

## Using a Balanced Literacy Approach to Jump Start Student Achievement

Today's Learning Targets:

- I can identify and define the components of a daily balanced literacy program.
- I can reflect on the strengths and needs of my school's current literacy program.
- I can identify instructional practices which will increase student achievement in reading and writing for all learners.

### AGENDA

1. Getting to the Heart of the Matter  
▶Instructional Strategy: Boxing
2. What Do We Need to Do to Make Our Current Literacy Program Even Stronger?  
▶Instructional Strategy: 4 A's
3. Ten Tips for Implementing Balanced Literacy Successfully  
▶Instructional Strategy: Gallery Walk
4. Reflecting on Today's Work  
▶Instructional Strategy: Conversation Cafe

Today's Questions for Discussion....Choose one!

- ★Where would you start in implementing a Balanced Literacy model? What would you do first? second? third?
- ★What ideas do you have for increasing teacher ownership/leadership to insure successful implementation?
- ★How can you apply today's learning to a middle or high school student?
- ★How will you address the challenge of providing enough time in the school day to implement the model, knowing that mathematics, science, social studies, and "specials" must also be included?
- ★How can the needs of the Tier 2 or Tier 3 student be met using this model as the core?

## Components of the Daily Instructional Model for Balanced Literacy

### Reading Workshop (70 minutes) Part I: Shared Reading (25-40 minutes)

Component	Instructional Focus	Materials	What the Teacher is Doing	What the Students Are Doing
Teach/Model (10-20 min.)	<p>(Choose <u>one</u> focus for each day's shared reading)</p> <p>Comprehension strategy:</p> <ul style="list-style-type: none"> <li>___ making connections</li> <li>___ questioning</li> <li>___ visualizing</li> <li>___ inferring</li> <li>___ determining importance</li> <li>___ synthesizing</li> <li>___ fix-up</li> </ul> <p>Fluency:</p> <ul style="list-style-type: none"> <li>___ rate ___ expression</li> <li>___ accuracy</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>___ wide reading</li> <li>___ stamina ___ goals</li> </ul> <p>Management:</p> <ul style="list-style-type: none"> <li>___ procedures</li> </ul>	<ul style="list-style-type: none"> <li>___ picture book or Big Book</li> <li>___ "morning message"</li> <li>___ trade book</li> <li>___ selection from basal text</li> <li>___ poetry</li> <li>___ post-it notes</li> <li>___ anchor chart</li> <li>___ graphic organizer</li> </ul> <p>Student learning targets posted prominently in classroom</p>	<p>Modeling a reading strategy or skill for the whole class</p> <p>Using a common text for all students</p> <p>Building students' background knowledge</p> <p>Thinking aloud while reading to model how good readers think</p> <p>Introducing key vocabulary</p> <p>Modeling how to use a graphic organizer</p> <p>Reteaching and reviewing previously taught strategies and skills</p>	<p>Listening actively during whole-group instruction</p> <p>Responding to the teacher's questions</p> <p>Engaging in discussions about what is modeled</p>
Practice/Apply (10-15 min.)	<p>Guided practice and independent practice of what's been taught during the "teach/model" mini-lesson</p>	<ul style="list-style-type: none"> <li>___ same text used during "teach/model" mini-lesson</li> <li>OR</li> <li>___ graphic organizer</li> <li>___ post-it notes</li> <li>___ reading journal</li> <li>___ rubrics</li> </ul>	<p>Provides opportunities for students to show their thinking in a variety of ways</p> <p>Clarifies and redirects any misconceptions</p> <p>Gives support and encouragement</p>	<p>Work in small groups, in pairs, or individually to practice the strategy modeled</p> <p>Respond to text orally, in writing, and in a variety of meaningful ways</p>
Reflect/Share (5 min.)	<p>Whole-class sharing of successes &amp; challenges in applying what's been learned during that day's lesson</p>	<p>same materials used during "practice/apply" session</p>	<p>Selects students to share samples of their work from the "practice/apply" session with the class</p> <p>Summarizes day's learning</p>	<p>Listening actively</p> <p>Providing feedback and support to peers</p>

**Part 2: Guided Reading (30 minutes)**

Component	Instructional Focus	Materials	What the Teacher is Doing	What the Students Are Doing
<p>Small Group Instruction (30 min.)</p> <p>2 groups each day</p>	<p>Provides opportunity for students to practice strategies learned during shared reading</p> <p>Provides opportunity for students who are similar in their reading development to receive targeted support from the teacher</p> <p>Students meet in small groups of about 5</p>	<p>leveled readers that have been carefully selected to match each group's instructional reading level</p>	<p>When a group first gathers:            ___ matches students to a book based on reading level, student interest, and developmental needs            ___ introduces the title            ___ lets children peruse the book by themselves for a few moments            ___ leads students on a "picture walk" through the book</p> <p>As the group meets:            ___ lets each child read 1-2 pages as others listen            ___ asks comprehension questions            ___ prompts for effective use of fix-up strategies            ___ often leads a second, choral reading to practice fluency            ___ observes and makes notes on each student's accuracy and comprehension</p>	<p>Those who are meeting with the teacher in a small group:            ___ practicing reading strategies they have learned            ___ sharing their thinking</p> <p>Those who are not meeting with the teacher in a small group:            ___ working independently using a graphic organizer to apply the strategy introduced during shared reading            ___ working in pairs at a center            ___ reading independently</p>

