

# Reading and Writing Components

Balanced Literacy Instruction has non-negotiable components that are necessary to release the support from the teacher to the student. Thus TO...WITH...BY...students.

To... Read Aloud, Modeled Writing

With... Shared Reading, Shared Writing, Interactive Writing, Focused Mini-lessons

By... Independent Reading, Independent Writing

## To...

### **Read Aloud**

Teacher reads aloud with one copy of the text. The teacher models good oral reading with phrasing, fluency and expression, and most of all the enjoyment of reading. The students are introduced to a variety of genres. This component is used as a way to model the thinking of a proficient reader and to highlight strategies that good readers use.

### **Modeled Writing**

Teacher writes a message for the whole class to view the process. The teacher models idea development, organization, voice, word choice, sentence fluency and conventions of writing. The students are introduced to a variety of purposes and genres. This component is used as a way to model the thinking process of a proficient writer and to highlight strategies that good writers use.

## With...

### **Shared Reading**

The teacher uses text that all readers can see. The teacher involves students in the reading of the text. The teacher explicitly teaches the students a strategy or skill and then provides opportunities for them to practice with the shared text.

### **Shared Writing**

The teacher writes for all students to see. The teacher and children work together to compose the text. The teacher supports the process of writing by acting as the scribe so that students can focus attention to the composition.

#### ***Interactive Writing (K-3)***

The teacher and students compose the text together. Both the students and teacher share the pen and their writing strategies. The group is working on one text together.

### ***Focused Mini-lessons (3-8)***

Teacher presents a lesson that will apply as the students move into independent writing. The mini-lessons may focus on the writing process, the author's craft, or grammar and publishing

### **Guided Reading**

The teacher works with a small group of children who have similar reading processes or a similar level of achievement. The teacher supports the students in reading the whole text to themselves. The teacher selects and introduces material that is at the level of the learners. The group meets on a regular basis. The teacher uses observations from the guided reading to determine the instruction for the Read Aloud and Shared Reading.

### **Guided Writing**

The teacher meets with small groups or individuals and conferences with them to support and challenge their writing process by providing additional instruction or reinforcing instruction from the Shared Writing. These groups meet on a regular basis and the observations from these groups determine what needs to be modeled and focused on for Interactive Writing and Mini-lessons.

## **By...**

### **Independent Reading**

The students read from texts that is at their level in order to practice the strategies and skills that were introduced and supported in Shared and Guided Reading instruction. Independent reading should be a successful and self-motivated part of every reader's day, for an independent reader is one who not only knows how to read by chooses to read and knows how to make time to do so.

### **Independent Writing**

Students write their own pieces using the writing process and apply what they have learned from the Shared, Interactive, or Focused Mini-lessons. Independent writing should be a successful and self-motivated part of every student's day, for an independent writer is one who not only knows how to write by chooses to write and knows how to make time to do so.