

Okaloosa School District
ELEMENTARY

COMPREHENSIVE BALANCED LITERACY MODEL OVERVIEW

Listed below are the components of a comprehensive balanced literacy program with a short description, a suggested time/frequency allocation and suggestions for implementation. A comprehensive balanced literacy program is one that has a balanced amount of **individual, whole group** and **small group** instruction in the areas of reading and writing. Essential areas to be addressed include explicit instruction in the five areas included in **Florida’s Reading Formula** (phonemic awareness, phonics, fluency, vocabulary, comprehension) and the writing process through the program components indicated below. The focus is on developing skills/strategies within each child that will allow him/her to problem-solve effectively and become reflective, analytical independent learners. Classrooms are organized so that students are engaged in authentic literacy tasks while the teacher is working with small groups of students.

Indicated below each component name are the areas of reading and assessment within the Florida Reading Formula that are required to be addressed in literacy instruction at all levels.

Key: READING --PA = Phonological Awareness; P= Phonics; F = Fluency; V = Vocabulary; C = Comprehension
ASSESSMENT -- S – Screening; D- Diagnostic; PM-Progress Monitoring.

Component	Description	Time Allocation	Frequency of Use	Ideas/Sources for Implementation
Familiar Reading (PA,P,F,V, C,PM)	<p>Students read previously read materials, thus ‘familiar’ reading. Familiar reading allows the student to build confidence, develop fluency and apply strategies in order to concentrate on text meaning. This is done with reading materials students have available and are able to read independently – that is with 95%+ accuracy in word recognition and 90%+ accuracy in comprehension.</p> <p>Teachers often conference with students, take anecdotal records and/or Running Records during this component to gather instructional information about children. (Running Record materials must be</p>	20 minutes	Daily	<ul style="list-style-type: none"> • previously read McMillan and Guided Reading materials • AR & trade books at the Independent level • resources/materials from leveled book room • classroom and student created

	at the child's <u>instructional.</u>)			<p>stories and books, charts, poetry</p> <ul style="list-style-type: none"> • narrative and expository text • individual book boxes • big books
<p>Read Alouds/ Interactive Read Alouds (PA,P,F,V, C)</p>	<p>Teachers read aloud to students from a variety of genre above the students' instructional reading level. During this component teachers initially articulate metacognitive strategies/thought processes/fluency so students can come to understand what good readers do. Over time students are invited to participate and articulate their thought processes in understanding the text as well as through discussion, reflection and writing. Additionally, specific comprehension and vocabulary strategies are modeled during the text reading by the teacher (i.e. cause-effect, compare/contrast, etc).</p>	<p>15 – 20 minutes (K-2)</p> <p>20-30 minutes (3-5)</p>	<p>2 – 6 times daily</p>	<ul style="list-style-type: none"> • high interest literature • award winning literature • varied genre (poetry, fiction, non-fiction, etc.) • author studies
<p>Shared Reading (P,F,V,C, D, PM)</p>	<p>Teachers and students read together a big book, charts/posters, on the overhead or through multiple copies. In other words, while the teacher is the primary reader, the students are invited to join in as they are able. In early grades, books are read multiple times which allows children to acquire language patterns and develop phonological awareness. In later grades, text structure and story components will play an integral part. Subsequent readings provide opportunities for layering upon previous skills. At all times students need to have the text being shared available to view</p>	<p>10 - 15 minutes</p>	<p>Daily</p>	<ul style="list-style-type: none"> • reading materials such as: poetry, charts, newspaper/magazine clippings, intros to novels, short stories (transparencies can be used) • shared reading included in basal series

	while it is being shared.			<ul style="list-style-type: none"> • ‘big’ books • use of varied genre, expository and narrative materials
<p>Guided Reading (P,F,V,C, D, PM)</p>	<p>Small groups (4-6 students) are instructed using <u>appropriately leveled materials</u>, i.e., at their instructional level (90-94% word recognition accuracy). Teachers select the “instructional” level books based on the specific reading and writing skills to be taught. In guided reading lessons much of the emphasis is placed on reading for meaning and developing fluency; however, students are given opportunities to develop problem-solving strategies to aid in phonics and phonemic awareness with the aid of a supportive and responsive teacher. These are the strategies students must acquire for use during independent reading. During this time the teacher acts as a facilitator by asking students to make predictions, posing questions and confirming comprehension strategy applications, and scaffolding students to become problem solvers and self-reliant learners. All students read the text during Guided Reading at their own pace – <u>Round Robin is NOT used as an instructional strategy during this time.</u> As part of the guided reading lesson, the teacher plans a “mini-lesson” that may only last 10 minutes based on observations of student needs. For example, the mini lesson may focus on compound words, contractions, or quotation marks, as warranted by observing the needs of the students and selecting the appropriate “instructional” leveled book. As students move up through the grades the reading strategies would include character analysis and literature circles as a portion of this time. <i>Exposure</i></p>	<p>90 minutes (15-25 min. per group)</p>	<p>Daily or 2-3 Times per week</p> <p>* Frequency dictated by student needs – lower level students need this component to occur daily</p>	<ul style="list-style-type: none"> • leveled books (McMillan or others) • any teacher selection at the instructional level • Basal Anthology