**Words Workshop (Word Wall, gr. K-2 and Word Study, gr. K-5)**

Component	Instructional Focus	Materials	What the Teacher is Doing	What the Students Are Doing
<p>Word Wall (5-10 min. in gr. K-2)</p> <p>Note: Can be used for hard-to-spell and/or vocabulary words in gr. 3-5</p>	<p>Building automatic recognition of high-frequency words</p>	<p>List of high-frequency words</p> <p>Bulletin board to display words (about 5) introduced weekly</p> <p>Words posted in alphabetical order and remain posted after being introduced</p>	<p>Introducing new words each week</p> <p>Providing oral and written practice of all words</p> <p>Reminding students to check the Word Wall when reading and writing</p>	<p>Keeping their own Word Wall list in their writer's notebook</p> <p>Referring to the Word Wall for help when reading and writing</p>
<p>Word Study (15 min.)</p>	<p>Emergent stage (K):</p> <ul style="list-style-type: none"> <li>- Letters of the alphabet</li> <li>- Beginning sounds</li> <li>- Rhyming words</li> </ul> <p>Letter name stage (K-1):</p> <ul style="list-style-type: none"> <li>- Consonant sounds</li> <li>- Short vowels</li> <li>- Consonant digraphs, blends</li> </ul> <p>Within word pattern stage (1-2):</p> <ul style="list-style-type: none"> <li>- long vowel patterns</li> <li>- r-controlled vowels</li> <li>- triple blends</li> </ul> <p>Syllables and affixes stage (2-3):</p> <ul style="list-style-type: none"> <li>- prefixes and suffixes</li> <li>- patterns in multisyllabic words</li> </ul> <p>Derivational stage (4-5):</p> <ul style="list-style-type: none"> <li>- Greek and Latin root meanings</li> <li>- prefixes, suffixes, base words</li> </ul>	<p>"Words Their Way" program by Pearson</p> <p>Weekly "sorts" for each grouping of students</p>	<p>Pre-testing each student's developmental level in Word Study</p> <p>Introducing weekly sorts</p> <p>Guiding students as they look for generalizations</p> <p>Providing practice activities</p> <p>Assessing student progress weekly</p>	<p>Sorting pictures or words</p> <p>Participating in word games and activities to practice targeted patterns</p> <p>Applying phonemic awareness and phonics skills to new words when reading and writing</p>

## Components of the Daily Instructional Model for Balanced Literacy

### Writing Workshop (45-60 minutes)

Component	Instructional Focus	Materials	What the Teacher is Doing	What the Students Are Doing
Teach/Model (10-15 min.)	(Choose one focus) 6 + 1 Writing Trait: ___ ideas ___ organization ___ voice ___ word choice ___ sentence fluency ___ conventions ___ presentation Process: ___ prewriting ___ drafting ___ revising ___ editing ___ presenting/publishing Engagement: ___ wide writing ___ stamina ___ goals Management: ___ procedures	___ mentor texts ___ teacher's writing ___ student writing ___ anchor chart ___ post-it notes  Student learning targets posted prominently in classroom	Modeling a writing strategy or skill for the whole class  Thinking aloud to model how good writers think  Modeling how to use a graphic organizer  Reteaching and reviewing previously taught strategies and skills	Listening actively during whole-group instruction  Responding to the teacher's questions  Engaging in discussions about what is modeled
	Guided practice and independent practice of what's been taught during the "teach/model" mini-lesson	___ student's writer's notebook ___ student's writing portfolio ___ anchor chart, 6 + 1 writing traits ___ rubrics ___ post-it notes	Meeting with individual students or small groups to coach  Assessing student progress informally (observation)  Looking for strong student writing to share with whole class during Debrief	Applying strategies introduced during "teach/model" mini-lesson  Working independently, in pairs, or in small groups  Writing independently (at least 20 min.)
Practice/Apply (30 min.)	Whole class sharing of successes, challenges during Writing Workshop that day Assists teacher in identifying next steps to take in planning	same materials used during "practice/apply" section	Leading whole class debrief Selecting students to share their writing with the class Summarizing the Learning Target(s)	Listening actively Providing feedback and support to peers Sharing samples from the day's writing
Reflect/Share/Debrief (5-10 min.)				

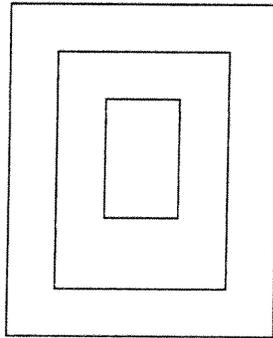
## Boxing: Getting to the Heart of the Matter

**Purpose:** This strategy will help students build background knowledge and synthesize their understanding of a topic. The posters can be shared gallery style or presented orally and will provide useful assessment information.

**Materials:** Poster paper, markers, and copies of the text(s) for each member of the group.

### Procedure:

- Draw a box to create a fairly wide frame for the poster.
- Draw a smaller box inside the first.
- The boxes will create 3 spaces for representing learning.
- In the frame, the group writes their prior knowledge or possibly what they want to learn about the topic.
- Next read and discuss to build knowledge.
- Inside the second box, write about new learning.
- Finally, in the middle either write a summary of the learning or create a graphic illustration that synthesizes the group's understanding of the topic.



