




Liberty-Benton Elementary Balanced Literacy Approach

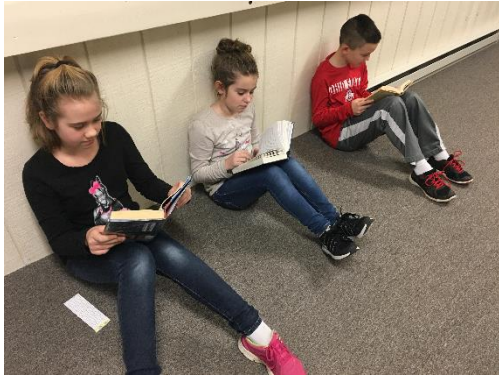
Grades K-5

Reading in the Balanced Literacy Classroom	Description	Purpose
<p data-bbox="142 323 537 369">Interactive Read-Aloud</p>  <p data-bbox="142 730 626 768">Kindergarten students listening to a book</p>	<ul style="list-style-type: none"> ○ Teacher reads aloud to students (above their reading level) ○ Teacher pauses to think aloud ○ Class engages in an interactive discussion about the text ○ Students respond to the text orally or in written form 	<ul style="list-style-type: none"> ○ To improve listening skills and reading comprehension ○ Encourage the enjoyment of reading! ○ Build background knowledge and vocabulary ○ Teachers modeling fluent reading and use of strategies
<p data-bbox="142 774 415 821">Shared Reading</p>  <p data-bbox="164 1199 638 1236">4th grade reading from Wonders Textbook</p>	<ul style="list-style-type: none"> ○ Students and teachers read text together to process text as a whole or small group ○ All eyes should be on the same text (big books for primary; document camera or use of interactive whiteboard for older grades) ○ Teacher is thinking aloud while processing text ○ Text is selected specifically to demonstrate a skill, strategy, or genre 	<ul style="list-style-type: none"> ○ Allows all students to access the same text regardless of the reading level ○ Students read/follow along and think through the text with the teacher ○ Practice working on a specific reading skill or strategy, or becoming more familiar with a genre
<p data-bbox="142 1299 415 1346">Guided Reading</p>  <p data-bbox="175 1797 626 1866">2nd grade students working on comparing and contrasting during guided reading groups</p>	<ul style="list-style-type: none"> ○ Teacher plans and teaches varied level instruction to small groups ○ Flexible groups based on data, experiences, interests, and needs. ○ Students each have a copy of the text and read it silently or aloud ○ Teachers prompts, observes, and evaluates ○ Teacher encourages critical thinking and helps students apply strategies that are modeled during shared reading 	<ul style="list-style-type: none"> ○ Opportunity to develop and practice strategies in order to read independently ○ Allows teachers to observe students as they read new text ○ Provide support (scaffold) to help students read successfully

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Independent Reading



5th grade students independently reading

- Read independently while applying strategies learned from shared and guided reading times
- Choose/read text by interests, for enjoyment, and for information
- Builds fluency, vocabulary, and comprehension with new and unfamiliar text
- Teacher's role is to support, observe, and respond to students during this time

- Build automaticity, fluency, and vocabulary
- Develop life-long habits of literacy
- These books are usually, but not always, books that are being read as a part of our Accelerated Reading program. Independent reading books should be in the students' appropriate reading level (provided by their teacher or something that they can read with little difficulty)

Writing



1st grade class working on an opinion writing piece

- Students will focus on a particular strategy or skill
- Students will have opportunities for authentic writing (writing that could be used in the real world)
- Writing process will be explicitly taught (pre-writing, draft, revise, edit, publish)
- Opportunities for students to share their writing
- Opportunities for students to publish their writing (in print or digitally)

- Practice writing using strategies and skills taught in class by the teacher to be prepared for in-class assignments, assessments, and state assessments
- Opportunities for students to express their thoughts and feelings in a creative way
- Opportunities