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A Guide to Balanced Literacy—Pertaining to Reading—for the Intermediate Elementary Teacher

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A GUIDE TO BALANCED LITERACY—PERTAINING TO READING—FOR THE
INTERMEDIATE ELEMENTARY TEACHER

A Project Report
Presented to
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In Partial Fulfillment
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Master of Education
Master Teacher

by
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ABSTRACT

A GUIDE TO BALANCED LITERACY—PERTAINING TO READING—FOR THE INTERMEDIATE ELEMENTARY TEACHER

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This project is a resource that offers information on how to implement, plan, and assess reading using the instructional strategies of balanced literacy. A review of the literature on all four instructional strategies of balance literacy is included. This guide will aid intermediate elementary teachers in planning effective instruction. The intent of this project is to provide a realistic and useful source for classroom teachers to utilize when planning and assessing reading instruction. Finally in addition to the sample lesson plans are examples of texts used for each lesson.

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INTRODUCTION

Direct instruction has long been the preferred practice for teaching reading skills and strategies. Even today, many districts provide a research based program for schools to use to teach reading that is centered on the practice of direct instruction. Many districts and schools have special programs in place to help increase the reading scores of students kindergarten through third grade. Many educators are aware of the research that suggests we have to get students reading by the third grade. The problem is that many students who enter fourth grade are not reading at grade level.

Many teachers who know from experience that direct instruction just does not cut it are trying the approach of balanced literacy. A balanced literacy program regularly provides several kinds of reading and writing (Fountas & Pinnell, 1996). There are four approaches that make up balanced literacy; read aloud, shared reading, guided reading and independent reading. As teachers, it is our mission to teach our students reading skills and strategies that they can apply as readers whenever they encounter reading work in their life. Balanced literacy is a model to use to move our students to reading independence.

There are some potential hurdles that teachers must overcome when considering committing themselves to teaching in a balanced literacy model. What materials do I use? Which instructional strategy should I use? How will I assess my students? How much time should I commit to my literacy block?

According to the Office of Superintendent of Public Instruction Washington State Report Card (2007), during the spring of 2007 only 76.6% of fourth grade students passed the reading WASL, 71.9% of fifth grade students passed the reading WASL, and

68% of sixth grade students passed the reading WASL. Given this information we as educators need to address the best way to teach reading skills and strategies. For too many years in education we have been telling students what to do without showing them how (Harvey & Goudvis, 2000). They also say that much of our responsibility when teaching reading is to make what is implicit, explicit. That's why we frame our instruction in what Pearson and Gallagher (1983) call "the gradual release of responsibility approach." (Harvey & Goudvis, 2000) At every developmental stage, we provide different levels of support. We provide maximum support when we read to children, different levels of support when we are reading with children, and little or no support when children are reading independently by themselves. (Hornsby, 2000)

PURPOSE

The intention of this project is to develop a guide for the intermediate elementary teacher who teaches balanced literacy. An important goal of this project is to explain in great detail each component of balanced literacy and how a classroom teacher might use each component. The purpose of this project is to provide teachers with a guide explaining each instructional strategy and how to use it through intentional teaching of reading skills and strategies. Included in the blueprint will be suggested assessment tools.

SCOPE

The sample lessons provided are applicable to elementary intermediate teachers who teach fourth, fifth, or sixth grades. The literature review for this project examines balanced literacy in schools Kindergarten through eighth grade. One limitation of this

project is that the guide suggests usability for intermediate teachers only. Another limitation to this project is that teachers who are mandated to use a boxed curriculum may not be fortunate to teach with a balanced literacy approach.

DEFINITION OF TERMS

Balanced Literacy -- Balanced literacy is a philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments in which teachers use various approaches that differ by level of teacher support and child control (Frey, Lee, Tollefson, Pass, & Massengill, 2005).

Book Talk- A book talk is a way to spark reading interests and introduce students' to a new text. A book talk can be made by either a student or the teacher. Think of a book talk as a brief commercial for a book where the speaker talks about the title and author, shows the cover and illustrations, reads aloud a piece of the text, shares what they think about the book or what questions they might have, and gives a brief synopsis of the text (Fountas & Pinnell, 1996).

Differentiated Instruction- Differentiated instruction focuses on whom educators teach, where educators teach, and how educators teach. Differentiated instruction teaches the full spectrum of learners (Tomlinson & McTighe, 2006).

Gradual Release of Responsibility – The closely related notion of the gradual release of responsibility (Gallagher and Pearson, 1983) refers to the change that occurs as the

teacher carefully withdraws support (dismantles the scaffolding) as the responsibility for learning shifts from the teacher to the student. (Brown, 2004).

Guided Reading – Guided reading provides an opportunity for students to practice reading strategies and take responsibility for their reading. Students practice for themselves the strategies that have been introduced in read aloud and shared reading. The text that is selected must match the needs of the group of readers. Teachers using this approach must be able to identify the supports and challenges in the reading material. With some guidance, students read, think, and talk through a text within a group setting (Literacy Components, 2006).

Independent Reading – Independent reading by students gives the opportunity to practice the strategies they have learned in read aloud, shared reading, guided reading, and word study. Teachers establish a procedural strategy or craft a mini lesson for each session as needed by students. Teachers provide guidance with book choices from a range of levels available in the classroom. During independent reading the teacher confers with students, does assessments, takes anecdotal notes on progress, provides support and/or teaches as needed (Literacy Components, 2006).

Interactive Read Aloud – A Read Aloud introduces students to quality literature at or above grade level across various genres, including non-fiction. The teacher models reading strategies and allows students the opportunity to develop purposeful listening skills, understanding of patterns and structure of written language (as different from

spoken language), learn new words and ideas, and learn about and locate models of particular genres or forms of writing. Students are gathered in close proximity to the teacher during this time and interact about and with the text. Over time the teacher gradually releases responsibility for the questions and responses to the students (Literacy Components, 2006).

Shared Reading – Shared reading with an enlarged text or text everyone can see provides an opportunity for all students to successfully participate in reading. Each student, regardless of reading level can be engaged in the reading process. Teachers demonstrate the reading process and strategies that successful readers use based on student needs. Students and teachers share the task of reading, supported by a safe environment in which the entire class reads text (with the assistance of the teacher) which might otherwise prove to be too difficult. Teachers identify and discuss with students the conventions, structures, and language features of written texts. (Literacy Components, 2006).

Text Demands- Text demands are the supports and challenges each level of text has to offer (Fountas & Pinnell, 2006).

CHAPTER II

Balanced Literacy

For years, direct instruction had been the preferred way to deliver instruction. The teacher stood at the front of the class lecturing while students sat in rows listening attentively. Teachers taught using a boxed curriculum, like Open Court or SRA, adopted by the school district, and to differentiate instruction to meet the needs of every student was almost unheard of. Every Johnny and Sally was expected to read the same material, complete the same assignment, and achieve at the same pace. David Hornsby calls this type of teaching a transmission model. A transmission model is characterized by direct instruction from a predetermined curriculum, assuming that learning will be uniform for everyone (Hornsby, 2000).

Balanced literacy is very much different from what was described above. A balanced literacy program regularly provides several kinds of reading and writing (Fountas & Pinnell, 1996). Opposite from the transmission model is what Hornsby describes as the transactional model. The transactional model is based on the belief that humans fundamentally construct their own knowledge (Hornsby, 2000). What this suggests is that students need multiple opportunities for learning. Balanced literacy provides a variety of approaches and activities to support the learning of all students (Brown, 2004). Children learn through direct teaching, guided practice, and trying out independently what they have learned (Cappellini, 2005).

Research shows that all teachers should consistently be intentional about their teaching. Teachers should understand reading behaviors and knowledge of text demands well enough to be able to make smart, intentional decisions around teaching reading. When a teacher has a well-developed theory, based on knowledge and experience (not ignorance or prejudice) then a teacher can instruct with intention (Hornsby, 2000). Teaching with intention implies that teachers are aware of the strengths and needs of all students, the text is matched to the needs of the student(s), and that an appropriate instructional strategy has been carefully chosen.

Hornsby (1998) quoted Strickland's advice about instructional strategies:

Avoiding instructional extremes is at the heart of providing a balanced program of reading instruction. However, finding the balance should not imply that there is a specific balanced approach. Nor should it suggest a sampling method in which 'a little of this and a little of that' are mixed together to form a disparate grouping of approaches euphemistically termed 'eclectic.' Ultimately, instruction must be informed by how children learn and how they can best be taught. Achieving informed balance is an ongoing endeavor that requires knowledge, time, and thoughtfulness (p. 52).

The Gradual Release of Responsibility

Traditionally, teachers have asked students to read and write without showing them how (Harvey, 1998). Wilhelm (2001) writes that, "Reviews of American education show that we spend most of our time teaching students information, filling them with

declarative knowledge (the what), instead of assisting them to enact new and more proficient ways of reading, problem solving, and making meaning (the how)” (p. 7). The ultimate goal of balanced literacy is to get students to become independent readers and writers. Therefore, the gradual release of responsibility is the process for getting students to that independent level (Pearson & Gallagher, 1983). One way to think about gradual release is what many authors describe as ‘to, with, and by’ (Hornsby, 2000; Mooney 1990). ‘To, with, and by’ is how educators show students how to read and write. According to Brown (2000), “A commonly used example of this concept is that of a parent teaching a child how to ride a bicycle” (p. 9). In the beginning of the learning, the ‘to’, the parent holds onto the bicycle as the child learns how the mechanics of riding a bicycle works. During the ‘with’, the parent only holds onto the bicycle as needed while the child is learning how to balance the bicycle. Finally, the ‘by’ is when the parent is just standing behind the child. The child feels safe knowing that the parent is nearby while the child rides the bicycle independently.

Learning how to ride a bicycle mirrors learning how to read. When teaching a new skill or strategy, teachers have to provide the maximum amount of support. Harvey & Goudvis (1998) write that “much of our responsibility when teaching reading is to make what is implicit, explicit” (p. 12). At the front of the gradual release, the teacher is responsible for modeling the new skill or strategy by thinking aloud and being the expert reader. Thinking aloud and being very explicit about the reading work taking place takes the mystery away from the learner. Think alouds also help slow down teachers’ own metacognition to help make it extremely explicit for students (Brown, 2000 & Wilhelm, 2001). In this phase of the gradual release, the students are observing the expert reader

reading fluently, thinking aloud, asking questions, modeling how to use fix-up strategies, and engaging in conversation about the reading work when prompted by the teacher. According to Cambourne's conditions for learning, the 'to' of gradual release falls into the first two stages of learning: Immersion and Demonstration. Reading 'to' children supports the beginning stages of learning by immersing and demonstrating how readers think, talk about, and read text.

Change occurs as the reading responsibility shifts from teacher to student (Brown, 2004). There are many different levels of support during the 'with' part of the gradual release (Hornsby, 2000). The teacher may still provide some modeling during the 'with', but the difference is that the students are now responsible for participating in the reading work, comprehension work, and skill or strategy work. During the 'with', the teacher makes adjustments to the lesson based on the response from the students. Before a lesson, the teacher anticipates how students will respond to the reading work and then builds in scaffolds to use when needed. A possible scaffold might be to simply reread a section of the reading and then restate the question. Brown (2004) writes that "the amount of scaffolding can be increased or decreased in response to the needs of the student" (p. 9). Reading 'with' children is the key in teaching transferable skills in an automatic and seamless way (Harvey, 1998).