	<p><i>to different genres and types of writing needs to occur at all levels.</i></p> <p>In upper primary and intermediate grades, teachers can use literature circles in lieu of a reading group activity. Literature circles are student-facilitated reading clubs or meetings where students have prepared notes prior to gathering to discuss reactions, interesting vocabulary, and literary elements of the text. Literature circle attendees may be assigned a role for their preparations, but the roles should be diminished once the students are comfortable and understand how to do each. Then, each student will be responsible for considering all roles when preparing to meet with the book group. Teachers will confer with groups to assist in targeting discussion points and will take anecdotal notes during this time.</p> <p>Teachers often conference with students, take anecdotal records and/or Running Records during this component to gather instructional information about children. (Running Record materials must to be at the child's <u>instructional</u> level unless administration is for text-level placement.)</p>			
<p>Guided Writing Activities (P,V, D, PM)</p> <p>*These activities</p>	<p>Guided reading is often followed by an opportunity to write. Again, through observation and analysis of running records/anecdotal records, student needs are identified and taught through an assisted writing lesson and interactive writing lesson, a write-aloud, etc. These authentic writing opportunities are included to instantiate or deeply embed the learning that is occurring for students. Strategies for this include</p>			<ul style="list-style-type: none"> ● student generated topics ● teacher generated topics ● literature logs ● journals/travel logs ● assisted writing

<p>will NOT necessarily ALL take place each day for each group. As time and needs dictate, teachers should be flexible</p>	<p>journals/literature logs, assisted and shared group writing in small groups and other literature extension activities. Shared writing occurs when the teacher and small group of students work together to compose a message or story. The teacher acts as the scribe. In interactive writing, as in shared writing, the teacher and students work together to compose the message. The teacher and the students share the pen. That is, as students are able, they actually do the writing on the overhead or chart. Another strategy is the “write-aloud” where the teacher models the composing, drafting, editing process orally with the students.</p>			<ul style="list-style-type: none"> • reflective journals
<p>Spelling/ Word Study Work (P,V,D,PM)</p>	<p>Students work with words and word building to develop phonological and language pattern awareness and build vocabulary. Part to whole and whole to part instruction occurs daily in word building. This can be done in a small or large group setting depending upon the student needs. Word study is used at all levels with the type of word work (i.e. word families, suffixes/prefixes, Latin roots, etc.) being dictated by the level and need of students. <i>Word work needs to be integrated across all content areas throughout the day.</i></p>	<p>20 minutes</p>	<p>Daily</p>	<ul style="list-style-type: none"> • high frequency/high interest words • spelling words from basal series • Word Wall words • content vocabulary • white boards • magnetic letters • literacy task cards
<p>Writer’s Workshop</p>	<p>During this time all areas of the writing process (i.e. pre-writing/brainstorming, drafting, revising, editing, publishing, sharing) are addressed. NOTE: Not all student writing needs to be taken to the publishing stage.</p>	<p>20(Kdg) to</p>	<p>Daily</p>	<ul style="list-style-type: none"> • teacher/student generated lists of writing topics • writing journals/ portfolios

<p>(P,V,D,PM)</p>	<p>Mini-Lesson- 10 min – Specific instruction in organization, strategies, author’s craft and skills occur. Instruction can include: conventions, writer’s craft, FCAT Writing Rubric, 6 Trait Analytical Model components & use, story components, etc.</p> <p>Independent Writing (students)/Conferences/Small Group Work – 30 min. Students apply the skill addressed in the mini-lesson during independent writing time. Teacher circulates among students and conferences (1-3 minutes) with students or records anecdotal notes regarding student performance. Students may also be involved in peer conferencing to assist a peer in his writing process. The teacher may use this time to work with small groups on specific identified areas of need in writing skills. This is NOT a component that uses ditto sheets to reinforce instruction related to writing. Students need to be involved in <u>authentic</u> writing tasks during this time, often self-selecting their topic for writing as opposed to teacher choice or a prompt. Caution needs to be taken to vary the types of writing activities (i.e. <u>do not</u> write to prompts too frequently) to encourage greater student facility with the writing process. Students should be encouraged to utilize the entire writing process by publishing selected works throughout the year.</p> <p>Sharing – 5 min Students have an opportunity to share with whole group or with a peer the writing that has been done.</p>	<p>60 (3rd) minutes</p>		<ul style="list-style-type: none"> • math journals • conferencing – teacher & peer • Author Chair/celebrations • Author Fair • publishing of work • writing to prompts
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