

## Monroeville Elementary Balanced Literacy Framework K - 2

### **Reading Components:**

#### **Interactive Read Aloud-**

The teacher reads aloud to the whole class or small group. A carefully selected body of literature is used; the collection contains a variety of genres and represents our diverse society.

**Time: Read aloud is a daily activity of about 10-15 min.**

#### **Shared Reading-**

Using an enlarged text and/or a text all students can see, with teacher support children are able to orchestrate their reading behavior, learn about conventions of print, and focus on words that they will need to learn.

**Time: Shared reading is a daily activity of about 10-15 min.**

#### **Guided Comprehension-**

Guided comprehension is the intentional teaching of comprehension skills and strategies using text that is at grade level or independent reading level (basal/textbook). The teacher focuses the lesson on comprehension skills while supporting the reading for non-grade level readers.

**Time: Guided comprehension is a daily activity of about 15-20 min.**

#### **Guided Reading-**

The teacher works with a small group of students who have similar reading processes. The teacher selects and introduces new books at students' instructional reading level and supports children who are reading the whole text to themselves. Teaching points are used before, during, and after the reading.

**Time: Teacher meets with at least half of the groups daily for about 15-20 min. per group.**

#### **Reader's Workshop-**

Children read on their own or with partners from a wide range of self-selected materials. A variety of books are available from many genres, themes, and ability levels.

**Time: Reader's Workshop is a daily activity of about 15-20 min.**

**For more information about the terms used above (Guided Reading, Reader's Workshop, Writer's Workshop, etc.), please refer to the following book:**

- [Guided Reading](#): Good First Teaching for All Children  
[Irene C. Fountas](#) , [Gay Su Pinnell](#)
- [Word Matters](#): Teaching Phonics and Spelling in the Reading/Writing Classroom  
[Irene C. Fountas](#) , [Gay Su Pinnell](#)
- [Interactive Writing](#): How Language & Literacy Come Together, K-2  
[Irene C. Fountas](#) , [Andrea McCarrier](#) , [Gay Su Pinnell](#)

## Writing Components:

### One of these two done daily:

- **Shared/Modeled Writing-**

Teacher and children work together to compose messages and stories. The teacher supports the process as scribe and through think aloud as the process develops to show students how writers think.

**Time: Shared/Modeled writing is a daily activity of about 10-15 min.**

- **Interactive Writing-**

Teachers and students compose stories that are written using a shared pen technique that involves children in the writing.

**Time: Interactive Writing is a daily activity of about 10-15 min.**

### **Writer's Workshop-**

Children engage in writing independently in a variety of genres. The teacher guides the process and provides instruction through models, mini-lessons, and conferences.

**Time: Writer's Workshop is a daily activity of about 30-45 min.**

### **Independent Writing-**

In addition to writing stories and informational pieces, children write their own pieces, which include labeling, speech balloons, lists, response journals, literary responses, etc...

**Time: Independent writing is a daily activity of about 10-15 min.**

## Word Study Components:

### **Buddy Study-**

The teacher engages children in a variety of activities for learning a series of high frequency words that often do not follow conventional spelling principles.

Monday: Choose, Write, & Build; Tuesday: Look, Say, Cover, Write, Check;

Wednesday: Buddy Check; Thursday: Making Connections; Friday: Test.

**Time: Buddy Study is a daily activity of about 15-30 min.**

**Kindergarten-** (50 Word List) – **Spelling begins 4th quarter**

**First Grade-** (100 Word List) - Buddy Study Program

**Second Grade-** (250 Word List) - Buddy Study Program

### **Decoding and Spelling Activities-**

Teacher engages children in a variety of activities for learning spelling and word patterns, prefixes, suffixes, and other word devices. Students will learn to collect, analyze, explore, discuss, and appreciate words. (Phonics Binders)

**\*The above established components are expectations for the balanced literacy model to be implemented at Monroeville Elementary.**

## Monroeville Elementary Intermediate Balanced Literacy Framework (Grades 3 – 6)

### Reader's Workshop – 50-60 minutes daily

Begins with **book talk** – done by student - **2-3 minutes**  
(Each student will conduct at least one book talk per month.)

