELIEF IN THEIR OWN ABILITY AS A READER AND EXTENDS THEIR UNDERSTANDING OF A TEXT.

BUILDING A COMMUNITY OF READERS AND PROMOTING A LOVE OF READING

SHARED READING

AN INTERACTIVE READING EXPERIENCE THAT OCCURS WHEN STUDENTS JOIN IN OR SHARE THE READING OF THE BOOK OR OTHER TEXT WHILE GUIDED AND SUPPORTED BY A TEACHER. THE TEACHER EXPLICITLY MODELS THE SKILLS OF PROFICIENT READERS, INCLUDING READING WITH FLUENCY AND EXPRESSION

*[HTTPS://WWW.YOUTUBE.COM/WATCH?V=5V1G1CP5PVK](https://www.youtube.com/watch?v=5V1G1CP5PVK)

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SHARED READING PURPOSE

TO BUILD BOOK AND PRINT AWARENESS

TO BUILD PHONIC SKILLS BY PROVIDING INSTRUCTION AND REPEATED PRACTICE.

TO INCREASE READING FLUENCY AND READING ACCURACY.

TO ADVANCE THE READING COMPREHENSION STRATEGIES.

TEACHES STUDENTS STRATEGIES TO DECODE UNKNOWN WORDS AND FOR CONSTRUCTING MEANING FROM TEXT.

ALLOW STUDENTS TO SEE THEMSELVES AS READERS, FEEL COMFORTABLE WHEN JOINING IN THE READING OF
FAMILIAR TEXTS

INDEPENDENT READING

ALLOWS STUDENTS TO PRACTICE THE STRATEGIES THEY HAVE LEARNED THROUGH GUIDED READING, SHARED READING AND TEACHER READ ALOUDS. WITH LEVEL APPROPRIATE MATERIALS, STUDENTS NOW HAVE THE SKILLS THEY NEED TO READ ON THEIR OWN. STUDENTS MUST CHOOSE BOOKS THAT DO NOT NEED TEACHER SUPPORT. IN ORDER TO EXPERIENCE IMPROVEMENT IN FLUENCY, COMPREHENSION AND VOCABULARY, READING NEEDS TO BE TRULY INDEPENDENT.

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=KZC8KVTN6IA](https://www.youtube.com/watch?v=kzC8KVTN6IA)

[HTTPS://VIMEO.COM/12958768](https://vimeo.com/12958768)

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INDEPENDENT READING PURPOSE

TO INCREASE BOOK AND PRINT AWARENESS.

TO IMPROVE PHONIC SKILLS THROUGH DECODING.

TO BUILD READING ACCURACY AND FLUENCY BY THE REPEATED READING OF BOOKS.

TO BOOST READING COMPREHENSION BY ASKING STUDENTS TO THINK AND WRITE ABOUT THEIR READING AND BY EXPOSING THEM TO NEW VOCABULARY WORDS.

ALLOWS STUDENTS TO CHOOSE TEXT THAT INTERESTS THEM.

PROMOTES READING FOR ENJOYMENT AND INFORMATION

WORD STUDY/WORK

FOCUS ON SPELLING AND VOCABULARY, CREATING A RICHLY LITERATE ENVIRONMENT. STUDENTS EXPERIMENT WITH SPELLING PATTERNS, MEMORIZE HIGH FREQUENCY WORDS, AND DEVELOP A GENUINE CURIOSITY AND INTEREST IN NEW AND UNIQUE WORDS. BY PLAYING WITH WORDS, WORD PATTERNS, WORD FAMILIES, PREFIXES, SUFFIXES, AND SO ON, STUDENTS HONE THEIR KNOWLEDGE OF WORDS AND INCREASE THEIR WRITING SKILLS.

*[HTTP://WWW.JANRICHARDSONGUIDEDREADING.COM/VIDEO-CLIPS](http://www.janrichardsonguidedreading.com/video-clips)

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WORD STUDY/WORK PURPOSE

TO DEVELOP PHONOLOGICAL AWARENESS BY HAVING STUDENTS PARTICIPATE IN ACTIVITIES THAT HELP THEM TO HEAR RHYMES, SYLLABLES, AND ONSET/RIMES.

TO INCREASE PHONICS SKILLS BY EXPLICITLY TEACHING STUDENTS SOUND-SPELLING CORRESPONDENCES, PATTERNS, AND DECODING SKILLS.

TO BUILD STUDENTS WORD AND STRUCTURAL ANALYSIS SKILLS BY TEACHING STUDENTS TO USE PARTS OF WORDS (PREFIXES, SUFFIXES, GREEK AND LATIN ROOTS) TO DECODE MULTI-SYLLABLE WORDS AND UNDERSTAND WORD MEANING.

BUILDING A COMMUNITY OF READERS AND PROMOTING A LOVE OF READING