Independence is the ultimate goal of gradual release—the 'by'. In this phase of the gradual release, students need very little or no support when reading independently (Hornsby, 2000). As the gradual release moves to the 'by', students should be able to assume the responsibility and control after exposure during the 'to' and 'with' (Mooney,

1990). This is the stage of learning in which students are able to approximate their learning and receive response, or feedback, from their teacher.

There are four instructional strategies or approaches to use when teaching reading in balanced literacy that advance along the gradual release of responsibility. Those approaches are called read aloud, shared reading, guided reading, and independent reading. Reading for Life (1996) writes that, "Each of these approaches offers unique opportunities for the teacher to increase students' skill as confident, competent readers and encourage greater responsibility for independent learning" (p.69). A teacher has many considerations to make when choosing the best approach. Those considerations may include the needs of the students, for example whether the reading concept is new or revisited. The teacher should also consider the expectations the students bring to the reading, for example how much prior knowledge they bring to the text. An additional consideration should be to examine the supports and challenges of the text, for example whether the setting is a support or challenge. Lastly, teachers must consider the purpose of the reading (Mooney, 1990). These considerations contribute to a balanced reading lesson in balanced literacy.

Interactive Read Aloud

An interactive read aloud is an opportunity for teachers to read to their students. Reading aloud is a way to invite students into the world of text and build background knowledge by exposing them to a variety of stories, content, and genres (Chen & Mora-Flores, 2006). Read alouds offer essential opportunities to model and reinforce important strategies, thinking, and talking about text. Teachers read a text that has major challenges

and that is considerably above the reading level of most students in the classroom. The students are actively listening to the teacher model reading strategies by thinking aloud and are actively engaged by participating in conversations with their partners, the whole group, or with the teacher (Capellini, 2005). As the teacher reads aloud, she may pause during the reading and say something like, “That part in the text makes me think about...”, or “That part in the text makes me curious about...”, or “That part in the text reminds me of...” While the teacher is thinking aloud, the students are paying close attention to the teacher’s thinking.

Read aloud provides a purpose for students. Hornsby (2000) writes, “If the children in our classrooms don’t have purposes for reading, then none of the other components of our program will make sense” (p.28). Calkins (2001) states that, “We read aloud to students to demonstrate and to mentor them in the habits, values, and strategies of proficient readers, and to help them experience the bounties of thoughtful reflective reading” (p.56). A hurdle that many intermediate educators face is the lack of excitement students exude when being read to, and therefore reading aloud to children can condition their brains so that the children associate reading with pleasure (Trelease, 2001). Reading aloud to a whole group of students not only creates an enjoyment for reading but helps craft a community of readers and learners. Using read aloud as an instructional strategy also provides a model of English, exposure to many different genres, and presents students with information that they would not be able to access on their own (Chen & Mora-Flores, 2006).

Text selection is just as important as choosing an appropriate instructional strategy. The best text for a read aloud is one in which the text demands outweigh the supports (Reading for life, 1996). The texts should vary in type, structure, content, and genre depending on the focus of the lesson (Chen & Mora-Flores, 2006). The text normally used for a read aloud is two or three levels above the students' independent reading level. The teacher should have the copy of the text in front of her while reading so that she has total control over seeing the print, reading the text, and thinking aloud which is what a true interactive read aloud is.

When reading to students, teachers should gather up their students close at the community meeting area. Sitting in a close fashion encourages community and sets the expectation for learning, sharing language and ideas (Chen & Mora-Flores, 2006). As the teacher reads and thinks aloud, the teacher should stop from time to time to share how the reader (the teacher) is negotiating the text and constructing meaning (Rasinski, 2003). These think alouds sound much the same during a read aloud. In Tovani's words (2000), "By sharing your thinking out loud, you make the elusive process of comprehension more concrete" (p.26). Although the purpose of read aloud is for students to hear and observe a proficient reader read, think, and talk about a text, students should still be engaged by being asked to turn and talk in partnerships. Talking in partnerships provides a place for deep, rich comprehension of text. Conversations also provide an opportunity for students to collaborate, substantiate their ideas, and negotiate (Cole, 2002).

Providing students with turn and talk opportunities is an excellent way to assess their reading and thinking work. Although the teacher is doing all the actual reading and

slowing down the thinking work, this is the time for students to try on the teaching point. For example, if the teaching point for the day is ‘How do we infer about characters?’ then the students are prompted to share their thinking with each other now that the teacher has modeled. As students turn and talk about the question posed by the teacher, the teacher can assess by listening in to partner conversations and taking notes or charting student responses during the whole group discussion. Student talk will help inform the teacher with evidence about whether tomorrow’s lesson should again be a read aloud, or if the students are ready to take on more responsibility in a shared reading.

Shared Reading

Like read aloud, shared reading is reading together as a whole group. In Brenda Parks’ words (2000), “Shared reading is a collaborative activity, based on the research of Don Holdaway (1979), that emulates and builds from the child’s experience with bedtime stories” (p.1). This approach to teaching reading creates a time in which a teacher and students come together to read, discuss, and learn from and about text (Brown, 2004). In ‘to, with and by’, shared reading is reading ‘with’ children. With the support from the teacher thinking aloud and then the students trying on the same kind of thinking work, the students’ metacognition is now being actively developed (Brown, 2004).

Shared reading is a social learning opportunity for students. The prime objective of reading is to make meaning of the text, and therefore the interaction with the text and peers is an essential part of learning for students (Brown, 2004). Along with comprehension, shared reading helps students develop a range of effective reading strategies (Parks, 2000). The pedagogy behind shared reading is explicit teaching. Similar

to read aloud, shared reading provides students with a model of fluent reading, an expert reader's demonstration of the thinking work that occurs during reading, modeling of strategies and skills, and exposure to text those students would not be able to access independently.

There are two major differences between read aloud and shared reading. One is that all eyes are on the text. The teacher might use a big book, a poster, or document camera to show the text on the board. Regardless of the type of text, all eyes are in contact with the print, which keeps the interaction highly focused (Brown, 2004). The second and the most important difference that makes the lesson a shared reading is the interaction between the teacher reading the text and the students thinking and talking about the text. The students are now responsible for the meaning making. In read aloud, the teacher made meaning and the students talked about the teacher's metacognition, and during shared reading the students are doing their own thinking work using the strategy that was modeled for them during read aloud. Arranging the students sitting together physically (preferably on the carpet) engages students in the dialogue better and allows the discussion of the meaning to be more collaborative (Brown, 2004). The discussion of text involves the before (noticing text features, asking questions, bringing prior knowledge to the table), the during (using reading comprehension strategies and skills), and the after reading work (assessing what am I still left thinking or wondering about, how can I find out more about this topic). Throughout those discussions, students should be talking about what they are thinking, why they are thinking that and how they are thinking in partnerships, and then sharing during the whole group discussion. During the

whole group discussion, students should be encouraged to agree or disagree with their classmates and explain why.

When planning a shared reading lesson, there are three essentials for a teacher to consider. The first is to consider the students' needs. Teachers should ask themselves: Is shared reading the most appropriate instructional strategy? Have I modeled in read aloud what I'm asking them to do in shared reading? The second element of consideration is the purpose behind the lesson. Teachers should ask: What is it that I want my students to know and be able to do as a result of this lesson? A third consideration is text choice. Teachers should ask: Does this text support both the learner and the purpose? Once you have chosen a text, each piece of text may be used for many different purposes over a long period of time depending on the needs of the children (Parks, 2000).

Reading for Life (1996) suggests that there are five basic elements: choosing the text, introducing the text, reading the text, discussing the text, and evaluating the lesson (p. 73). One way to assess students is to listen to their responses in partnerships, contributions to the group discussions, and their observations about a text. Listening and zeroing in on student talk provides teachers with valuable information about the levels of comprehension and the ability of strategy and skill work. Observing students is one of the most important forms of assessment that teachers can use as they plan and review their teaching (Brown, 2004). Charting student talk is one way to capture the lesson to use as an assessment of how the lesson went. Miller (2002) says, "Charting children's thinking makes it visible and permanent and traces our work together" (p. 5).

Guided Reading

Guided reading is an instructional strategy that is used with a small group of students. Fountas & Pinnell (2001) write that, “Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency” (p. 193). Guided reading is the road leading students to becoming independent readers. It is the heart of a balanced literacy program (Fountas & Pinnell, 1996). When speaking about guided reading, many authors and educators recall Vygotsky’s term called the “zone of proximal development.” Guided reading is in the learning zone. The learning zone is what the learner can do with the support of an expert sitting beside the learner. Think of the support as if the teacher is sitting alongside the reader ready to pick the reader back up when the reader begins to fall. For example, if the teaching point during the lesson is to observe how each student uses the text features of nonfiction to support meaning making, then the teacher will expect the students to mention the text features during the discussion of the text. If the students did not use the text features, then the teacher might ask the readers to go back and take a look at a particular text feature and think about how it helped them make meaning. Prompting the readers to go back is like picking the readers back up after they have fallen.

The purpose for guided reading in the intermediate grades is to support students through the process of navigating the increasingly complex demands of higher level text that provide new concepts, specific content, and complex language structure (Schulman, 2006). In Fountas & Pinnell’s words (1996), “The purpose of guided reading is to enable

children to use and develop strategies on the run” (p.2). The teacher assists students as they use reading strategies to which they already have been exposed through read alouds and shared readings with an unfamiliar piece of text that they read independently (Hornsby, 2000). Guided reading is an opportunity to teach students to become strategic readers. It allows for students to become aware of what they are doing as readers and what to do when they get stuck. In Hornsby’s words (2000), “The more strategies they have, the more possibilities there are for problem-solving” (p.32). As readers, students must adjust their reading comprehension strategies as they read for different purposes or come across new genres, and guided reading serves that purpose (Fountas & Pinnell, 2001).

Guided reading groups are not fixed; they are short term, fluid, ability based groups (Calkins, 2001). A lesson centered around one teaching point lasts for approximately fifteen to twenty minutes. In guided reading, the teacher works with a small group of students (about 4-6) who are at the same developmental stage of reading. This instructional strategy occurs in a small group setting because it allows for interactions among readers that benefit them all (Fountas & Pinnell, 2001). Guided reading allows students to demonstrate their use of reading strategies on the first reading of a text. The reading is done silently by each student under the teacher’s guidance (Hornsby, 2000).

As with read aloud and shared reading, text selection is just as crucial in guided reading. Text selection must be one level above a student’s independent reading level. That way there is a right level of support and yet enough challenge in the text. The text

should also provide language or concepts that the student can control (Fountas & Pinnell, 1996). For example, if a student is reading at a level 'G' then they should be able to manage an amusing or engaging one-dimensional character (Fountas & Pinnell, 2006). As the teacher gets to know the reading behaviors of each student, then the teacher can make intentional decisions around text selection and choose the correct text based on the demands of that level.