## Four “A”s Text Protocol

<p>What <b>assumptions</b> does the author of the text hold?</p>	<p>What do you <b>agree</b> with in the text?</p>
<p>What do you want to <b>argue</b> with in the text?</p>	<p>What parts of the text do you want to <b>aspire</b> to?</p>
<p>What does this mean for our work with students?</p>	

# Four A's Text Protocol

(courtesy of National School Reform Faculty)

## Purpose

To explore a text deeply in light of one's own intentions

## Roles

Facilitator/timekeeper, who also participates

Participants

## Time

Five minutes total for each quadrant, plus ten minutes for final two steps

## Procedures

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes to answer the follow four questions:
  - ▶ What **Assumptions** does the author of this text hold?
  - ▶ What do you **Agree** with in the text?
  - ▶ What would you **Argue** against in the text?
  - ▶ What parts of the text do you want to **Aspire** to (or **Act** upon)?
2. Beginning with Assumptions, in a round have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Continue in rounds to facilitate a conversation in which the group talks about each of the remaining "A"s, talking them one at a time.
4. End the session with an open discussion framed around a question, such as: What does this mean for our work with students?
5. Debrief the text experience.

## Ten Tips for Implementing a Balanced Literacy Initiative

1. Make your goal crystal clear to all stakeholders--you're seeking a community of learners who *like* to read and write, not just students who are apt test takers.
2. A good starting place is a faculty book study....it provides teachers with the impetus for change.  
Suggestions:

Grades K-5	<i>Mosaic of Thought</i> , 2nd Ed., by Ellin Keene and Susan Zimmermann
Grades K-2	<i>Reading with Meaning</i> , by Debbie Miller
Grades 3-8	<i>Strategies That Work</i> , 2nd Ed., by Stephanie Harvey & Anne Goudvis
3. Don't try to implement all facets of Balanced Literacy at the same time--it takes about 3 years to implement all components with fidelity. Involve teachers in determining the plan and timelines for implementation school wide, but begin to implement as soon as possible time daily for independent reading and writing (provided in the workshop model).
4. Although there is great flexibility in materials and strategies used to teach comprehension and writing, the sequence for teaching phonemic awareness and phonics needs to be consistent school wide.
5. Create a daily instructional schedule that supports student success and value the schedule by sticking to it! (Involve representative teachers, including special education, in determining the daily schedule).
6. This sequence for teaching any reading or writing strategy/skill effectively is consistent at every grade level:
  - ⇒ Model what a "real" reader or writer does (strategy or skill).
  - ⇒ Provide guided practice of what has been modeled.
  - ⇒ Provide independent practice of what has been modeled.
  - ⇒ Provide time frequently for students to reflect on their learning....reflection helps to "cement" their learning.
7. Garner district and community support to fund a school wide book room of leveled reading materials, as well as funding to support individual classroom libraries.
8. Some great (free) resources on the web support teacher planning.  
<http://www.readinglady.com/mosaic/tools/tools.htm>  
A teacher-friendly collection of suggestions for teaching comprehension strategies at all grade levels

<http://www.busyteacherscafe.com>

Submitted by classroom teachers, this is like having access to a master teacher's lesson plans.

<http://www.kellygallagher.com>

A high school English teacher who has written award-winning professional texts on teaching reading and writing posts an "Article of the Week" for his students to analyze. Articles are selected from a wide array of compelling current event topics culled from magazines and newspapers.

[www.nsrffharmony.org](http://www.nsrffharmony.org)

The National School Reform Faculty is a great resource for "protocols" which can be used at all grade levels to facilitate conversations about text.

[www.educationnorthwest.org](http://www.educationnorthwest.org)

Sponsored by the Northwest Regional Educational Laboratory, this site is a great resource for lesson plans and rubrics which support the 6 + 1 writing traits K-12.

9. Establish a school wide literacy committee to plan (and present, where appropriate) the schedule of professional trainings for teachers.
10. Determine school wide tools which will be used to plan lessons and to observe classroom instruction of Balanced Literacy. Provide opportunities for teachers to observe each other's lessons using these tools.

**Differentiating Instruction Using the Workshop Model Across All Disciplines**  
**Middle School**  
**Sample Schedule for a 75-Minute Instructional Block**

*“Differentiated instruction is a BLEND of whole-class, small group, and individual instruction. It supports the gradual release from teacher-centered to student-centered instruction.”*  
 --Carol Ann Tomlinson

What It Is....The Path	What It Does.....The Purpose	What It Looks Like.....The Possibilities
Warm-Up (5-10 minutes)	Transitions students to the day's work Provides review/practice of prior learning Develops appreciation, enrichment	Student learning targets posted prominently in classroom  Might include: read aloud, test-taking practice, review activity/problem, journal response to an artifact, artwork, quote, photo, musical selection, Word of the Day, or warm-up exercises
Teacher-Directed Mini-Lesson (12-15 minutes)	Teacher as "expert" provides direct instruction to whole class on a specific skill, concept, strategy, or content	"Teach up" - Don't dilute curriculum expectation  "Zoom in" on one thing and teach it well--scaffold learning from basic to complex  Use same anchor text/learning experience for whole class
Guided Practice (15 minutes)	Allows teacher to check students' ability to apply mini-lesson Assists teacher in determining who will need additional support, enrichment	Whole class applies learning from mini-lesson, using same short activity  Teacher rotates, coaches, clarifies--notes varied levels of student understanding
Differentiated Instruction (30-35 minutes)	Matches texts, assignments, and teacher support to students' instructional needs	Use of expert texts and literature at students' independent or instructional levels--all students are not reading the same text  Teacher meets with small groups (2 per day), pairs, individuals to reteach or extend mini-lesson  Often, students have some choice of texts or assignments
Whole-Class Debrief (5-10 minutes)	Provides an opportunity for students to reflect on their learning for the day Assists teacher in determining next steps to take in planning instruction Builds community	Selected student work samples created during Differentiated Instruction are shared with class  Students share their successes and challenges in applying what they have learned that day  Students track their progress on learning targets



## Reading Reasons: *Motivational Mini-Lessons for Middle and High School* by Kelly Gallagher

### The Reading Minute

At the beginning of each class period, a piece of interesting reading is shared with the class. This sharing usually takes a minute or less, and there are no follow-up assignments. The shared reading can come from a range of sources, from poetry to nonfiction. The selections may be culled from newspapers, magazines, novels, textbooks—anywhere we, as readers, come across interesting text. All the Reading Minutes share one goal: to demonstrate to our students that there is a world of reading richness out there.

