



## KEEPING IT BALANCED

### Laying the Foundation for Balanced Literacy Instruction



# Keeping It Balanced

*Laying the Foundation for Balanced Literacy Instruction*

## **Today's Outcomes:**

By the end of the session, educators will have common language around balanced literacy including its components, a description of each component, and a rationale for each component.

## **Today's Objectives**

Participants will be able to:

- Describe the components of a balanced literacy model.
- Explain the connections between balanced literacy and the gradual release model.
- Evaluate the importance of community share in a balanced literacy classroom.

## **AGENDA**

What I Know!

Housekeeping, Objectives, and Agenda

An Overview of Balanced Literacy

A Typical Reading Block:

- The Read Aloud
- Word Study
- A Mini-Lesson
- Independent Reading and Conferring
- Community Share

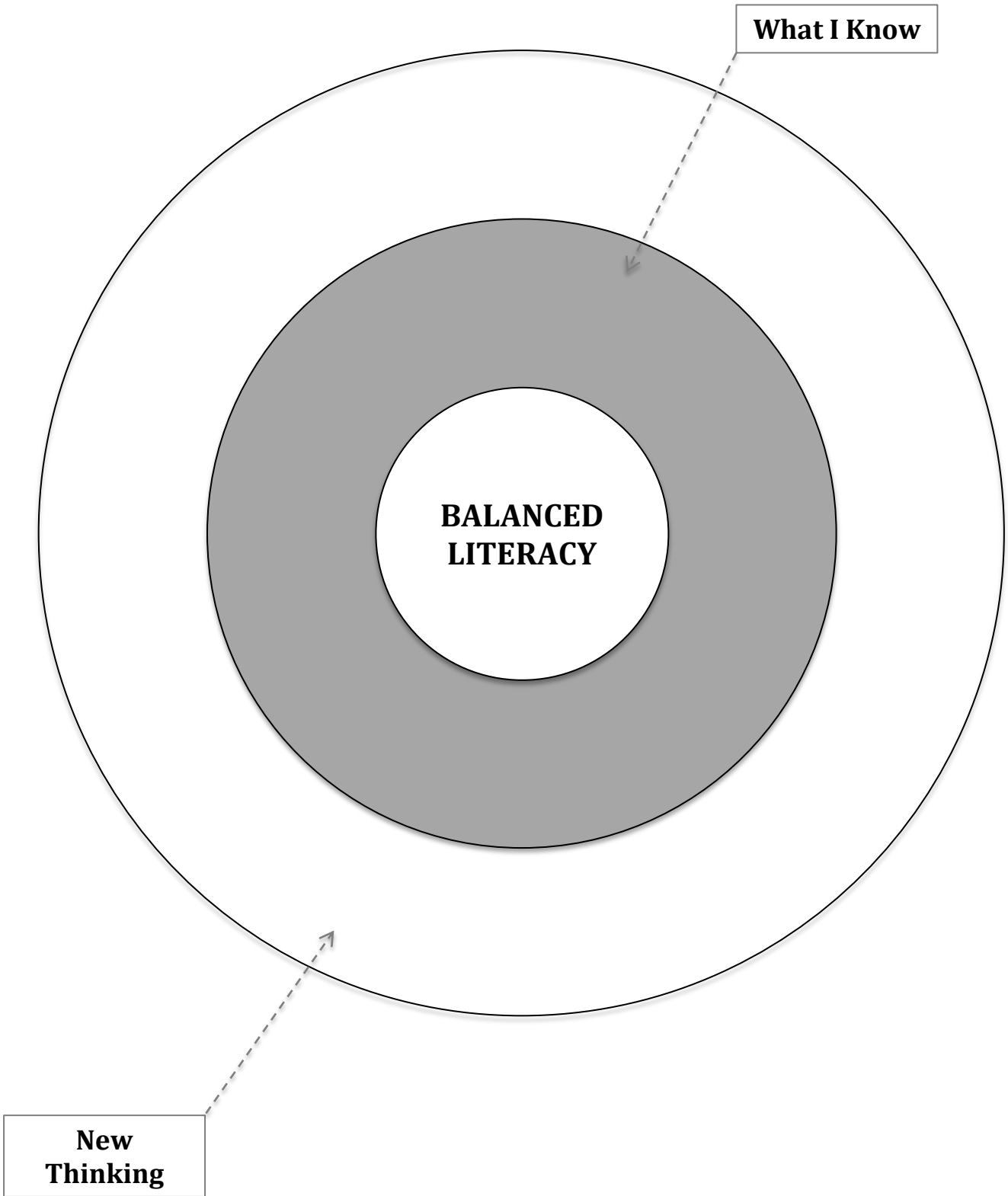
Why This Text? Why This Component?