One support the teacher provides during the lesson is an introduction of the text. During the introduction, the teacher takes the students to particular sections of the text that might pose some difficulties (Calkins, 2001). An introduction might include having the students look through the section they will read during the lesson. The teacher might want to point out the words in bold print and see if the students know what to do when they come to those words. The teacher might point out these words so that she is sure the readers will look up the words in the glossary to help make meaning. This kind of support sets the readers up for success but also leaves the thinking and meaning making work up to each student. A text must be introduced to give a student access to the text while leaving some problem solving to do (Fountas & Pinnell, 1996). A tool that is useful to students while reading the text independently is sticky notes. Students might record evidence of their thinking on a sticky note or identify and remember the questions they will want to share with the group after the reading (Fountas & Pinnell, 2001). One way to set this tool up is to teach the readers how to record their thinking onto the sticky. The teacher can model writing phrases and using symbols to get her thinking down. Once the teacher has modeled, she can then release it to the students. At first, students will jot

down their thinking at the end of reading a section until the task becomes automatic and the readers can jot while reading.

During the lesson, the teacher should be recording observations as the students do the before, during, and after reading work. Teacher observations during guided reading are valuable; they help teachers make powerful teaching points after the lesson and make decisions around the next guided reading lesson (Fountas & Pinnell, 2001). Written observations might include noticing reading behaviors, questions, and recording student talk. These written notes are valuable for making decisions about the next lesson, shuffling groups of students, making decisions about text selection, and student success during independent reading.

Independent Reading

Independent reading is the final component and a complement to the other approaches on the gradual release of responsibility. In Fountas & Pinnell's words (2001), "Independent reading is a systematic way of supporting and guiding students as they read on their own" (p. 116). Independent reading is important because it gives students an opportunity to rehearse and refine the understanding they gained from models in read aloud and the approximations they made during shared reading and guided reading (Mooney, 1990). Not only is it imperative that students practice their learning by reading, but it is equally important that students become lifelong readers so that they believe in the reason for investing time into their reading. In order to become authentic readers, students need to select their own material and share what they have read (Reading for life, 1996).

The purpose of independent reading is to increase the time students spend time on text (actual time spent reading) and to practice their reading. This is also a time when students manage and keep records of their reading. According to research done by Anderson, Wilson, and Fielding (1988), the amount of time students spent in independent reading was the best predictor of reading achievement (The Effects, 1997).

There is a basic structure to independent reading. It first begins with a book-talk. At the beginning of the year, the classroom teacher delivers book-talks to motivate students. Then as the year moves on, students give book-talks in service of recommending books to their classmates. A mini-lesson follows the book-talk, which provides a brief, explicit lesson on any aspect of the reading process. The mini-lesson gives students the direction for reading independently (which is when the teacher can confer with individual students and/or lead guided reading groups). In conjunction with reading independently, students are engaged in some form of written response, and then finally students share in partners how their reading went for the day and then ultimately to the whole group (Calkins, 2001 & Fountas & Pinnell, 2001 & Fountas & Pinnell, 2006 a).

Within this structure, the teacher provides guidance in the student's text selection. Unlike Sustained Silent Reading (SSR), in which the teacher reads silently along with the students, during independent reading, the teacher is not reading unless she is modeling for a student during a conference (Trudel, 2007). During independent reading, the teacher's role is to ensure that students consistently select books they can read fluently

and make meaning of and therefore be able to have conversations with them about their books (Fountas & Pinnell, 2006 a).

Text selection is key for the individual success of each student. Students need to select “just-right” text with some teacher guidance (Fountas & Pinnell, 2001). A strong collection of books is the foundation to independent reading and therefore students should have a plethora of texts to choose from (Fountas & Pinnell, 2006 b). A classroom library should reflect a balance of fiction and nonfiction, favorites, leveled text, genres, books that reflect the student’s interests, magazines, newspapers, articles, picture books, chapter books, and text that has been read aloud during read aloud and shared reading. In Capellini’s words (2005), “We need to match students with a good book based on the child’s interests, age, language level, and reading level” (p. 227). One way for students to organize their book selections during independent reading is to keep them in book-boxes or book-bags.

One method to assess how students are doing during independent reading is to confer with them. One way to approach the architecture of a conference is to view it in four sections: research (think about what the student is trying to do as a reader), decide (go into the conference with a plan; what is the teaching point), teach (there is only one teaching point), and plan (jot down what the student did during the conference and leave the student with a reading goal) (Calkins, 2001). Conferences can occur individually (at the student’s desk so both student and teacher are side by side), with partners, or in small group settings. Conferencing is a time when the teacher can provide powerful, customized instruction that will support the individual reader (Fountas & Pinnell, 2001). Effective

conferences look like one-on-one conversations; the students do a lot of the talking; the teacher listens to the student read a section of the text orally; the student talks about the text; the teacher compliments the reader; the teacher helps clarify the student's thinking, prompts, and names the reading work; teacher and student might reflect together in the reader's notebook; set reading goals; teacher gains valuable information to assess instruction (Fountas & Pinnell, 2006 a). Notes taken by the teacher during a conference should be used to plan further teaching (Reading for life, 1996).

Students keep a reader's notebook to collect information and record thoughts and questions about what they are reading. In Janet Angelillo's words (2003), "The readers notebook sets children up to think about texts in ways that build strong reading muscles" (p. 47).

Teaching reading in a balanced way takes a lot of knowledge, dedication, and thoughtfulness on the teacher's part. There are many considerations to make when choosing the best approach for the needs of a classroom full of students. Using balanced literacy strategies, teachers will gain much information about their students as readers and should be able to guide each student towards reading independence.

CHAPTER III
PROCEDURES

Genesis of the Project

In the fall of 2007 many projects in the CWU Des Moines library had been created on various literacy topics. Although many projects had been done in this field, as an educator and elementary intermediate literacy coach the selection of a topic related to literacy made sense. Therefore the decision was born to create a guidebook for elementary intermediate teachers who teach with a balanced literacy approach. Intermediate teachers were targeted because all elementary intermediate classrooms in the Highline School District where the author is employed were charged with a balanced literacy initiative. Although the scope of the project appears to be very narrow, the research behind the project is suitable for any teacher in any district. A set of criteria were established for the creation of this project. These would include reading professional materials, teaching balanced literacy in intermediate classrooms, writing lesson plans, assessing student work, conversing with experienced colleagues, researching the Washington State Grade Level Expectations (GLE's), and the format of the guidebook.

Project Development

As 2008's winter quarter approached, a plan to collect all the necessary resources on balanced literacy was implemented. That plan consisted of collecting professional books, articles, website, and materials from recent professional development opportunities from the Highline School District. Most of the resources came from professional books in the bookroom at Hazel Valley Elementary that was supplied by the

Highline School District. The number of credible resources collected by the end of winter quarter was well over twenty.

During the collection phase, it was still unclear what the final outcome of the project would be. The topic of balanced literacy has so much research behind it and so many avenues to explore. After several conversations with colleagues and advice from Ms. Prairie Brown, CWU's writing consultant, it was decided that a how-to guidebook to teach balanced literacy in the intermediate grades would be an excellent and useful project. From that point on it became very clear how to organize the guidebook. The most important factor was that the guidebook be user friendly for classroom teachers. Intuitively it made sense to organize the guidebook into four sections, for each component of balanced literacy. Within each section of the guidebook readers will find a brief summary of the instructional strategy, one way to approach planning a lesson, planning templates, sample lesson plans and assessment tools. The brief summary was designed to be a quick reference for teachers. The step for planning the lessons and assessing students during the lesson was a daunting task to draft on paper. That part of the project was created based on professional development opportunities, research, and firsthand experience. The sample lessons included in the project are not just meant for teachers to use but also for teachers to see the end product. The guidebook was completed by the middle of spring quarter in preparation for the revising and editing process with the support of Ms. Prairie Brown and Dr. Nourse, professor in the CWU education program. The guidebook was submitted for approval in the summer of 2008.

Project Implementation

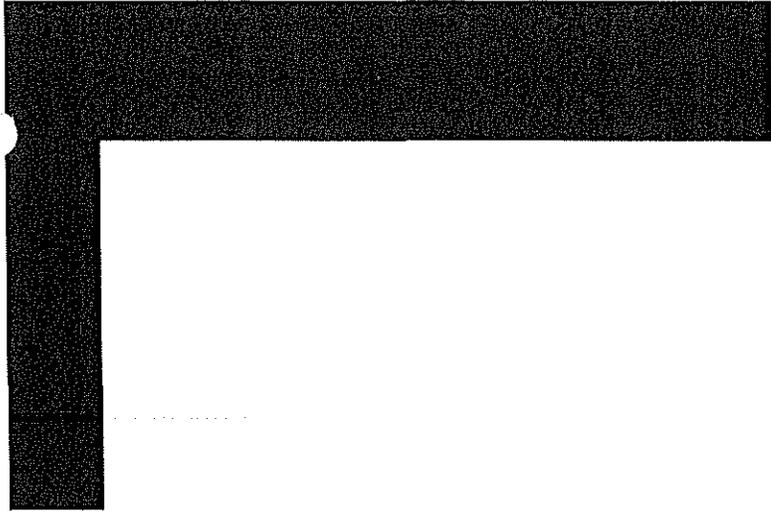
This resource is intended for any elementary intermediate classroom teacher who teaches or would like to teach using balanced literacy. This guidebook will support any existing or new teacher at Hazel Valley Elementary. With many elementary schools in the Highline School District and surrounding districts moving towards balanced literacy this document should be well received. Hopefully this guidebook will present teachers with a quick and comprehensive yet not exhaustive resource to assist them in teaching balanced literacy. The literature review provides a more extensive overview of balanced literacy that enhances the project, however, the intent of the project was to eliminate teachers riffling through massive amounts of professional text and synthesizing what can be a tiring task. Each section of the project is organized to take teachers from planning a lesson to visualizing it occurring with a group of students and then finally assessing student progress.

CHAPTER IV

BALANCED LITERACY

Introduction

This guide should be a valuable resource for new and seasoned intermediate elementary teachers who teach using a balanced literacy approach. First of all, this guidebook does not represent all that there is to know about balanced literacy. The intention of this guide is to provide teachers with a comprehensive understanding of how to implement the four instructional strategies based on research and classroom experience. This guidebook is intended to give teachers a resource that does not take hours of reading and that provides a real classroom-based lens into what balanced literacy looks like. With that said, teachers will find a section on four instructional strategies balanced literacy has to offer: read aloud, shared reading, guided reading, and independent reading. Teachers will glean what each strategy is, when they would use the strategy, what classroom structures need to be in place, and what the teacher and students are doing during the lesson. Each section also suggests how to approach the planning of a lesson by asking specific questions. The guide includes a blank planning template along with sample lesson plans for each instructional strategy. The sample lesson plans included for both read aloud and shared reading were created for sixth grade students using the reading grade level expectations (GLE's). The sample lesson plans for guided reading were created around a group of fourth grade students. All lessons can be adjusted to match a specific grade level. Finally, each section offers a suggested way to assess students as the teacher guides them to independence. This guidebook is useful for teachers to plan and implement balanced literacy into their teaching practice.



