

## Balanced Literacy Framework

Students are motivated to investigate new ideas that fuel intellectual curiosity and act as powerful agents in their own learning. Because students are fully engaged and feel a sense of joy in their own learning, they achieve a higher level of literacy (Fountas & Pinnell).

### Maroa-Forsyth Grade School K-5 Balanced Literacy Framework

<b>Balanced Literacy</b>	<b>Elements for Reading Instruction</b>
<p>A balanced reading program includes a range of literacy activities, carefully selected materials for each activity, and responsive teachers who know how to structure literacy interactions that move children to higher levels of understanding.</p> <p><b>Interactive Read Aloud:</b> A read aloud is a planned oral reading of a book or print excerpt, it can be related to a theme or topic of study. The teacher reads aloud to students, pausing to invite interaction and discussion, and to share their own thinking to demonstrate what good readers do. It provides modeling of fluent reading and the use of comprehension strategies. The read aloud is used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid comprehension.</p> <p><b>Shared Reading:</b> Shared reading uses text that all children can see, the teacher engages children in reading together. The text may be a big book with large print, a poem on a chart, or a piece of writing. In the shared reading model there can be multiple readings of the books over several days. Throughout, children are <b>actively involved</b> in the reading (Yaden, 1988). The teacher may pause in the reading and ask for predictions as to what will happen next. Because many of the books include predictable text, the children often chime in with a word or phrase. Groups of children or individual children might volunteer or be invited to read parts of the story.</p> <p>These repeated readings of the same story serve various purposes. The first reading is for enjoyment; the second may focus on building and extending comprehension of the selection; a third might focus attention on the interesting language and vocabulary; a fourth might focus on decoding, using the words in the selection as a starting point for teaching word identification skills (Yaden 1989). Through repeated readings and the predictable text, children become familiar with word forms and begin to recognize words and phrases (Bridge, Winograd, &amp; Haley, 1983; Pikulski &amp; Kellner, 1992). Repeated readings also build fluency.</p> <p><b>Guided Reading:</b> Guided reading is a teaching approach designed to teach individual students to learn how to process a variety of increasingly challenging texts with comprehension and fluency. Guided reading occurs in a small-group context because the small group allows for interactions among readings that benefit them all. The teacher selects and introduces texts at the students' instructional level to readers, sometimes supporting them while reading, engages the readers in a discussion and makes teaching points reinforcing comprehension strategies. The teacher could extend the meaning of the text through writing, text analysis, or another learning experience.</p> <p><b>Word Study:</b> Whole group or small group mini-lessons to model how words work. It includes but is not limited to letter-sound relationships, spelling patterns, word meaning, high frequency words, word families, rhyming, using known words to decode unknown words, affixes, and root words.</p> <p><b>Independent Reading:</b> Independent reading is a time for students to make their own book choices, apply reading strategies, have large blocks of time to read and set independent reading goals. Allowing student choice with their selection of books motivates them to want to read. However, students need to be reading books at their "just right reading level". Therefore, in order to provide choice for all students, classrooms need a large range of available books at different levels, different topics and genres.</p>	<p><b>Phonemic Awareness:</b> the ability to hear, identify and manipulate individual sounds in spoken words.</p> <p><b>Phonics:</b> the knowledge of letter-sound relationships and how they are used in reading and writing.</p> <p><b>Fluency:</b> to read continuous text with good pace, phrasing, appropriate pausing, intonation, and stress.</p> <p><b>Vocabulary Development:</b> the understanding of words and their meaning. It is essential for comprehending texts at all levels and plays a vital role in every aspect of reading.</p> <p><b>Comprehension:</b> the act or result of applying comprehension strategies to obtain the meaning from text.</p>