GRR and Balanced Literacy

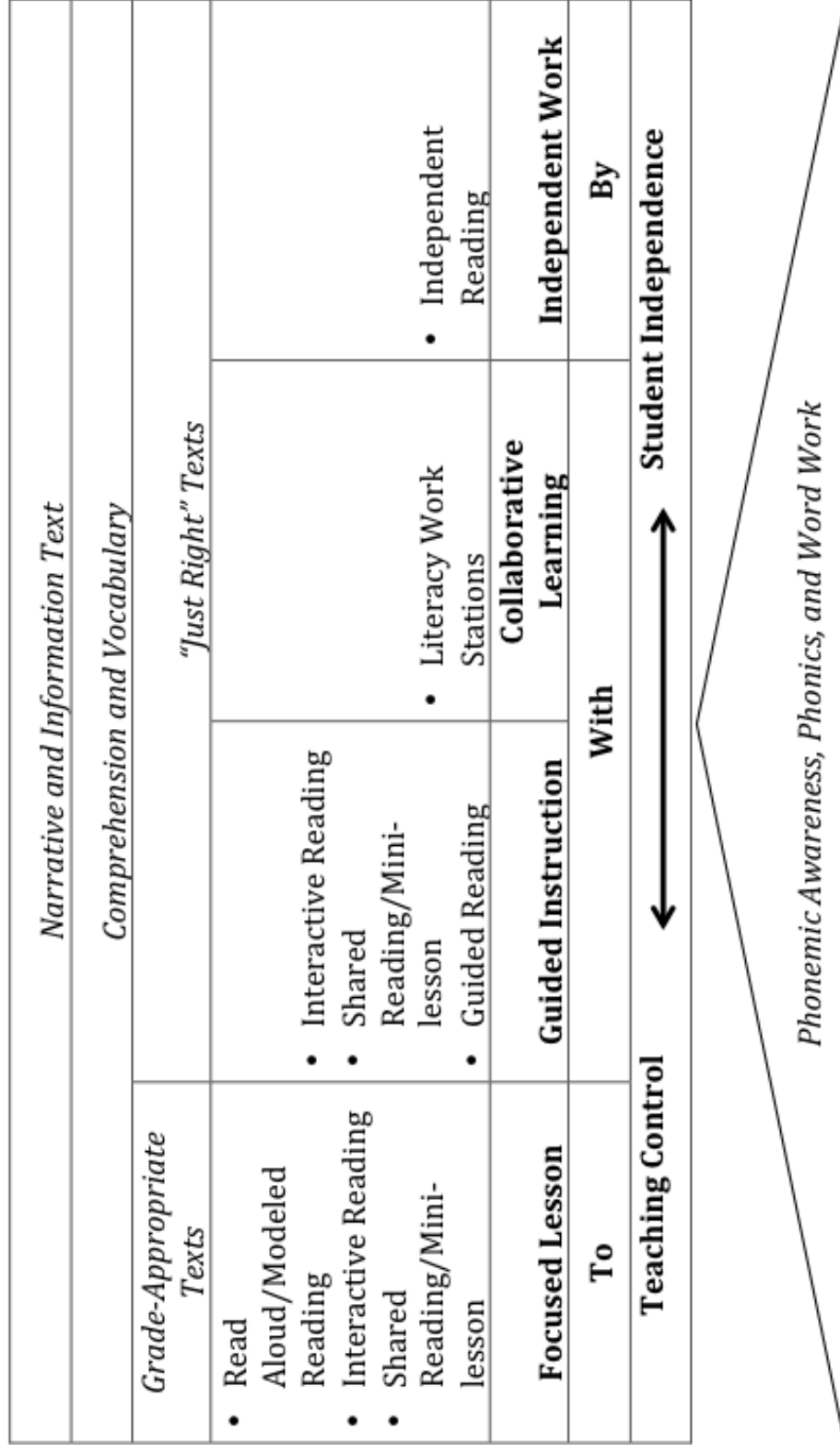
Community Share Quick Write

New Thinking

Reflection and Professional Learning Evaluation



**BALANCED LITERACY READING FRAMEWORK**



**TODAY'S AGENDA**

|                                    |   |
|------------------------------------|---|
| Read Aloud                         | I can read better when I choose a book I love.            |
| Word Study                         | I can make -at and -ap words.                             |
| Mini-Lesson                        | I can self-monitor to comprehend better.                  |
| Independent Reading and Conferring | I can self-monitor to comprehend better.                  |
| Community Share                    | I can talk about books I've read and things I've learned. |