Balanced Literacy

Interactive Read Aloud, Shared Reading,
Guided Reading, Independent Reading

*A Guide to Teaching Balanced
Literacy for Elementary
Intermediate Teachers*

Meghan Martin

Hazel Valley Elementary

Highline School District

July 2008

Welcome!

Are you a brand new intermediate elementary teacher or are you interested in knowing more about the instructional strategies of balanced literacy for intermediate students? If you answered yes to either of those questions, then this guide is for you. In this guide, you will find a teacher friendly description of what a read aloud, shared reading, guided reading, and independent reading is. You will also find suggestions on how to assess your students as you move them towards independence. And you will find sample lessons to use as a guide to create your own lessons for your group of students. This guide is intended to answer all your questions in one place instead of having to read multiple professional books. So instead of wildling away your time reading professionally, you can begin to plan for and implement balanced literacy into your classroom immediately.

Enjoy!
Meghan Martin
Teacher and Literacy Coach

Read Aloud

What is it?

A Read Aloud introduces students to quality literature with major challenges across various genres. The teacher models and reinforces important reading strategies, and ways of thinking, questioning, and talking about books. Students are participating by listening to the expert reader and thinking about what's happening in the text.

Students may also be asked to participate in a discussion in pairs or whole group. The discussion of the text is always in service of meaning making.

When would I use it?

You would choose Read Aloud as an instructional strategy when introducing a new concept or idea. Read Aloud falls at the very beginning of the gradual release of responsibility where the teacher has most of the control. This strategy works best when you want to model what you will eventually release to the students.

Structures to have in place...

- ✓ A meeting area on the carpet where students can sit up close to the teacher and where the teacher has close proximity to listen in when students are discussing the text
- ✓ A spot to chart conversations about the text close to the meeting area
- ✓ Students partnered up for conversation
- ✓ Accountable Talk chart

What does it look like?

Teacher

- ✓ Has the copy of the book
- ✓ Reads aloud to model fluent reading
- ✓ Thinks aloud to model using reading strategies
- ✓ Listens in when students are taking in pairs
- ✓ Charts conversation that supports teaching point (GLE)
- ✓ Engages student in turn & talk conversations about text
- ✓ Facilitates whole group conversation from teacher to student, student to teacher, and student to student

Student

- ✓ Sitting up close to the teacher next to their turn and talk partner
- ✓ Listening to expert reader and thinking about the text
- ✓ Talking about the text with their turn and talk partner

Lesson Plans

One way to approach planning a Read Aloud

When planning a Read Aloud I always consider these questions:

1. What is my teaching point? What GLE am I teaching into?
2. What are the needs of my students? Is a Read Aloud the best instructional strategy to use?
3. What text will best match the needs of my students and support the teaching point?
4. What are the supports and challenges of the text?
5. Where will I chunk the text?
6. What will I model aloud?
7. Where might I ask students to turn & talk?

Read Aloud & Shared Reading Planning Template

What are the outcomes for the students?	
What GLE(s) am I teaching into?	
What text will I use?	
What are the big ideas/themes in the text?	
What will support the students to make meaning of the text?	
What might get in the way of a student making meaning of the text?	
How will I introduce the lesson?	
What will I model? How will I chunk the text? What will I release the students to do?	
How will I know if the students are taking on the learning?	
Based on today's lesson what are my next steps?	

Read Aloud & Shared Reading Planning Template

What are the outcomes for the students?	Students will continue to think and talk about character change. Students will specifically think and talk about the question: Do all characters change in a story? Students will observe how the teacher uses evidence from the story, prior knowledge, and inference to support her thinking.
What GLE(s) am I teaching into?	2.1.7 Summarize the plot in culturally relevant literary/narrative text 2.2.3 Understand and analyze story elements
What text will I use?	<u>America Street: A Multicultural Anthology of Stories</u> Edited by Anne Mazer "Thank You, M'am" by Langston Hughes
What are the big ideas/themes in the text?	<ul style="list-style-type: none"> ✓ Cultural norms ✓ Adolescence ✓ Compassion
What will support the students to make meaning of the text?	<ul style="list-style-type: none"> ✓ Engaging text ✓ Familiar author ✓ Cultural dialect ✓ Age of character ✓ Events of the story
What might get in the way of a student making meaning of the text?	<ul style="list-style-type: none"> ✓ Cultural dialect ✓ Short story packed with layers of meaning ✓ Time period of story
How will I introduce the lesson?	<p>Readers, we've been doing some smart thinking work around characters. Today we're going to continue that smart reading work. Today I'm going to read a story to you called "Thank You, M'am" written by Langston Hughes.</p> <p>Today, I am going to be modeling my own thinking about a piece of text and I want you to notice what I'm doing as a reader. I'm also going to invite you to participate in a conversation about this book with your turn & talk partner.</p>

	Okay, let's give this a go!
What will I model? How will I chunk the text? What will I release the students to do?	<ol style="list-style-type: none"> 1. Stop on page 50 after "...until his teeth rattled." Think Aloud: <ul style="list-style-type: none"> ✓ Wow! Langston Hughes really did a wonderful job describing this first scene. I'm wondering why this boy tried to rob this woman. I bet he never thought his plan would go wrong—or that this woman would pick him by his front shirt and shake him! If I were this boy, I'd be scared out of my mind! 2. Stop on page 51 after "...Mrs. Luella Bates Washington Jones." Think Aloud: <ul style="list-style-type: none"> ✓ Aren't you shocked that she's going to take him home? If some boy tried to rob me, I certainly wouldn't want to take him home. It's like she's trying to parent him—take him home to wash his face, feed him, and teach him right from wrong. ✓ Turn & Talk...what are you thinking about these two characters? 3. Stop on page 52 after "You could have asked me." Think Aloud: <ul style="list-style-type: none"> ✓ Seriously? Is she serious? Can you imagine walking up to a person asking for money to buy some shoes? I'd think they'd shoo me away. I wonder if Roger thinks she's crazy. ✓ Turn & Talk...what are you thinking? 4. Stop on page 53 after "will look presentable." Think Aloud: <ul style="list-style-type: none"> ✓ So I'm beginning to see why Mrs. Luella Bates Washington Jones decided to drag Roger home. It appears that she's also made some bad choices in life—it's like she gets Roger. ✓ Turn & Talk...what are you thinking? 5. Stop on page 53 after "...to be mistrusted now." Think Aloud: Listen as I reread this part, "He did not trust the woman not to trust him. And he did not want to be mistrusted now." Wow, this is a big shift in Rogers thinking and actions since we began this story. As I keep reading, be thinking about Roger and the shifts he's making and be ready to talk about it. 6. Stop on page 54 at the end of the story. <ul style="list-style-type: none"> ✓ Turn & Talk: So what are you left thinking?
How will I know if the students are taking on the learning?	Listening to their talk—I'll ask myself: can I name the reading work? Are they ready to take on more of the reading work? I'm also looking for evidence of 'Accountable Talk.
Based on today's lesson what are my next steps?	

THANK YOU, M'AM

Langston Hughes

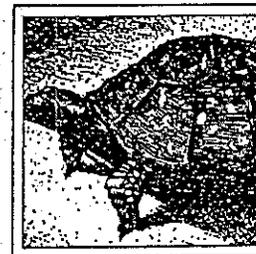
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Read Aloud & Shared Reading Planning Template

What are the outcomes for the students?	Students will be introduced to the idea of 'accountable talk' and begin to use it today during the read aloud. Students will be listening to me model my thinking aloud about my thinking and specifically the theme(s) of the story. Students will also have an opportunity to try on some of their own thinking by turning and talking to their partner. Students will also be responsible for listening to the whole group conversation and contributing to the ideas presented during class discussion.
What GLE(s) am I teaching into?	2.2.3- Identify the stated theme in text and support with evidence from the text.
What text will I use?	<u>Every Living Thing</u> By Cynthia Rylant Short Story: 'Slower than the Rest'
What are the big ideas/themes in the text?	<ul style="list-style-type: none"> ✓ Slow and steady wins the race ✓ Companionship ✓ Social outcast ✓ Learning about self
What will support the students to make meaning of the text?	<ul style="list-style-type: none"> ✓ Familiar setting ✓ Similar family life ✓ Engaging text ✓ Close to characters age ✓ Experiences with owning a pet
What might get in the way of a student making meaning of the text?	<ul style="list-style-type: none"> ✓ Short story packed with layers of meaning ✓ Staying in the moment-no bird-walking ✓ Entry into the story
How will I introduce the lesson?	Today 6 th graders, we are going to participate in a class discussion though a piece of literature. Many of you have conversations multiple times a day with many different people. When you have a conversation with a big group we have to have some guiding expectations. <i>Show 'Accountable Talk' chart...have students add to the chart.</i>

	<p>Today, I am going to be modeling my own thinking about a piece of text and I want you to notice what I'm doing as a reader. I'm also going to invite you to participate in a conversation about this book with your turn & talk partner.</p> <p>Okay, let's give this a go. This story is called 'Slower than the Rest' by Cynthia Rylant. It's a short story out of her book called <u>Every Living Thing</u>.</p>
<p>What will I model? How will I chunk the text? What will I release the students to do?</p>	<ol style="list-style-type: none"> 1. Stop on page 2 after "He names it Charlie." Think Aloud: <ul style="list-style-type: none"> ✓ I'm already noticing that this is a typical family—when Leo's Dad grumbled something about turtle soup I was thinking how mean that was. The fact that Leo's Mom let him pick up the turtle off the highway that really shows her caring side. His sisters seem very annoying, kinda reminds me of my brother when we were kids. I'm really curious about Leo and this turtle. Let's keep reading. 2. Stop on page 2 after "...be happy after that." Think Aloud: <ul style="list-style-type: none"> ✓ Wow! I'm really getting to know this character Leo and how he must be feeling. I can't believe his Dad told him that he's slower than the rest. I can't imagine my Dad ever telling me that. I feel empathetic towards Leo...not many friends, Dad treats him unfairly, struggles in school—but what about this new relationship with Charlie the turtle? ✓ Turn & Talk: What are you thinking? 3. Stop on page 3 after "...privately every day." Think Aloud: <ul style="list-style-type: none"> ✓ I'm thinking Leo really had a friend here. He's not so lonely anymore—let's read on. 4. Stop on page 5 after "...tears in her eyes." Think Aloud: <ul style="list-style-type: none"> ✓ Leo and Charlie are very similar—life isn't fair for the slow ones. Leo can sympathize for Charlie and now it seems like its Leo's mission to educate people about being slow. This must have an impact on Leo! ✓ Turn & Talk...what are you thinking? 5. Stop on page 7 at the end of the story. Think Aloud: <ul style="list-style-type: none"> ✓ Wow, I'm really thinking that this story was all about 'slow and steady wins the race'—Leo was the hare in the end. ✓ Turn & Talk What do you think the theme of this story is?
<p>How will I know if the students are taking on the learning?</p>	<p>Listening to their talk—I'll ask myself: can I name the reading work? I'm also looking for evidence of 'Accountable Talk' and redirecting students to the poster.</p>
<p>Based on today's lesson what are my next steps?</p>	



Slower Than the Rest

EVERY LIVING THING

Slower Than the Rest

2

3

EVERY LIVING THING

Slower Than the Rest

4

5

EVERY LIVING THING

Slower Than the Rest

6

7

Assessment

One way to think about assessing your students

Read Aloud:

During a Read Aloud, there will be opportunities for the teacher to ask students to turn and talk—before and/or after the reading, or at a few strategically chosen points in the text. This creates a space where the teacher can listen in for understanding.

