Components of Balanced Literacy

- Oral Language
  - Speaking and Listening
  - Social Interaction

- Reading
  - Word Analysis
  - Vocabulary
  - Comprehension
  - Modeled, Shared, Guided, Independent

- Writing
  - Inform, Persuade, Entertain
  - Genre, Purpose, Audience
  - Modeled, Shared, Interactive, Independent
Balanced Literacy

- **Instructional Grouping**
  - Whole Group – Flexible Small Group - Independent

- **Instructional Support**
  - Me – We – Two – You
  - Gradual Release of Responsibility
  - Scaffolded Instruction

- **Instructional Materials**
  - Instructional - Independent Reading Level
  - Fiction, Nonfiction, Poetry, Texts, Magazines, Web, Drama, Reader’s Theatre, Newspapers
Focus on Reading

- **Word Study Component**
  - Phonemic Awareness Activities
  - Systematic Phonics and Word Analysis Instruction
    - Letters and Sounds
    - Blending
    - Segmenting
    - Word Parts – Roots and Affixes
  - Word Walls
Focus on Reading

Effective Vocabulary Instruction

- Descriptions as opposed to definitions
- Use of linguistic and nonlinguistic representations
- Gradual shaping of word meanings through multiple exposure
- Teaching and using word parts
- Different types of words require different types of instruction
- Students interacting about the words they are learning
- Use of games
- Focus on terms important to academic subjects

Marzano, 2004
Focus on Reading

- Scaffolded Reading Instruction
  - Read Aloud
    - Teacher Model and “Think Aloud” of Reading Process
  - Shared Reading
    - Teacher and Students Work Together to Read a Common Text
  - Guided Reading
    - Teacher Works With a Small Group of Students That Have Similar Reading Processes At Their Instructional Level
  - Independent Reading
    - Students Read and Respond to Self Selected Materials at Their Independent Reading Level.
Focus on Reading

Comprehension – Teaching For Strategies

- Strategies For Maintaining Fluency
- Strategies For Detecting and Correcting Errors
- Strategies For Problem Solving New Words
- Strategies For Understanding/Comprehending Text
  - Make Connections
  - Create Mental Images
  - Determine Importance
  - Monitor For Understanding
  - Ask and Answer Questions
  - Make Inferences
  - Synthesize New Information
Focus on Reading

- Content Area Reading
  - Using Text Structure To Enhance Understanding of Nonfiction Text
    - Description/Definition/List
    - Compare and Contrast
    - Cause / Effect
  - Reading and Writing Across the Curriculum
  - Using Graphic Organizers To Organize Thinking
Focus on Reading

Core Comprehension Strategies
- Using Background Knowledge / Making Connections
- Asking and Answering Questions
- Creating Mental Images
- Making Inferences
- Determining Importance
- Summarizing and Synthesizing New Information
- Monitoring For Comprehension / Fix Up Strategies