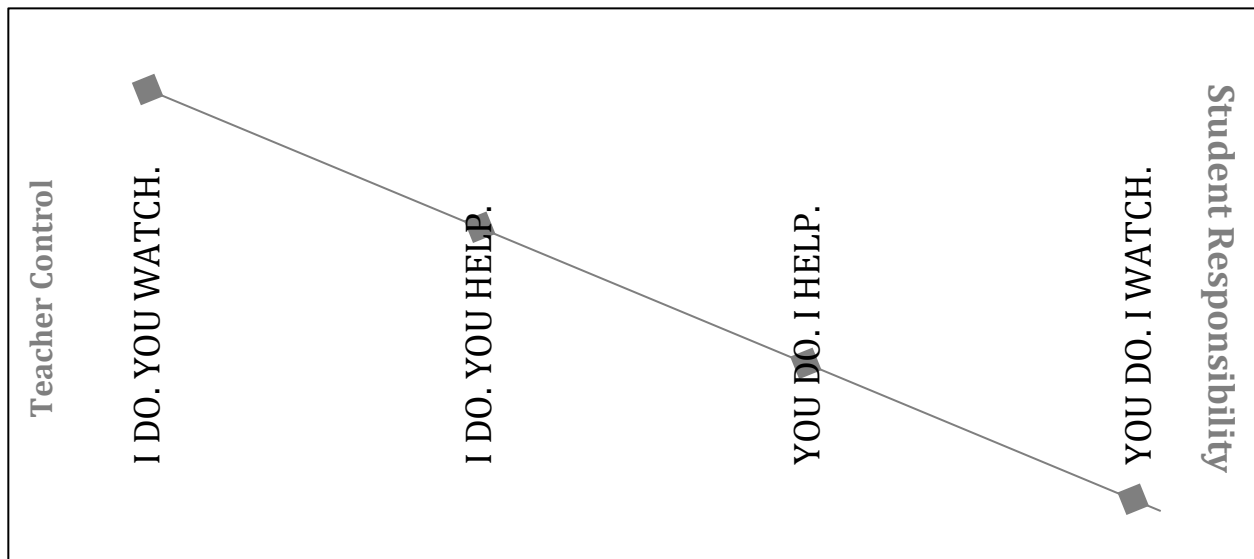
|   | <b>An observer would see...</b> | <b>An observer would hear...</b> |
|---|---------------------------------|----------------------------------|
| <b>Read Aloud</b>                         |                                 |                                  |
| <b>Word Study</b>                         |                                 |                                  |
| <b>Mini-Lesson</b>                        |                                 |                                  |
| <b>Independent Reading and Conferring</b> |                                 |                                  |
| <b>Community Share</b>                    |                                 |                                  |

## WHY THIS TEXT? WHY THIS COMPONENT?

|                                   | Keeping Texts Balanced | Knowing The Purpose |
|-----------------------------------|------------------------|---------------------|
| Read Aloud                        |                        |                     |
| Word Study                        | NA                     |                     |
| Mini-Lesson                       |                        |                     |
| Independent Reading and Confering |                        |                     |
| Community Share                   | NA                     |                     |

## GRR AND BALANCED LITERACY

### Gradual Release of Responsibility



*Based on Pearson & Gallagher, 1982*

## COMMUNITY SHARE

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### Quick Write

What is a benefit of including time for community share?

What effects might it have on students when you do not include it?

## REFLECTION AND PROFESSIONAL LEARNING EVALUTATION

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### REFLECTION

1 = I need a lot more work on this.

2 = I'm getting this. I can't wait to learn more.

3 = I could talk about this with others, but I still have questions.

4 = I could help others learn this.

— Describe the components of a balanced literacy model.

— Explain the connections between balanced literacy and the gradual release model.

— Evaluate the importance of community share in a balanced literacy classroom.

### Professional Learning Evaluation

Please help us learn ways we can better meet your needs by filling out our Professional Learning Survey.

1. You can input this HRL into your browser: **[sgiz.mobi/s3/5da7bc675343](https://sgiz.mobi/s3/5da7bc675343)**

2. If you have a QR Code scanner application on your phone, you can simply scan this QR code.



**Note:** *If you are using your phone you might need to turn your phone sideways or scroll to find all of the evaluation choices.*