1. For the first month of school, I conduct the Reading Minute. I pick an interesting passage or article to read to the students. Often I pick something from the current book I am reading, or I cut something out of the morning newspaper or current magazine to share (there is always at least one high-interest article in the daily newspaper—if we read the paper from a student’s point of view).
2. After I read my selection, students open their notebooks to the “Reading Minute” section. On a sheet of notebook paper, I have them write the day’s date and a one-sentence summary or thesis statement to remember today’s Reading Minute. (This also helps to make sure they all pay attention during the Reading Minute.) I am strict about one sentence only—this also helps develop their summary skills.
3. In October, students begin leading the Reading Minute. For sign-ups, I print a calendar for the remainder of the school year. Each student in each period must sign up for five days between October and June. On the days they sign up, they are responsible for the Reading Minute. I encourage them to spread out their sign-up days to give them the opportunity to read a range of materials. Thus, each student will conduct five different Reading Minutes between October and June. If any open days remain, I conduct the Reading Minute those days.
4. When a student finishes sharing, the class is required to say, “Thank you.”
5. At the end of the school year, students should have 150-180 summary sentences of all the interesting reading that was shared. This reinforces that reading in itself is a rich and rewarding pursuit. As an end-of-the-year reflective assignment, students can write about the Reading Minutes. Possible topics:
  - Which Reading Minute was your favorite?
  - Which Reading Minute taught you something?
  - Is there value in the Reading Minute assignment?
  - Should I require next year’s students to continue the Reading Minute?

## Ideas for Sharing During the Reading Minute

### What kinds of passages should you share?

- Passages you find beautiful
- Passages you find interesting
- Passages that exhibit great writing
- Passages that anger you
- Passages that trouble you
- Passages that perplex you
- Passages that raise your curiosity
- Passages you find humorous
- Passages that challenge you to think differently

### Where should you find passages?

- Books (fiction and nonfiction)
- Poetry
- Newspapers
- Magazines
- Speeches
- Essays
- Internet materials
- Maps
- Graphs
- Charts
- Manuals

## Ideas for Assessing Children's Thinking About Text

### Written means to share thinking about a book

- Thinking notebooks - children's use of a strategy recorded in a notebook
- Post-it notes to show strategy use in the text
- Double entry journals - quotes from the text and thinking about the quote
- Fluency responses - writing everything child thinks in short text or excerpt
- Venn diagrams - showing inference or how thinking overlaps
- Column charts - comparing thinking for several re-readings of an excerpt
- Letters to other readers and authors about one's thinking/use of strategy
- Highlighting text to show where strategy was used
- Story maps/webs to show thinking about important themes/topics
- Transparency text to show strategy use to class on transparencies
- Coding text to show use of different strategies in the same text
- Timelines to show how thinking changes over time
- Bar and line graphs to show changes in frequency of strategy use over time

### Artistic means to share thinking about a book

- Sketching images and other manifestations of thinking during reading
- Group depictions of text concepts and use of strategies during reading
- Artistic metaphors-creating a visual metaphor for thinking during reading
- Artistic timelines to show changes in thinking over time
- Photographs of the mind-quick images from particular moments in a text

### Oral means to share thinking about a book

- Four way share (clockwise share) typically at a table or desk grouping
- Think-pair-share: begin with pairs; refine thinking in fours; eights, etc.
- Book clubs and literature circles to focus on strategy use
- Large and small group sharing-learning to take time to think in front of a group
- Notice and share-observing demonstrations, fish bowl, etc.
- Strategy study groups

### Dramatic means to share thinking about a book

- Any student-created dramatic representations for students' use of a strategy, their thinking about a book or an excerpt from a book.

(Keene, 2007)

# Literature to Support Strategy Instruction

## Making Connections

*Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst  
*Amazing Grace* by Mary Hoffman  
*Chrysanthemum* by Kevin Henkes  
*Encounter* by Jane Yolen  
*Frog and Toad Together* by Arnold Lobel  
*Going Home* by Eve Bunting  
*Ira Sleeps Over* by Bernard Waber  
*One Afternoon* by Yuni Heo  
*Pink and Say* by Patricia Polacco  
*Walk Two Moons* by Sharon Creech

## Visualization

*Abuela* by Athur Dorros  
*Charlotte's Web* by E. B. White  
*Dancing the Breeze* by George Shannon (poetry)  
*Glasses Who Needs 'Em?* by Lane Smith  
*I Am the Ocean* by Suzanna Marshak  
*Julie of the Wolves* by Jean Craighead George  
*Tar Beach* by Faith Ringgold  
*The Sailor Dog* by Margaret Wise Brown  
*The Storm Book* by Charlotte Zolotow  
*When I Was Young In the Mountains* by Cynthia Rylant

