

Comprehensive - Balanced Literacy Framework

	Modeling		Guided Practice			Independent Reading	
Instructional Opportunity	Interactive Read Alouds		Word Study	Shared Reading	Differentiated Small Group Guided Reading, Small Group with On-Grade Level Text, Hybrid Lit Circle, and/or Strategy Groups	Readers Workshop	
Integrated Elements						Mini Lesson - Modeling and Guided Practice	
						Self- Selected Independent Reading Conferring	
	Language Development and Writing						
	-provide deliberate and explicit vocabulary instruction across content areas -strengthen foundation for reading and writing skills			-practice public speaking skills across content areas -foster the development of appropriate academic, disciplined specific and social language skills (including asking and responding to questions about specific topics)			
Purposes – for teachers and learners	<ul style="list-style-type: none"> • motivate all students to be life-long readers while modeling reading with fluency • build upon and develop background knowledge • provide deliberate and explicit vocabulary instruction within and across content areas • provide direct and explicit instruction of genres (features of text, elements of literature) and metacognitive strategies for comprehension • provide opportunities for students to discuss and interact with each other around text at a high level of cognition • generate an interest in a variety of genres and content areas • create interdisciplinary and interdepartmental connections 	<ul style="list-style-type: none"> • develop phonemic awareness skills (Pre,K,1) • develop automaticity reading high frequency words (k-2) • provide direct and explicit instruction in phonics and word analysis to support effective decoding and encoding • provide deliberate and explicit vocabulary instruction across content areas 	<ul style="list-style-type: none"> • create a common reading experience that provides all students access to reading complex/grade level text • build and support students’ confidence, positive attitudes, and motivation about reading • provide students guided practice for reading and rereading complex/grade level text closely (applying metacognitive, vocabulary, word solving and fluency strategies while reading) • provide students guided practice for reading and rereading complex/grade level text closely to answer text based questions • provide opportunities for students to discuss and interact with each other when reading complex/grade level text • provide interdisciplinary and interdepartmental purposes for reading 	<ul style="list-style-type: none"> • provide direct and explicit instruction and guided practice based on each student’s instructional reading level of decoding/word analysis strategies, vocabulary development, reading with fluency, applying metacognitive strategies, behaviors and habits successful readers use • raise the level of competence and challenges • assess, diagnosis individual student needs • provide opportunities for learners to discuss and interact with each other around text on instructional reading level • provide instruction based on each student’s instructional reading level • develop independent reading behaviors and habits that support life-long reading 	<ul style="list-style-type: none"> • provide students opportunities to apply: using decoding/word analysis skills, reading comprehension strategies, fluency behaviors, vocabulary strategies and processes that successful readers use on self-selected texts • develop self-directed and self-regulated reading behaviors • provide students opportunities to select materials to read and topics to research • foster interest in a variety of content areas and genres • foster love of reading • provide one-on-one conferring based on each student’s reading behaviors 		