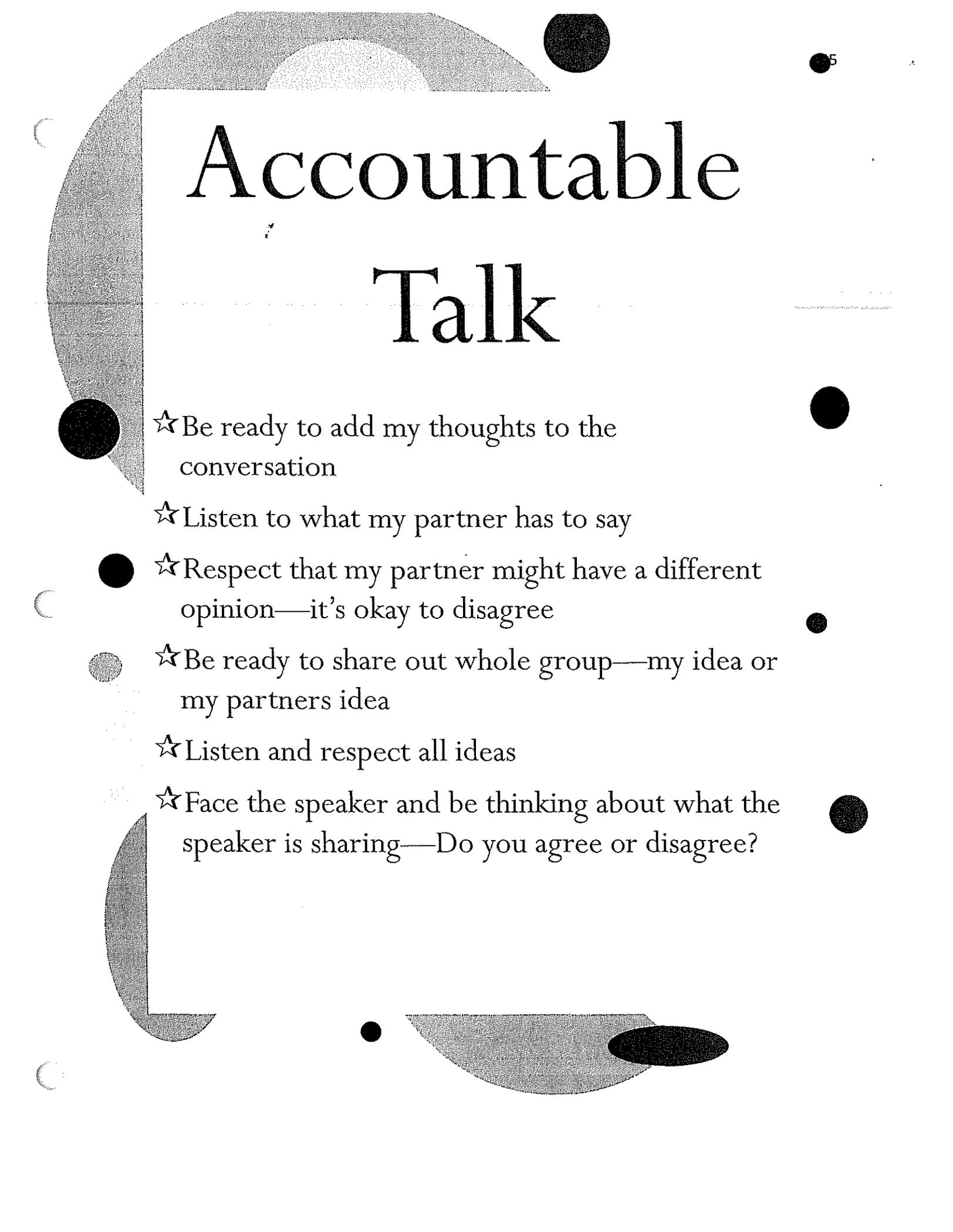
One way to do this is to use the clipboard strategy. You will need one clipboard and many small sticky notes. You will decorate the clipboard with one sticky note per student. Write each student's name on one of the sticky notes. It's best to arrange the sticky notes the way the students are sitting on the carpet. Arranging the notes in this way will help you quickly find each student on the clipboard and notice which students you haven't listened to.

As I listened into student conversations, I was just the listener. I was very careful not to interject. I used this opportunity strictly for a check point. Based on my teaching point for the day I would mark +/✓/-- depending on how the conversation was going. My focus for listening in was always in service of meaning making.

After the lesson the clipboard was a quick visual for me to see how the class as a whole did that day. I could see if the class was ready for me to go on to a Shared Reading or if I needed to continue with a Read Aloud the next lesson.

The clipboard also showed me which individual students were struggling the most. I would then target those students the following day making sure I supported them by listening into their conversations first.

If the majority of the class got checks or minuses that told me I needed to pull back the reins and model my thinking again so the class as a whole could be back on track.



Accountable Talk

- ☆ Be ready to add my thoughts to the conversation
- ☆ Listen to what my partner has to say
- ☆ Respect that my partner might have a different opinion—it's okay to disagree
- ☆ Be ready to share out whole group—my idea or my partner's idea
- ☆ Listen and respect all ideas
- ☆ Face the speaker and be thinking about what the speaker is sharing—Do you agree or disagree?

Shared Reading

What is it?

Shared Reading is an approach to teaching reading in which a teacher and a group of students come together to read, discuss, and learn from and about texts. Students and teachers share the task of reading with an enlarged text or a text that everyone can see. This approach allows students to participate in the joy of reading, interact with the way the language is written, and share their ideas and thinking about the text with their classmates. The ultimate goal of shared reading is to make meaning of the text. The teacher will model her use of reading strategies and also think aloud to support her students. The teacher will encourage her students to try on the strategies she has modeled. The support from the teacher will fluctuate depending on the needs of the students.

When would I use it?

You would choose Shared Reading as an instructional strategy when you are ready to release more of the reading responsibility to your students. When you are ready for students to participate in the thinking work to make meaning of the text and discuss the metacognition that has taken place, then Shared Reading is the best instructional strategy for the lesson. Know that if the needs of the students shift during the lesson, it's okay to provide more support.

Structures to have in place...

- ✓ A meeting area on the carpet where students can sit up close to the teacher and where the teacher has close proximity to listen in when students are discussing the text
- ✓ A place to chart conversations and strategy use of the text close to the meeting area
- ✓ Students partnered up for conversation
- ✓ Accountable Talk chart
- ✓ Overhead or document camera to display the text

What does it look like?

Teacher

- ✓ Reads aloud to model fluent reading
- ✓ Usually has one copy of text under the document camera
- ✓ Thinks aloud to model using reading strategies
- ✓ Asks students to turn & talk to try on what has been modeled
- ✓ Listens into students conversations
- ✓ Charts conversation that supports teaching point (GLE)
- ✓ Guides whole group conversation from teacher to student, student to teacher, and student to student

Student

- ✓ Sitting up close to the teacher next to their turn & talk partner
- ✓ Listening to the expert reader read the text aloud
- ✓ Engaging in a conversation to work out the meaning of the text together (in turn & talk partners or whole group)

Lesson Plans

One way to approach planning a Shared Reading

When planning a Shared Reading I always consider these questions:

1. What is my teaching point? What GLE am I teaching into?
2. What are the needs of my students? Is a Shared Reading the best instructional strategy to use?
3. What text will best match the needs of my students and support the teaching point?
4. What are the supports and challenges of the text?
5. Where will I chunk the text?
6. Will I think aloud? What will the think aloud sound like?
7. Where might I ask students to turn & talk?
8. What can I anticipate my students saying?
9. What scaffolds will I build into the lesson?
10. How will I capture the conversations? What will my chart look like?

Read Aloud & Shared Reading Planning Template

What are the outcomes for the students?	
What GLE(s) am I teaching into?	
What text will I use?	
What are the big ideas/themes in the text?	
What will support the students to make meaning of the text?	
What might get in the way of a student making meaning of the text?	
How will I introduce the lesson?	
What will I model? How will I chunk the text? What will I release the students to do?	
How will I know if the students are taking on the learning?	
Based on today's lesson what are my next steps?	

Shared Reading Planning Template

Stopping Place	Reason for Stopping	Question or Think Aloud	What talk may be indicative of meaning-making might sound like	Possible Scaffolds if children aren't constructing sound meaning

<p>What are the outcomes for the students?</p>	<p>Students will be thinking and talking about how readers track character change over time. Students will use evidence from the text to support their thinking.</p>				
<p>What GLE(s) am I teaching into?</p>	<p>2.2.3 Understand and analyze story elements</p>				
<p>What text will I use?</p>	<p><u>Instead of Three Wishes: Magical Short Stories</u> By Megan Whalen Turner 'The Nightmare' pp. 97-111</p>				
<p>What are the big ideas/themes in the text?</p>	<ul style="list-style-type: none"> ✓ Bullying ✓ Peer pressure ✓ Human internal clocks 				
<p>What will support the students to make meaning of the text?</p>	<ul style="list-style-type: none"> ✓ Students same age as character ✓ The genre ✓ The peer pressure the character receives 				
<p>What might get in the way of a student making meaning of the text?</p>	<ul style="list-style-type: none"> ✓ Longer short story—more to gather ✓ Magic 				
<p>How will I introduce the lesson?</p>	<p>Readers, we've been doing some smart reading work around character. Today we're going to begin thinking about how we track character change and why we would even want to do that. We're going to continue to capture our smart thinking on chart paper with a three-column chart.</p> <table border="1" data-bbox="487 1291 1388 1407"> <tr> <td data-bbox="487 1291 787 1407"> <p>What the text says</p> </td> <td data-bbox="787 1291 1088 1407"> <p>My Thinking</p> </td> <td data-bbox="1088 1291 1388 1407"> <p>And so...(What will go on my sticky note)</p> </td> </tr> </table>		<p>What the text says</p>	<p>My Thinking</p>	<p>And so...(What will go on my sticky note)</p>
<p>What the text says</p>	<p>My Thinking</p>	<p>And so...(What will go on my sticky note)</p>			
<p>What will I model? How will I chunk the text? What will I release the students to do?</p>	<p>See attached</p>				