## Drawing Inferences

*A Fairy Went A-Marketing* by Rose Fyleman  
*A Wrinkle in Time* Madeleine L'Engle  
*Corduroy* by Don Freeman  
*George and Martha* by George Marshall  
*Holes* by Louis Sachar  
*Jumanji* by Chris Van Allsburg  
*Story of Ruby Bridges* by Robert Coles  
*Teammates* by Peter Golenbock  
*The Wreck of the Zephyr* by Chris Van Allsburg  
*Where Are You Going, Manyoni?* by Catherine Stock

## Asking Questions

*Avalanche* by Stephen Kramer  
*Brave Irene* by William Steig  
*Night Noises* by Mem Fox  
*Solomon and the Rusty Nail* by William Steig  
*The Patchwork Quilt* by Valerie Fluorny  
*The Potato Man* by Megan McDonald  
*The Sick Day* by Patricia MacLachlan  
*The Trumpet of the Swan* by E. B. White  
*UFO Diary* by Satoshi Kitamura  
*Yanni Rubbish* by Shulamith Levey Oppenheim

## Synthesizing/Summarizing

*And So They Build Bert Kitchen*  
*Little Blue and Little Yellow* by Leo Lionni  
*Magic Schoolbus Books* by Joanna Cole  
*Oliver Button Is a Sissy* by Tomie de Paola  
*Red Leaf, Yellow Leaf* by Lois Ehlert  
*Sarah, Plain and Tall* by Patricia MacLachlan  
*The Cat in the Hat* by Dr. Seuss  
*The Rainbow Fish* by Marcus Pfister  
*The Table Where Rich People Sit* by Byrd Baylor  
*The Trouble with Trolls* by Jan Brett

## Predicting

*Bea and Mr. Jones* by Amy Schwartz  
*Cat Heaven* by Cynthia Rylant  
*Cinnamon's Day Out* by Susan L. Roth  
*Coyote Cry* by Byrd Baylor  
*Day Gogo Went to Vote* by Elinor Batezat  
*It Looked Like Split Milk* by Charles Shaw  
*Snow* by Uri Shulevitz  
*Suddenly* by Colin McNaughton  
*Tiger Called Thomas* by Charlotte Zolotow  
*Tuesday* by David Wiesner

## Clarifying/Fix-Up

*Bridge to Terabithia* by Katherine Paterson  
*Brown Bear, Brown Bear* by Bill Martin  
*Grandfather Twilight* by Barbara Berger  
*Pets in Trumpets* by Bernard Most  
*The Day of Ahmed's Secret* by Florence Parry Keide  
*The Lotus Seed* by Sherry Garland  
*The Trip* by Ezra Jack Keats  
*Top of the World: Climbing Mt. Everest* by Steve Jenkins  
*Tuck Everlasting* by Natalie Babbitt  
*When Jessie Came Across the Sea* by Amy Hest

## Determining Importance

*Araminta's Paintbox* by Karen Ackerman  
*Cordelia, Dance!* by Sarah Stapler  
*Fables* by Arnold Lobel  
*Freedom Summer* by D. Wiles  
*Goodbye House* by Frank Asch  
*Koala Lou* by Mem Fox  
*No Moon, No Milk!* by Chris Babcock  
*Other Side* by J. Woodson  
*The Story of Jumping Mouse* by John Steptoe

**2011-2012 Daily Instructional Schedule  
Robious Elementary School**

**Kindergarten**

9:15 - 9:40 Morning Meeting  
 9:40 - 10:30 Writer's Workshop  
 10:30 -11:20 Reader's Workshop  
 11:25 -12:05 Lunch  
 12:10 - 1:10 Mathematics  
 1:15 - 2:00 Resource  
 2:00 - 2:30 Social Studies/Science  
 2:35 - 3:05 Recess  
 3:05 - 3:35 Literature Appreciation/Centers

**Fourth Grade**

9:15 - 9:40 Morning Meeting  
 9:45 - 10:30 Resource  
 10:30 -11:40 Mathematics  
 11:40 -12:35 Science/Social Studies  
 12:35 - 1:10 Lunch  
 1:10 - 2:05 Reader's Workshop  
 2:05 - 3:00 Writer's Workshop  
 3:00 - 3:30 Recess  
 3:30 - 3:45 Literature Appreciation

**First Grade**

9:15 - 9:40 Morning Meeting  
 9:40 -10:40 Reader's Workshop  
 10:40 -11:40 Writer's Workshop  
 11:40 -12:20 Lunch  
 12:20 - 1:20 Mathematics  
 1:20 - 1:50 Recess  
 1:50 - 2:00 Literature Appreciation  
 2:00 - 2:45 Resource  
 2:45 - 3:40 Science/Social Studies

**Fifth Grade**

9:15 - 9:40 Morning Meeting  
 9:40 -10:30 Science/Social Studies  
 10:30 - 11:15 Resource  
 11:15 - 12:25 Mathematics  
 12:25 - 12:55 Recess  
 12:55 - 1:05 Literature Appreciation  
 1:05 - 1:45 Lunch  
 1:45 - 2:45 Reader's Workshop  
 2:45 - 3:45 Writer's Workshop

**Second Grade**

9:15 - 9:40 Morning Meeting  
 9:40 -10:45 Mathematics  
 10:45 -11:45 Reader's Workshop  
 11:45 -12:45 Writer's Workshop  
 12:50 - 1:30 Lunch & Literature Appreciation  
 1:30 - 2:00 Recess  
 2:00 - 2:50 Science/Social Studies  
 2:50 - 3:35 Resource

