


Balanced Language and Literacy Framework for Literature and the Content Areas (K-8)

Balanced Literacy Framework Components	Language & Word Study	Reading Workshop				Writing Workshop			
Illinois Literacy Standards (CCSS)	Reading Foundations (RF) Speaking & Listening (SL) Language (L)	Reading Foundations (RF) Speaking & Listening (SL) Language (L) Reading Standards for Literature (RL) Reading Standards for Informational Text (RI) (JH) Reading Standards for Literacy In History/Social Science (RH) (JH) Reading Standards for Literacy in Science/Technical Subjects (RST)				Writing (W)			
Elements	Phonemic Awareness Phonics Word Study Word Origins	Interactive Read Aloud Mentor Text	Shared Reading Mentor Text	Guided Reading 	Independent Reading	Interactive Writing	Shared Writing	Guided Writing	Independent Writing
<p>Summary</p>	<p>Teacher's Role: Plan systematic work that focuses on letters, letter-sound relationships, syllables, roots, origins, etc. Share reading and writing experiences with students by continuously inviting students to revisit written text for different purposes, one of which is to learn about letters, letter-sound relationships and meaning of roots (word meaning).</p> <p>Students' Role: Explore the intricacies of language across multiple genres including literature, informational texts, and poetry. Investigate the meaning and structure of words, and the conventions and forms of written language.</p>	<p>Teacher's Role: Role: Carefully select a variety of genres that represent our diverse society. Read aloud to the whole class or small groups, stopping at a few points to invite conversation about the text.</p> <p>Students' Role: Role: Provide comments and/or ask questions about the read aloud text which is at or above grade level.</p>	<p>Teacher's Role: Role: Use an enlarged text that all children can see. Involve children in reading together following a pointer.</p> <p>Students' Role: Role: Reread big books, poems, songs, retellings, alternative texts and products of interactive writing. Join in and read in unison shared text selections at or above grade level.</p>	<p>Teacher's Role: Work with a small group of students with similar reading processes. Select and introduce a new text at the students' instructional level and make teaching points during and after the reading. Engage students in an extension to further understanding and/or provide a few minutes of letter or word work. Periodically check reading & fluency levels by administering running records and fluency checks as well as collecting anecdotal notes on reading behaviors.</p> <p>Students' Role: Read the selected instructional level text within the group employing a wide range of strategic actions while processing print.</p>	<p>Teacher's Role: Periodically conduct 1:1 conferring sessions with students to check on reading progress.</p> <p>Students' Role: Read on their own or with partners from a wide range of materials at independent reading level. Select books they can read at their independent reading level with understanding and fluency without teacher support.</p>	<p>Teacher's Role: Guide students as they collectively compose messages and stories that are written using a "shared pen" technique that involves students in the writing.</p> <p>Students' Role: Participate in composing and constructing various aspects of the writing with the teacher.</p>	<p>Teacher's Role: Work together with students to compose messages and stories. Support writing process as the scribe.</p> <p>Students' Role: Work with teacher to compose messages and stories.</p>	<p>Teacher's Role: Provide instruction through mini-lessons, conferences, and shared sessions, often using mentor texts to help the writers learn from effective writers. Sometimes pull a group of writers with similar needs to provide "guided writing" lessons.</p> <p>Students' Role: Learn how to write from authors. Use writing for different purposes and audiences across the curriculum.</p>	<p>Teacher's Role: Periodically conduct 1:1 conferring sessions with students to check on writing progress.</p> <p>Students' Role: Write a variety of genre pieces.</p>

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Core Curriculum Resources	<p>K-5 Elementary:</p> <p>Small Group <u>The Next Step in Guided Reading</u>, Jan Richardson</p>	<p>K-5 Elementary:</p> <p>Curricular Binders Curricular Guides Comprehension Toolkit Comprehension Interventions: Small-Group Lessons for Comprehension Toolkit Comprehension Toolkit: Toolkit Texts (English) Small Group – <u>The Next Step in Guided Reading</u>, Jan Richardson Reader’s Response Notebook Sleuth (English) Variety of Mentor Text Leveled Text Sets</p> <p>Junior High:</p> <p>Curricular Guides Notice & Note Genre Study Suite with Fiction & Nonfiction Prompting Guides Reader’s Response Notebook Variety of Mentor Text Leveled Text Sets Collaborative Book Study Units</p>	<p>K-5 Elementary:</p> <p>Curricular Guides Reader’s Response Notebook Power Writes On-Demand Writes Writing Portfolios</p> <p>Junior High:</p> <p>Curricular Guides Power Writes On-Demand Writes Mastering the Mechanics Writer’s Notebook Writing Portfolios</p>
ELL Additional Core Curriculum Supports		<p>Comprehension Toolkit: Scaffolding for English Language Learners Comprehension Toolkit: Alternative Text Comprehension Toolkit: Toolkit Texts (Spanish) Small Group – <u>The Next Step in Guided Reading</u>, Jan Richardson Sleuth (Spanish) Leveled Text Sets - Time for Kids: Nonfiction Readers (Spanish)</p>	<p>BOY/EOY Formative Writing Assessment (English/Spanish)</p>
Formative Assessments	Spelling Inventories	<p>Running Records Fluency Checks Anecdotal Notes: Reading Behaviors (Conferring Sessions)</p>	<p>Writing Portfolios Power Writes On-Demand Writes Anecdotal Notes: Writing Behaviors (Conferring Sessions) BOY/EOY Formative Writing Assessment</p>
Location of Curricular Resources		<p>T and O Drives Curriculum Binder Classroom Library Resource Room Building and/or Public Libraries District Website Digital Media Sources</p> <p>(JH) Notice & Note binder (JH) Collaborative Book Study unit bins</p>	<p>Curriculum Binder District Website</p>