<p>How will I know if the students are taking on the learning?</p>	<p>During the lesson: Students will be making inferences about the character and using evidence from the story to support their thinking.</p> <p>After the lesson: Students will engage in a conversation about what we've tracked so far about the character. Then the teacher will guide students through a conversation that might sound like this—"Readers, we've gotten this far in the story and know all these things about our character (from the chart) and now we have to ask ourselves 'And so?' In your own reading today it's going to be important to stop and ask yourselves this same question when you notice you've gathered new information about your character. You will record that information on your sticky notes. The purpose of the sticky notes is so that you can track your character's change over time. Watch how I do that with some of the work we did today with 'The Nightmare.' (Model taking one or two of the 'My Thinking' ideas and turn them into sticky notes...using abbreviations, writing only most important words, etc)</p>
<p>Based on today's lesson what are my next steps?</p>	

Shared Reading Planning Template
'The Nightmare'

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Stopping Place	Reason for Stopping	Question or Think Aloud	What talk may be indicative of meaning-making might sound like	Possible Scaffolds if children aren't constructing sound meaning
"...commuters."	I'm stopping here because it's right before the main character is introduced	Think Aloud: Wow, the way the author describes these boys makes me think they're bullies and trouble makers. I think that because in the text it says '...boys had been chased away from the bus stop...' and '...making boasts and idle plans.' Those lines remind me of a group of bullies I knew in 7 th grade who behaved that same way. Let's read on to find out more.	No student talk is happening during the think aloud.	No need for scaffolds since teacher is modeling thinking aloud.
"...follow her."	Stop here to gather information about character	Think Aloud: Wow readers, right here when it says "He gestures to his friends, and they fell		

Shared Reading Planning Template
 'The Nightmare'

		in behind him.” makes me think Kevin is the pack leader. I’m also thinking that something bad is going to happen to this woman. I’m thinking this because why else would Kevin want to follow her? And it sounds like bully behavior.		
“...behind him.”	Stop here to gather information about character	(This is where I’m going to release the meaning making to the students.) Okay readers, turn & talk, what are you thinking?	I might anticipate students saying... ✓ Kevin’s an idiot ✓ He’s trying to get respect from older kids (Make sure to get evidence from the text.)	1) Reread last paragraph and ask: So what else are we noticing about Kevin? Turn & Talk 2) Back up, and model my thinking aloud
“...drove him on.”	Stop here to gather information about character	Turn & talk, what are you now thinking?	I might anticipate students saying... ✓ Kevin’s friends didn’t want him	1) Reread last paragraph and ask: So what else are we noticing about

Shared Reading Planning Template
'The Nightmare'

54

			to continue ✓ Kevin did it anyway because of peer acceptance	Kevin? Turn & Talk 2) Reread just the line that says: "He felt foolish and was afraid to be laughed at by his friends." What does this line make you think about? 3) Back up, and model my thinking aloud
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THE NIGHTMARE

INSTEAD OF THREE WISHES

THE NIGHTMARE

62

■ 104 ■

■ 105 ■

INSTEAD OF THREE WISHES

THE NIGHTMARE

51

■ 108 ■

■ 109 ■

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Read Aloud & Shared Reading Planning Template

What are the outcomes for the students?	Students will think about and begin to understand when and why we infer about characters in a text. Students will have a conversation with their partner and use evidence from the text that supports their inferences.
What GLE(s) am I teaching into?	2.1.5: Apply comprehension monitoring strategies before, during, and after reading: predict and infer.
What text will I use?	<u>Pictures of Hollis Woods</u> By Patricia Reilly Giff ‘First Picture: X’ pp. 1-3
What are the big ideas/themes in the text?	<ul style="list-style-type: none"> ✓ Tolerance ✓ Home is where the heart is ✓ Foster care
What will support the students to make meaning of the text?	<ul style="list-style-type: none"> ✓ Familiar Setting ✓ Relate to character’s experience at school ✓ Short text
What might get in the way of a student making meaning of the text?	<ul style="list-style-type: none"> ✓ Internal dialogue of character ✓ Intro to chapter one—getting to know character through present and past events
How will I introduce the lesson?	Readers, we’ve been spending a lot of time this week thinking about the reading strategy inference. Today we are going to spy on ourselves as readers and notice when we make inferences and then begin to think about why that is. Today we’re going to read ‘First Picture: X’ which is the introduction of this chapter book called <u>Pictures of Hollis Woods</u> by Patricia Reilly Giff. We are going to continue to capture our thinking on our T-Chart. The left hand side of the chart will tell us what the text says (our evidence) and the right hand side will tell us our thinking (our inferences). Let’s begin.
What will I model? How will I chunk the text? What will I release the students to do?	See attached

How will I know if the students are taking on the learning?	During the lesson: Students will be making inferences about Hollis, the character, and stating where in the text they arrived at their inference. After the lesson: Students will be able to notice when we infer from the chart.
Based on today's lesson what are my next steps?	Use the chart created in class to help make instructional decisions for tomorrow's lesson.

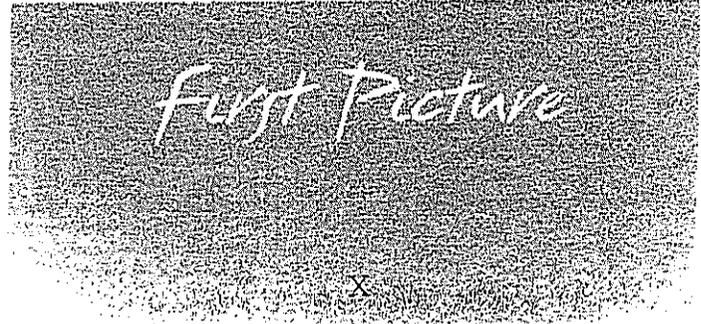
Shared Reading Planning Template
 'First Picture: X'

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Stopping Place	Reason for Stopping	Question or Think Aloud	What talk may be indicative of meaning-making might sound like	Possible Scaffolds if children aren't constructing sound meaning
"...word here."	Opportunity for Turn & Talk—check to see if students are taking on the learning	What are you already thinking? Turn & Talk	<ul style="list-style-type: none"> ✓ Mrs. Evans is horrible to the student the way she's talking to her about her picture ✓ The other character must hate Mrs. Evans ✓ Drawing the picture of the family must have been so important not to do the assignment properly 	<ul style="list-style-type: none"> ✓ Reread second paragraph with emphasis on Mrs. Evans—what do you now think about these two characters? ✓ Model my thinking: what the text says and what I think about it
"...I said."	Opportunity for Turn & Talk—check to see if students are taking on the learning	What more are you thinking about Hollis Woods? Turn & Talk	<ul style="list-style-type: none"> ✓ Hollis doesn't have any positive relationships with anyone ✓ Hollis must be very angry with her classmate to have dug an X into her picture 	<ul style="list-style-type: none"> ✓ Reread "You don't know anything, Hollis Woods." & "...dug an X into her picture." Ask—what are you now thinking about Hollis Woods? ✓ Model my thinking: what the text says and what I think about it
"...a dog and a cat."	Opportunity for Turn & Talk—check to see if students are taking on the learning	What more have we learned about Hollis? Turn & Talk	<ul style="list-style-type: none"> ✓ Maybe drawing the X was intentional—that Hollis wanted to be out of the classroom—she knew she didn't belong there 	<ul style="list-style-type: none"> ✓ Reread last paragraph—Ask What does this paragraph tell us about Hollis? ✓ Model my thinking: what the text says and what I think about it

Shared Reading Planning Template
 'First Picture: X'

			<ul style="list-style-type: none"> ✓ It sounds like she doesn't really have a place—or even a home. She's a daydreamer and is dreaming of being somewhere else 	
"...from the path."	Opportunity for Turn & Talk—check to see if students are taking on the learning	What are you now thinking? Turn & Talk	<ul style="list-style-type: none"> ✓ Pencil & paper is like a baby blanket to her—no one can take that comfort away from her ✓ Hollis hates this life she lives in and is fighting everyone who gets in her way 	<ul style="list-style-type: none"> ✓ Reread—what does the interaction between Hollis and the principal tell us about Hollis? ✓ Model my thinking: what the text says and what I think about it
End of chapter	Opportunity for Turn & Talk—check to see if students are taking on the learning	What else have we learned about Hollis?	<ul style="list-style-type: none"> ✓ It makes sense why she hates her life and everyone around her—she misses the Regans' house ✓ Something bad must have happened—she must be trying to forget some memories by drawing an X over all of them and over her too 	<ul style="list-style-type: none"> ✓ Reread last paragraph—what does this last part tell us about Hollis' life? ✓ Model my thinking: what the text says and what I think about it



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Assessment

One way to think about assessing your students

Shared Reading:

Since you've chosen Shared Reading as an instructional strategy, the students are taking on more of the meaning making responsibility. With that in mind it's very imperative that you assess your students individually and as a whole group during the lesson. This data will help you inform your instruction for the following lesson.

- 1) When you are using the Shared Reading Planning Template it is helpful to use the last two columns (anticipating student talk & scaffolds) to reflect on students learning during and after the lesson. I want to use this planning form in conjunction with charting and the clipboard strategy.
- 2) Clipboard Strategy: (See page _____) Using this strategy will help you assess individual students by looking at who is taking on the learning. I can also use this to build supportive partner pairs.
- 3) Charting: Charting student talk is a quick way to assess if students are taking on the learning. Because you've anticipated student talk you can use the planning template and the chart to inform your teaching for the next lesson.

By using information from the clipboard, student conversations, and the planning template you should get a good idea at how the class as a whole is moving forward with the learning.

Guided Reading

What is it?

Guided Reading is the bridge to independent reading. It allows children to practice reading comprehension strategies with the teacher's support. Guided Reading supports students toward reading increasingly higher texts independently. Guided Reading is also an opportunity for the teacher to learn about each student as a reader and observe the growth as they process a new text. Guided Reading is a supportive instructional strategy for any student at any level. It is an opportunity to push each student to the next level.

When would I use it?

You would choose Guided Reading as an instructional strategy when you are ready to observe students use reading comprehension strategies they already know with an unfamiliar piece of text. It is a time to watch the reader try on what you have been working on in read aloud and shared reading. This is the time to push them to the next level with some support from you and the other students in the group.

Structures to have in place...

- ✓ Small group meeting area
- ✓ Multiple copies of text
- ✓ Guided Reading Expectations
- ✓ Sticky notes

What does it look like?

Teacher

- ✓ Sitting with the group of 4-5 students
- ✓ Grouped students based on needs
- ✓ Chosen text with appropriate supports and challenges for the needs of the group
- ✓ Introduces the lesson
- ✓ Asks students to read chunks of text independently
- ✓ Asks guiding questions based on teaching point
- ✓ Encouraging student to student conversation with less teacher guidance
- ✓ Names the reading work students use during conversation
- ✓ May have students record thinking on sticky notes

Student

- ✓ Sitting in a group of 4-5 students with teacher
- ✓ Has own copy of the text
- ✓ Reads the unknown text independently
- ✓ Thinks about teaching point and is ready to participate in a conversation about the text
- ✓ May record thinking on a sticky note
- ✓ Talks mostly with other students in the group about understanding of text

One way to approach planning a Guided Reading lesson...