**Resource**

9:45 - 10:30 Fourth Grade  
 10:30 - 11:15 Fifth Grade  
 11:30 -12:15 Third Grade  
 1:15 - 2:00 Kindergarten  
 2:00 - 2:45 First Grade  
 2:50 - 3:35 Second Grade

**Third Grade**

9:15 - 9:40 Morning Meeting  
 9:40 - 10:35 Reader's Workshop  
 10:35 -11:30 Writer's Workshop  
 11:30 -12:15 Resource  
 12:20 - 1:00 Lunch  
 1:00 - 2:10 Mathematics  
 2:10 - 2:40 Recess  
 2:40 - 3:35 Science/Social Studies  
 3:35 - 3:45 Literature Appreciation

**Dismissal**

3:35 Kindergarten  
 3:40 Grades 1 and 2  
 3:45 Grades 3, 4, and 5

<b>READING WORKSHOP (60-75 minutes)</b>		
<b>Teach/Model: 10-20 minutes</b>		<b>Materials</b> trade book newspaper/magazine article poetry Big Book student work anchor chart post it notes
Instructional Focus: Comp. connecting questioning visualizing inferring determining importance synthesizing fix-up Fluency rate expression accuracy Engagement wide reading stamina goals Management procedures Text (Genre):		
<b>Practice/Apply: 30-45 minutes</b>		<b>Independent Practice</b> independent reading rereading guided reading books responding to books on tape buddy reading book club meetings timed repeated readings written, oral, artistic, or dramatic responses to literature Reader's Theater
<b>Guided Reading Group 1-</b> Text (Level):  Before Reading:  During Reading:  After Reading:  RUNNING RECORD:	<b>Guided Reading Group 2-</b> Text (Level):  Before Reading:  During Reading:  After Reading:  RUNNING RECORD:	
<b>Guided Reading Group 3-</b> Text (Level):  Before Reading:  During Reading:  After Reading:  RUNNING RECORD:	<b>Guided Reading Group 4-</b> Text (Level):  Before Reading:  During Reading:  After Reading:  RUNNING RECORD:	<b>Assessment</b> graphic organizer running record sticky notes written response student book logs tape recording column notes checklist observation rubric
<b>Reflect/Share: 5-10 minutes</b>		
<b>WORD WORKSHOP: (15-20 minutes)</b>		
<b>Word Wall: 5-10 minutes (THIS COMPONENT IS FOR K-2 ONLY)</b>		
Words:	Activities:	
<b>Word Study: 10-15 minutes</b>		
Group 1-	Group 2-	Group 3-
open sort closed sort buddy sort no peeking sort speed sort word hunt written sort glue sort games	open sort closed sort buddy sort no peeking sort speed sort word hunt written sort glue sort games	open sort closed sort buddy sort no peeking sort speed sort word hunt written sort glue sort games
<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>
<b>WRITING WORKSHOP: (45-60 minutes)</b>		

<b>Teach/Model: 10-15 minutes</b>		<b>Materials</b>
Instructional Focus: Trait ideas organization voice word choice sentence fluency conventions presentation PROCESS prewriting drafting sharing revising editing publishing Engagement wide writing stamina goals Management procedures		mentor texts class Writer's Notebook teacher's writing student work shared writing interactive writing anchor charts post it notes
<b>Practice/Apply: 30-45 minutes</b>		<b>Assessment</b>
<b>Conference 1-</b>	<b>Conference 2-</b>	Writer's Notebooks Writing Portfolios published work 6+1 rubrics peer conferences teacher led conferences checklists self evaluation teacher evaluation
<b>Conference 3-</b>	<b>Conference 4-</b>	
<b>Reflect/Share: 5-10 minutes</b>		

# Elementary Balanced Literacy Observation Guide

(Courtesy of Chesterfield County Public Schools Language Arts Department)

**Instructions:** Check box(es) next to teacher practices and student engagement observation.

**NOTE:** Unchecked boxes indicate “not observed during the time of the observation.”

\*\*\*\*\*

## Reading Workshop - Shared Reading

Strategy/Skill Focus: \_\_\_\_\_

### Teach/Model (10-20 minutes)

Teacher

- Models reading strategy and related skills for the whole class (mini-lesson)
- Uses a common text to anchor students’ thinking and learning
- Thinks aloud while reading aloud to the class
- Models how to use a graphic organizer to show thinking
- Uses interactive read-alouds and co-creates anchor charts with students
- Helps students gain a deeper understanding of what si read
- Reteaches and reviews previously taught strategies and skills
- Introduces specific vocabulary that may be helpful to understanding

Students

- Listen actively
- Engage in discussions about the text

### Practice/Apply (10-15 minutes)

Teacher

- Provides opportunities for students to show their thinking in a variety of ways
- Gives support and encouragement
- Clarifies and redirects and misconceptions; constructs understanding with students

Students

- Work in small groups, in pairs, or individually to practice the strategy modeled
- Respond to text orally, in writing, and in a variety of meaningful ways

### Reflect/Share (5 minutes)

Teacher

- Restates lesson focus (learning targets)
- Selects students to share thinking with the class

Students

- Provide feedback and support to peers
- Restate strategy focus and tell how the strategy helped them as readers

