

Balanced Literacy Framework

A K-12 Approach to Literacy Instruction

Students Who Are College/Career Ready in Reading, Writing, Speaking & Listening and Language

Demonstrate Independence

- Students can evaluate complex texts across a range of genres
- Students can construct effective arguments
- Students can distinguish key points; ask relevant questions to seek clarification.
- Students can demonstrate command of the language and use a wide-ranging vocabulary

Build Strong Content Knowledge

- Students engage in works of quality
- Students engage in research and study
- Students read purposefully
- Students refine their learning through writing and speaking

Respond to Demands of Audience, Task, Purpose

- Students communicate in relation to audience, task, purpose and discipline
- Students adapt to types of evidence required dependent on discipline
- Students will use technology to research and publish; distinguishing between credible and reliable sources of information

Read Aloud/Modeled Reading

- Demonstrates proficient reading
- Expands access to text beyond child's ability
- Exposes children to a variety of genres

Write Aloud/Modeled Writing

- Demonstrates proficient writing
- Expands access to writing beyond child's abilities
- Exposes children to a variety of genres

Shared Reading

- Models reading strategies
- Teaches reading strategies
- Extends understanding of the reading process
- Teacher reads

Shared Writing

- Models writing strategies
- Teaches writing strategies
- Extends understanding of the writing process
- Teacher scribes

Interactive Writing

- Teacher & child choose topic
- Teacher & child share pen
- Teacher & child compose together

Interactive Reading

- Teacher & child choose text
- Teacher & child share reading
- Teacher encourages child to read when able

Guided Writing

- Teacher reinforces skills
- Teacher engages child in questioning a& discussion
- Teacher acts as a guide
- Child does the writing
- Child practices strategies
- Child builds independence

Guided Reading

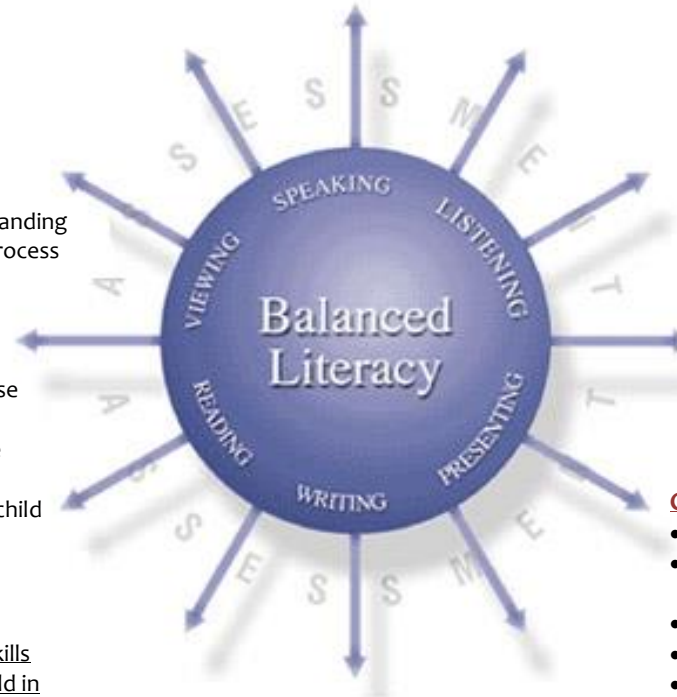
- Teacher reinforces skills
- Teacher engaged child in questioning and discussion
- Teacher acts as a guide
- Child does the reading
- Child practices strategies
- Child builds independence

Independent Reading

- Child chooses the text
- Child practices at his or her independent level
- Time to practice demonstrates the value of reading

Independent Writing

- Child chooses topic
- Child practices at independent level
- Time to practice demonstrates the value of writing



Balanced Literacy is supported by the English/Language Arts Standards of the Iowa Core and Common Core. The Reading and Writing Standards outline expectations for all students K-12 in all content areas

Anchor Standards for Reading and Writing

- Key Ideas and Details
- Craft and Structure
- Integration of knowledge and ideas
- Range of Reading and level of text complexity
- Text types and purpose
- Production and distribution of writing
- Research to build and present knowledge

Key Features of the Iowa Core Standards

Comprehend as well as Critique AND Value Evidence

- Students are engaged, but discerning, readers and listeners
- Students question the author's assumptions and premises
- Students assess the reasoning of arguments
- Students cite specific evidence when supporting their point of view

Writing

- Students will learn to write formally using a writing process with strong editing and revising components
- Students will write opinion/argument/persuasive, informative/expository and narratives

Reading: Text Complexity

- Students instruction is scaffold so all students are reading at grade level

Genres

- Students must have a balance of literature and informational texts
- Students must be able to read and comprehend within and across genres

Adapted from "What is Balanced Literacy"
Independentreading-
balancedliteracy.blogspot
.com and information
taken from Iowa Core
Standards
~ Oskaloosa Community
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