

Glendale Elementary School District's K-5 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes: phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

| | Teacher Actions | Student Actions | Resources |
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| <p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p> | <ul style="list-style-type: none"> • Phonological Awareness/Phonics • Specific and immediate feedback <p>Explicitly and Systematically Model:</p> <ul style="list-style-type: none"> • Phonograms • Segmenting • Decoding • Blending • Sight Words • Syllable Rules and Patterns • Morphology | <ul style="list-style-type: none"> • Read and write phonograms • Apply phonogram sounds in order to decode and read words fluently • Write words using knowledge of phonograms and spelling patters • Identify, sort, divide, and read two syllable and multi-syllable words • Read sight words fluently • Use feedback to set goals for improvement • Determine the meaning of unknown words phrases using knowledge of word parts | <ul style="list-style-type: none"> • Pearson ReadyGen |
| <p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning.</i></p> | <ul style="list-style-type: none"> • Expose students to text above grade level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words | <ul style="list-style-type: none"> • Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes. • Practice fluent reading through multiple readings of a variety of texts | <ul style="list-style-type: none"> • Pearson ReadyGen • Appendix B • Essential Literature • E-Books |
| <p style="text-align: center;">Small Group Instruction (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p> | <ul style="list-style-type: none"> • Identify instructional and independent reading levels through running records and informal assessment • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies | <ul style="list-style-type: none"> • Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading | <ul style="list-style-type: none"> • Pearson ReadyGen • 95% Group • Bookroom • Rigby-Running Record |
| <p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strength writing specific to each genre.</i></p> | <ul style="list-style-type: none"> • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence | <ul style="list-style-type: none"> • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing with small group and whole class presentations • Participate in writing conferences and set goals to monitor learning | <ul style="list-style-type: none"> • Thinking Maps • Write from the Beginning • Pearson ReadyGen |