\*\*\*\*\*

## Reading Workshop - Guided Reading (2 groups/day, each about 15 minutes)

Number in Group #1 \_\_\_\_\_ Skill/Strategy Focus: \_\_\_\_\_

Number in Group #2 \_\_\_\_\_ Skill/Strategy Focus: \_\_\_\_\_

### Before Reading

Teacher

- Establishes appropriate group size (5-6 per group)
- Matches students to books based on DRA levels, students’ interests, and developmental needs
- Assists students with thinking through the text
- Shows the text and sets a purpose for reading

- Connects shared reading objectives to lesson
- Activates and builds students' background knowledge
- Introduces specific vocabulary that might be difficult for students
- Extends students' thinking

Students

- Share prior knowledge
- Preview and predict

**During Reading**

Teacher

- Provides support as students read
- Prompts for effective use of strategies, including fix-up strategies
- Prompts for fluency and phrasing
- Observes students for evidence of accurate reading

Students

- Read the text independently (not round robin or popcorn reading)
- Employ strategies
- Record their thinking (e.g. graphic organizers, reading journals, etc.)

**After Reading**

Teacher

- Helps students gain meaning from text
- Extends students' understanding
- Revisits the text to demonstrate or reinforce reading strategies
- Prompts students to reflect on their learning

Students

- Respond to the text
- Revisit the text
- Share noticings and thinking

\*\*\*\*\*

**Words Workshop**

**Word Wall (5-10 minutes for grades K-2)**

**Teach/Model**

- Introduces new words each week

**Practice/Apply**

- Practices reading and spelling new words (chanting, cheering, singing, "daily message")
- Reinforces previously introduced words

**Reflect/Close**

- Reminds students to use the word wall when reading and writing high-frequency words

**Word Study (15 minutes for grades K-5....time may vary daily)**

Pattern Focus: Group #1 \_\_\_\_\_ Group #2 \_\_\_\_\_ Group #3 \_\_\_\_\_

**Teach/Model**

- Introduces weekly word sorts
- Guides students as they look for generalizations
- Builds vocabulary knowledge of words studied

**Practice/Apply**

- Sorts and says the pictures and/or words (reading words aloud)
- Participates in word games and activities to apply targeted patterns

- Uses phonemic awareness and phonics skills to study words
- Writes the sort
- Locates the feature/pattern/meaning in other text
- Applies word knowledge to writing (spelling and meaning)
- Demonstrates mastery of patterns

**Reflect/Close**

- Restate the generalization that explains the sound, pattern, or meaning of the words sorted

\*\*\*\*\*

## Writing Workshop

Trait/Skill Focus: \_\_\_\_\_

**Teach/Model (10-15 minutes)**

Teacher

- Models writing procedure, skill, or strategy for the whole class (mini-lesson)
- Thinks aloud while writing in front of the class
- Uses interactive writing (writing together with students)
- Teaches the stages of the writing process
- Reads mentor text to show specific craft of writing
- Teaches grammar and mechanics within the context of authentic writing
- Reteaches skills and strategies as needed

Students

- Listen actively
- Contribute to learning (e.g. creating anchor charts with teacher, interactive writing)

**Practice/Apply (30 minutes)**

Teacher

- Confers with students to guide writing development
- Works with small groups as needed

Students

- Apply skills and strategies taught during mini-lessons
- Use the writing process
- Work on a piece of writing for several days
- Have a balance of free choice and focused writing assignments
- Talk about their writing with the teacher and peers

**Reflect/Share/Debrief (5-10 minutes)**

Teacher

- Restates the focus of the mini-lesson (learning targets)
- Selects students to share writing with the class
- Provides support, encouragement, and feedback to students

Students

- Share their writing at various stages of the writing process
- Provide positive, constructive feedback and support to peers
- Reflect on learning as a writer

What surprises you?	What pleases you?	What questions do you have?

## Favorite Professional Resources Which Support Balanced Literacy

### FOR READING:

Daniels, H., et. al. (2011). *Comprehension going forward: where we are/ what's next*. Portsmouth, N.H: Heinemann.

This collection of articles by some of the foremost authorities on teaching reading addresses questions teachers have about comprehension strategy instruction.

Daniels, H. and Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth, N.H: Heinemann.

An excellent source for setting up book clubs in grades 3-5.

Gallagher, K. (2009). *Readicide: how schools are killing reading and what we can do about it*. Portland, ME: Stenhouse.

A master high school English teacher shares his strategies for increasing reading achievement through texts that are engaging and relevant to student interests.

Harvey, S. and Goudvis, A. (2nd edition, 2007). *Strategies that work: teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

This is the seminal text for teachers on how to teach six reading comprehension strategies--making connections, visualizing, determining importance, questioning, inferring, and synthesizing. Included are an excellent list of student books for teaching the strategies in science and social studies and an appendix of student response options for each strategy.

<http://www.nsrharmony.org>

This website for National School Reform is an excellent source for classroom "protocols" which engage students in getting meaning from text.

Keene, E. and Zimmermann, S. (2nd edition, 2007). *Mosaic of thought: the power of comprehension strategy instruction*. Portsmouth, N.H: Heinemann.

For teachers who are just beginning to make the shift from skills-based to strategy-based comprehension instruction, this is a great "first read" or choice for a group book study.

Kelley, M. and Clausen-Grace, N. (2007). *Comprehension shouldn't be silent*. Newark, DE: International Reading Association.

The authors describe a step-by-step plan for success in promoting classroom conversations about books, including addressing some of the common problems associated with students reading independently.

McGregor, T. (2007). *Comprehension connections: bridges to strategic reading*. Portsmouth, N.H: Heinemann.

Concrete, visual lesson plans which explain each of the six comprehension strategies to students in the elementary grades.