When planning a Guided Reading lesson I always consider these questions:

1. Which group of students am I meeting with? **
2. What is my teaching point? What GLE am I teaching into?
3. What are the needs of this group of students?
4. What text will best match the needs of this group and support the teaching point?
5. What are the supports and challenges of the text?
6. How will I introduce the text?
7. Where will I chunk the text?
8. What are my guiding questions?

****Grouping Students:**

There are two considerations to make when grouping students. First, you should group students who can read the same level of text pretty accurately. Second, you should also consider similar strengths and needs in their reading. The key to grouping is that Guided Reading groups are always fluid. As you move through units, confer with students, and look at classroom data, you will notice that students strengths and needs will change and therefore will need different groupings to accommodate those strengths and needs.

GUIDED READING PLANNING

TITLE:

LEVEL:

FOCUS	
NOTES	EVALUATION/REFLECTIONS
TEXT FEATURES	INTRODUCTION:
GUIDING STUDENTS THROUGH THE TEXT:	
REVISITING THE TEXT :	

GUIDED READING PLANNING

TITLE: GOING ON SAFARI LESSON 1

LEVEL: K

FOCUS: STUDENTS WILL BECOME FAMILIAR WITH THE GUIDED READING PROCESS. STUDENTS WILL USE TEXT FEATURES TO HELP GUIDE THEIR UNDERSTANDING OF THE TEXT AND USE EVIDENCE TO EXPLAIN THINKING.

2.1.5-DEMONSTRATE EVIDENCE OF READING COMPREHENSION

NOTES	EVALUATION/REFLECTIONS
TEXT FEATURES TABLE OF CONTENTS/INDEX/GLOSSARY PHOTOS MAP BOLD TEXT TEXT BOX CALL OUT	INTRODUCTION: <u>TODAY</u> WE ARE GOING TO READ ABOUT TWO WOMEN WHO WENT ON A SAFARI IN AFRICA. WE ARE GOING TO LEARN AND THINK ABOUT THEIR ADVENTURES. READ THE BLURB AND BROWSE THE BOOK FROM CONTENTS TO INDEX. BE READY TO SHARE WHAT YOU THINK WE ARE GOING TO LEARN ABOUT TODAY. (EVIDENCE) (STUDENTS SHARE THINKING)

GUIDING STUDENTS THROUGH THE TEXT:

READ PAGES: 2-5 WHAT ARE YOU THINKING ABOUT? (LOOK FOR EVIDENCE TO SUPPORT THINKING; DID THEY USE THE GLOSSARY FOR SAFARI?)

READ PAGES 6 & 7 WHAT ARE YOU THINKING ABOUT WHAT YOU READ? WERE THERE ANY PARTS THAT DIDN'T MAKE SENSE TO YOU? HOW DID YOU MAKE SENSE OF IT? (LOOK FOR TEXT-TEXT FEATURES READING, GLOSSARY, CONTEXT CLUES)

READ PAGE 8 WHAT MORE ARE YOU THINKING ABOUT THEIR TRIP TO AFRICA?

REVISITING THE TEXT :

GO BACK AND FIND A PART IN WHAT WE READ TODAY THAT REALLY MAKES SENSE TO YOU NOW. (POINT) BE READY TO SHARE WHY.

GUIDED READING PLANNING

TITLE: GOING ON SAFARI LESSON 2

LEVEL: K

FOCUS: STUDENTS WILL BECOME FAMILIAR WITH THE GUIDED READING PROCESS. STUDENTS WILL USE TEXT FEATURES TO HELP GUIDE THEIR UNDERSTANDING OF THE TEXT AND USE EVIDENCE TO EXPLAIN THEIR THINKING.

2.1.5-DEMONSTRATE EVIDENCE OF READING COMPREHENSION

NOTES	EVALUATION/REFLECTIONS

TEXT FEATURES
 TABLE OF CONTENTS/INDEX/GLOSSARY
 PHOTOS
 MAP
 BOLD TEXT
 TEXT BOX
 CALL OUT

INTRODUCTION:
YESTERDAY WE READ ABOUT DEVINA AND JOANNE ON VACATION IN AFRICA. WE TALKED ABOUT SOME ANIMALS YOU MIGHT SEE ON A SAFARI. WE ALSO USED THE GLOSSARY TO HELP US MAKE MEANING OF THE TEXT. READERS OF NF USE TEXT FEATURES TO HELP THEM READ.

TODAY WE ARE GOING TO LEARN MORE ABOUT THEIR ADVENTURES IN AFRICA. WE ARE ALSO GOING TO READ AND THINK ABOUT GIRAFFES AND ZEBRAS.

****REMEMBER, READERS OF NF TAKE THEIR TIME AND READ THE WORDS AND PICTURES.**

GUIDING STUDENTS THROUGH THE TEXT:
RE-READ PGS: 6 & 7: ARE THERE ANY PARTS THAT STILL DON'T MAKE SENSE TO YOU? HOW CAN WE MAKE SENSE OF IT? (LOOK FOR TEXT-TEXT FEATURES READING, GLOSSARY, CONTEXT CLUES)

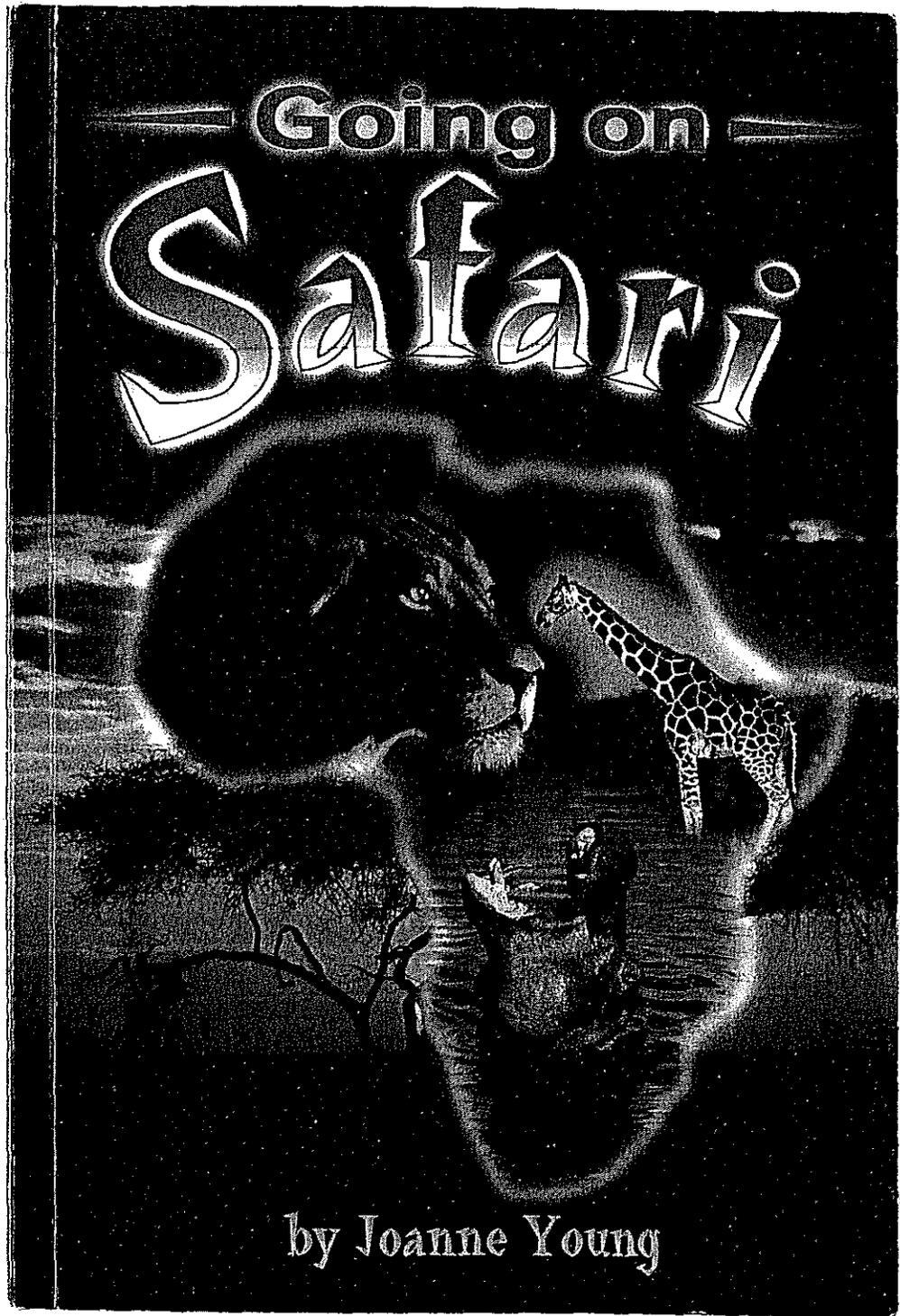
READ PAGE 8: WHAT MORE ARE YOU THINKING ABOUT THEIR TRIP TO AFRICA? (QUICK CONVERSATION)

READ PGS: 9-11: WHAT ARE YOU LEARNING ABOUT GIRAFFES? WHAT DO YOU THINK ABOUT THAT? (CONNECTING TO PAGE 8)

READ PGS: 12-14: WHAT ARE YOU LEARNING ABOUT ZEBRAS? WHAT DO YOU THINK ABOUT THAT? (LOOK FOR EVIDENCE, GLOSSARY TO SUPPORT UNDERSTANDING OR NOT UNDERSTANDING)

REVISITING THE TEXT :

GO BACK AND FIND A PART IN WHAT WE READ TODAY THAT REALLY MAKES SENSE TO YOU NOW. (POINT) BE READY TO SHARE WHY.



Assessment

One way to think about assessing your students

Guided Reading:

Guided Reading is an opportunity to gather a lot of information on each student. Pulling up a small group of students (between 4-6) makes data collection optimal. You should assess each student before, during, and after the guided reading lesson. Below is a suggested graphic organizer for data collection. You can recreate this tool for however many students you have in a group. You might organize the data collection in one of two ways: 1) After the lesson you can cut the student strips apart and place the data in a notebook that has a section for each student in your class; this way all your data on each student is in one place. 2) You can place the notes from the lesson in a guided reading notebook that has sections for each week; this way all your guided reading lessons are together and therefore you can reflect on who was in the group and how each student did in comparison with the other which can help with grouping.

When assessing student’s reading behaviors during a guided reading lesson, it is crucial to be very familiar with the level of text you are asking the group to read. A valuable text to support you with getting to know the characteristics of each level is Fountas & Pinnell’s *Leveled Books K-8: Matching Texts to Readers for Effective Teaching*. Fountas & Pinnell have crafted a list of text characteristics for each level under certain criteria:

- Genres/Forms
- Text Structure
- Content
- Themes and Ideas
- Language and Literary Features
- Sentence Complexity
- Vocabulary
- Words
- Illustrations
- Book and Print Features

Student:
Date:

Independent Reading

What is it?