Teacher provides a **mini-lesson** to whole class about some aspect of reading; reader's responses; or State Standards. – **5-8 minutes**

After the mini-lesson, students go to their desks to begin reading. Some students have letters (**Reader's Notebooks**) to write to teacher about their reading. (**Each student will respond with a letter at least 3 times per month.**) Teacher responds to student as a reader to a reader; not as a teacher however things that teacher notes in letters are used as future mini-lessons. (**Reader's Notebooks will be conducted during the months of October through May.**)

Teacher meets with either:

- ⇒ Individual students for **reading conference**
- ⇒ **Guided Reading** - small group (Approx. 6) students who are close to the same reading level. They are reading the same text that the teacher has chosen for this particular group. (**Low reading groups will meet at least three times per week or 3 out of 5 days.**)
- ⇒ **Literature Study** – Students of various levels read and discuss the same book
- ⇒ **Most of the time teacher brings class back to circle to follow up on** mini-lesson or some aspect of reading.

### Writer's Workshop – 40-45 minutes daily

Begins with **author talk** – done by student – **2-3 minutes** (**Each student will conduct one per grading period. Teacher will do author talks at least one per quarter to model.**)

Teacher provides a **mini-lesson** to whole class about some aspect of writing; procedures for workshop; craft of writing; conventions of writing; and/or State Standards.  
(**5-8 minutes**)

After mini-lesson, students go to their desks to begin writing. Each student has a writer's notebook and also a folder to keep works in progress in as they are working.

Teacher meets with:

- ⇒ Individual students for writing conference (Individual students will be conferenced with two times a month.)
- ⇒ Teacher might meet with a small group of students (**Guided Writing**) to work on some specific aspect of writing **as needed.**
- ⇒ **Investigations** can be done at this writing time also. Investigation brings in the content area of the intermediate grades. Students decide something in the area of science or social studies (directed by teacher), research it; get it ready for presentation and present to rest of class.

Most of the time teacher brings class back to circle to follow up on mini-lesson or some aspect of writing.

### Language & Word Study– 30-60 minutes – daily

May begin a variety of ways including: (Interactive Read Aloud, Modeled or Shared Reading/Writing, Reader's Theater/Process Drama, Choral Reading, Poetry, Current Events, Interactive Edit, Interactive Vocabulary, Handwriting, Test Reading and Writing, Word Study)

Day 1 is the longest day on the word study cycle. Day 1 can be any day of the week.

- ⇒ Word study pattern is presented by the teacher
- ⇒ Students brainstorm words that fit the principle being taught – teacher adds words at higher and lower level so that all students have words they can work with from the chart.
- ⇒ Students choose words to take for the week (usually 6 words from principle and 4 more from the high frequency list that they have been tested on)
- ⇒ Students have a word study folder to keep their work for the week in.
- ⇒ Teacher “okays” list for students to be sure that students are choosing the appropriate words for them.
- ⇒ Students make the words out of magnetic letters.

Day 2 - Look, Say, Cover, Write, Check – Students practice words individually.

Day 3 - Buddy Check – Student takes a test on words given by buddy. Teacher assigns buddies. They stay partners until teacher makes changes.

Day 4 - Making Connections – most important day of week. Students make connections from their words to other words that look like or sound like their words.

Day 5 - Buddy Test – Turned in to teacher and grade is given.

## Grammar

Students will have specific lessons on grammar content **at least 3 days per week**.

**For more information about the terms used above (Guided Reading, Reader's Workshop, Writer's Workshop, etc.), please refer to the following book:**

- [Guiding Readers and Writers](#): Teaching Comprehension, Genre, and Content Literacy  
Irene C. Fountas , Gay Su Pinnell

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