Miller, D. (2002). *Reading with meaning: teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

A great choice for a book study for teachers of grades K-2--including special education teachers.

Richardson, J. (2009). *The next step in guided reading*. New York, NY: Scholastic.

Precise assessment tools and detailed lesson plans provide impetus to make the reading workshop manageable for both novice and master teacher.

Robb, L. (2nd edition, 2010). *Teaching reading in middle school*. New York, N.Y: Scholastic.

Responsive teaching is applied to the workshop model in this, the best, resource for teaching reading in grades 6-8.

The Great Books Foundation, (4th edition, 1999). *An introduction to shared inquiry*. Chicago, IL: The Great Books Foundation.

Rich discussions of text center on good questions. This valuable resource teaches how to design those questions and what to do to elicit deeper responses.

#### **FOR BOTH READING AND WRITING:**

Graham, S. and Hebert, M. (2010). *Writing to read: evidence for how writing can improve reading*. New York, N.Y: Alliance for Excellent Education.

This report from the Carnegie Foundation provides a roadmap for improving reading achievement through writing instruction.

Pinnell, G.S. and Fountas, I. (2011). *The continuum of literacy learning, grades preK-8: a guide to teaching*. Portsmouth, N.H: Heinemann.

This is the "go-to" curriculum bible which guides instruction and assessment in reading and writing. Every school's literacy coach should have a copy on his/ her desk. It provides support for shifting away from a basal reader toward leveled texts. It includes grade-by-grade goals, goals for each of Fountas' and Pinnell's text levels A-Z, and many ideas for assessing student performance.

#### **FOR WRITING:**

Anderson, J. (2005). *Mechanically inclined: building grammar, usage, and style into the writer's workshop*. Portland, ME: Stenhouse.

For teachers of grades 4-8. this is a great source for more than 30 short lessons in grammar and mechanics embedded in the writer's workshop.

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, N.H: Heinemann.

The pages of my copy are worn to a frazzle. Section 2 is still the best source available on the developmental stages of young writers in grades K-8.

Culham, R. (2003). *6 + 1 traits of writing: the complete guide grades 3 and up*. New York, N.Y: Scholastic.

Included are definitions of each trait, scoring guides, sample student papers, focus lessons, and activities.

Culham, R. (2004). *Using picture books to teach writing with the traits: grades 3 & up*. New York, N.Y: Scholastic.

Culham, R. (2005). *6 + 1 traits of writing: the complete guide for the primary grades*. New York, N.Y: Scholastic.

Focus lessons for ideas, organization, voice, word choice, sentence fluency, conventions, and presentation are included for K-2 teachers.

Culham, R. (2008). *Using picture books to teach writing with the traits: K-2*. New York, N.Y: Scholastic.

More than 200 annotated picture books and lessons organized by writing trait are included.

Culham, R. ((2010). *Traits of writing: the complete guide for middle school*. New York, N.Y: Scholastic.

Targeting grades 6-8, this source provides a wealth of think-about questions, warm-ups, focus lessons, and activities, as well as scoring guides and benchmark papers.

Culham, R., Blasingame, J., and Coutu, R. ((2010). *Using mentor texts to teach writing with the traits: middle school*. New York, N.Y: Scholastic.

An annotated bibliography of 150 picture books, chapter books, and young adult novels with teacher-tested lessons for use in grades 6-8.

Gallagher, K. (2009). *Improving adolescent writers*. Portland, ME: Stenhouse. (DVD)

Through a variety of methods--modeling, mid-process assessment, small-group conferring, grammar and editing mini-lessons, and real-life applications--the author demonstrates the writing workshop in action in his classroom.

Rog, L. (2007). *Marvelous minilessons for teaching beginning writing, K-3*. Newark, DE: International Reading Association.

Included are 40 mini-lessons grouped into four categories--getting started, writer's craft, conventions, and revision.

Rog, L. (2011). *Marvelous minilessons for teaching intermediate writing, grades 4-6*. Newark, DE: International Reading Association.

Forty practical lessons include learning targets, student writing samples, graphic organizers, and "teacher talk" to help present each lesson.

# Conversation Cafe

\*slightly modified from information on [www.conversationcafe.org](http://www.conversationcafe.org)

## Purpose

This strategy provides an opportunity for focused, short, small group discussion around a pertinent topic, issue, or concern. It can be used in a classroom, staff meeting, or in-service workshop.

## Procedures

1. The choices for questions for discussion are shared with all participants. Each participant chooses a conversation cafe to join.
2. Each group selects a host. The host states the theme or question for the cafe, reads aloud the norms listed below, and keeps time for discussion.
3. Round one (2-3 minutes)  
Each person speaks in turn, going around the circle once to answer the question briefly. Anyone may pass if he/she does not wish to speak. Everyone is asked to express himself/herself fully yet succinctly, allowing time for others to speak. No feedback or response.
4. Round two (5 minutes)  
Now the conversation opens up, and people can speak in any order. Participants should keep in mind the norms.
5. Closing (2-3 minutes)  
The host will ask everyone to go around the circle again, giving each a chance to say briefly what they are taking away from the conversation.
6. Optionally, participants may rotate to additional “cafes” to address different questions, in which case the same procedures would be followed.

## GROUP NORMS FOR THE CONVERSATION

- ◆ Listen to and respect all points of view.
- ◆ Seek to understand, rather than too persuade.
- ◆ Question old assumptions; look for new insights.
- ◆ Speak for yourself about what has personal heart and meaning.
- ◆ Go for depth, but don't go on and on.