Independent Reading is not just silent reading. This is the time where students are reading their own book and trying on what they have now been learning in read aloud, shared reading, and guided reading. Students are reading books that they have chosen and that are at their reading level. Independent Reading occurs after the lesson (or mini-lesson). You might ask students to write responses to their reading in their reading notebooks and keep track of what books they read on a reading log. This is also a time for the teacher to confer individually with students.

When would I use it?

Independent Reading should take place daily. Students should have as much time on text as possible. Independent Reading should happen right after the read aloud or shared reading lesson. Guided reading lessons can occur during this time while the rest of the class is reading silently. The purpose of this time is for students to practice what they have learned while enjoying the reading process.

Structures to have in place...

- ✓ A place for students to sit and read independently
- ✓ Classroom library
- ✓ Book-bags for student books
- ✓ Reading notebooks
- ✓ Conferring notebook

What does it look like?

Teacher

- ✓ Sending students off to read for a purpose
- ✓ Conferring with students and/or pulling guided reading groups
- ✓ Observe reading behaviors and keep records

Student

- ✓ Reading books from their book-bag
- ✓ Responding to their reading in their notebooks
- ✓ Conferring with the teacher about their own reading
- ✓ Keeping records of what they read

The Architecture of a Mini-lesson

One way to think about the structure of a mini-lesson

Connect How does this topic fit with what we've been doing together and how does it fit with our student's lives as readers and writers?

Teach The teacher usually tells the students about a strategy and then demonstrates the strategy and helps students name the reading work.

Active Involvement Students have an opportunity to "try-on" the strategy briefly, often times turning and talking to a partner to try on something orally.

Link This is the "off you go" phase of the mini-lesson. The link reminds students to transfer what they've learned to their independent reading.

Share/Follow Up An opportunity to reinforce and extend the mini-lesson at the end of the workshop by gathering the students together and sharing out.

The Architecture of a Mini-lesson

One way to think about the structure of a mini-lesson

Connect How does this topic fit with what we've been doing together and how does it fit with our student's lives as readers and writers?

During this school year we will all be living as readers. Each day we will devote time to reading and talking about books that we choose for ourselves as readers. Since our time is so precious and this work is so important, I want to explain about how we choose books that are just right for each of us.

Teach The teacher usually tells the students about a strategy and then demonstrates the strategy and helps students name the reading work.

We choose books for many different reasons, for example, I love realistic fiction and I know that about myself as a reader, so when I go into a library I usually go right to that section. But when I get to that section I also want to be sure the book I choose isn't too easy or too challenging. I need it to be 'just right.' Let's chart what I mean by too easy, too challenging and just right so that we can remember what those types of books may feel like as a reader. (Co-construct a chart that looks something like the one below with your students.)

Too Easy	Too Challenging	Just Right
<ul style="list-style-type: none"> ✓ May have heard the book read aloud before ✓ May have already read the book yourself ✓ May not challenge your thinking, its too predictable ✓ May be about children much younger than you ✓ You can read the book quickly and easily 	<ul style="list-style-type: none"> ✓ You don't understand much of what you are reading ✓ You have trouble reading many of the words ✓ It seems confusing and you have to keep rereading to keep track of what's going on ✓ It's not enjoyable 	<ul style="list-style-type: none"> ✓ You understand what you are reading ✓ It's interesting to you ✓ You can read most of the words smoothly and may only have to slow down once in a while to figure out an unknown word

Active Involvement Students have an opportunity to “try-on” the strategy briefly, often times turning and talking to a partner to try on something orally.

Think about the last book you read, was it too easy, too challenging, or just right? Turn and tell your partner which of these categories it fits into and why. (Call on a few students to share out, refer to your chart as you restate and elevate their language.)

Link This is the “off you go” phase of the mini-lesson. The link reminds students to transfer what they’ve learned to their independent reading.

Today as you are searching for that just right book in our classroom library, read the blurb, read a page or two, and think about whether it’s the right book for you.

Share/Follow Up An opportunity to reinforce and extend the mini-lesson at the end of the workshop by gathering the students together and sharing out.

During Independent Reading be sure to check in with readers around their book choices, coach a student or two into the share to reinforce and extend your teaching point.



The Architecture of a Mini-lesson

One way to think about the structure of a mini-lesson

Connect How does this topic fit with what we've been doing together and how does it fit with our student's lives as readers and writers?

Yesterday readers, we did some smart work around how to choose 'just right' books so that we can be successful independent readers. Today I want to continue that work and talk about how we will live together as readers and help each other do our best learning.

Teach The teacher usually tells the students about a strategy and then demonstrates the strategy and helps students name the reading work.

I was thinking about this whole idea of living as a community of learners last night and here are some guidelines I came up with. Let's read and talk about these guidelines to see if we can agree to them and if there's anything I may have forgotten. Post this chart or something similar and conduct a short class discussion around it.

Guidelines for Readers Workshop

1. You must always be reading a book or writing your thoughts about reading in your reader's notebook.
2. You should work as silently as possible in order for everyone to be doing their best thinking.
3. Teacher and reader should use soft voices when conferring.
4. Do your best to choose Just Right books that you think you will enjoy. No fake reading and abandon ONLY when you've given a book a fair chance.
5. Record the books you're reading in your Reading Log.
6. Always do your best thinking and work.

Active Involvement Students have an opportunity to "try-on" the strategy briefly, often times turning and talking to a partner to try on something orally.

Look over the chart again. Which of the guidelines are you going to be thinking about during Workshop today? Put a number up with your fingers to show me. (Call on a few students to share out what they are thinking.)

Link This is the “off you go” phase of the mini-lesson. The link reminds students to transfer what they’ve learned to their independent reading.

Remember our guidelines as you go off to read today. If we live by these this year, we’ll be sure to be doing our best learning.

Share/Follow Up An opportunity to reinforce and extend the mini-lesson at the end of the workshop by gathering the students together and sharing out.

During the workshop, be sure to check in with students around the guidelines and compliment students you see following them to reinforce and create a positive climate. Coach a student or two to share out at the end of workshop to reinforce the guidelines.

Reading Conference

(One of many possibilities)

Quiet Research: (notice reading behaviors)

Active Research: (capturing the conversation)

Compliment: (something you noticed the student did particularly well)

Teaching Point: (leave the student with a goal, something to work on)

Next Steps: (what is your plan for this student)

Assessment

One way to think about assessing your students

Independent Reading:

One way to assess students during Independent Reading is through a reading conference. The reading conference form is one way to collect information on each student. Each section of the form gives you purposeful information to use to evaluate their reading progress.

Quiet Research:

Quiet research happens before you conference with the student. You can use this time to think about what you worked on with the student the conference before. You may notice and want to jot some reading behaviors as you observe the student reading from afar. You may want to recall what that student did that day during the lesson. This stage gets you ready to conference with the student.

Active Research:

Active research begins the conference. This is where you jot down what occurred during the conference. It might be helpful to jot down reading behaviors as the student reads to you; questions you ask as the conference takes place; student responses. These notes will help you decide what to teach during the conference.

Compliment:

Compliments are a great way to reinforce the reading work. Thinking of a compliment also leaves the teacher and the student feeling positive.

Teaching Point:

The teaching point comes from the active research; what you notice the student needs support with. Only choose one teaching point. Show the student what you want them to do by modeling and then have the student try it on. Leave them with a goal; you might write it on a sticky note or have the student write the goal in their writer's notebook.

Next Steps:

This space has many different purposes. You might record the student's goal, jot down something you want to work on next time, notes about book choice, or anything else you might need to remember about that conference.

CHAPTER V

SUMMARY

After a vast amount of research on balanced literacy, gradual release of responsibility, and the four instructional strategies, it has become apparent that there is no shortage of professional resources available on these topics. Although this guidebook was created as a quick comprehensive go-to for elementary intermediate teachers, it does not represent the entire culture of balanced literacy. The research and experience that was used to create the guidebook was done so through the lens of the Highline School District's literacy initiative. Highline's intermediate teachers were also a focus during the creation so that the guidebook could best serve that audience. There seemed to be an infinite number of resources available specifically on each instructional strategy, which made synthesizing the research a bit challenging. Many authors who published professional texts on these instructional strategies deliver the content in very different ways.

Although the research was a bit challenging, the creation of chapter four, the project itself, was not. The summary of each instructional strategy, planning templates, sample lesson plans, sample texts, and assessment tools were all adapted from in-class experience. Each assessment tool is a valid way to keep a record of a class of students. These tools provide teachers with data-driven decision making opportunities. One way to organize and make sense of all the record keeping is by keeping the data in one massive binder with a section for each student.

Each lesson was carefully thought out and developed through the lens of the Washington State GLEs. These lessons worked well with each set of students. The texts selected were done so purposely and fit the needs of the students and the lesson. The texts used for the read aloud and shared reading lessons can be used as mentor texts for both reading and writing lessons.

CONCLUSIONS

After endless hours of reading professional texts, searching the internet, engaging in conversations with colleagues, reviewing Highline's literacy initiative, examining lesson plans, evaluating children's literature, and undergoing the process of creating the guidebook, a helpful and very suitable resource was created for elementary intermediate classroom teachers. The review of related literature revealed that there are other components to balanced literacy that are not included in the literature review or the project. Those components are literature circles, partner reading, response to literature, and the structure of readers' workshop. Although each of these components is valid, they did not serve the intent of the project and therefore were left out. In retrospect, another grand idea for a project would be to create a guidebook including some or all of these other components of a balanced literacy program. The lesson plans and sample text included in the project are potential samples to be used in a classroom. The lessons were created based upon the reading GLE's for a sixth grade classroom. Although the lessons would perfectly benefit a sixth grade teacher, the lessons can be adapted for other grades or serve as a jumping off point for writing and creating different lesson plans. The short stories listed in the back of the project are a place for teachers to begin their collection of excellent children's literature.

RECOMMENDATIONS

The intent of this project was to benefit teachers in the Highline School District. It would be very beneficial for the district to compile a list of children's literature for every grade level. Half the battle of teaching using balanced literacy is that there is no basal reader. Teachers are responsible for finding, researching, and begging school librarians and coaches for the best piece of literature to use for a read aloud or shared reading lesson. Providing all classroom teachers with a professional library to have at their fingertips would also be prudent in transition from direct instruction to balanced literacy. These titles would be an excellent start to building a teachers professional library: Sue Brown's *Shared Reading for Grades 3 and Beyond*, Fountas & Pinnell's *Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Susan Zimmermann and Ellin Oliver Keene's *The Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, David Hornsby's *A Closer Look at Guided Reading*, Jim Trelease's *The Read Aloud Handbook*, Margaret Mooney's *Reading To, With, and By Children*, and Stephanie Harvey and Anne Goudvis' *Strategies that Work: Teaching Comprehension to Enhance Understanding*.

The intent of this project is for elementary intermediate teachers to use the guidebook as a go-to resource. Many classroom teachers do not have the time to extensively read professionally and synthesize what they need to know in a timely manner. The steps listed for planning a read aloud, shared reading, guided reading, or independent reading lesson were included as supports for planning in an intentional and strategic way. The planning templates were also incorporated for teachers to use as a tool,

not necessarily a recipe for planning.

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