Classroom Implications of a Strategic Balanced Literacy Framework

- The components of strategic, balanced literacy provide a framework for delivery of the standards (Language Arts Graded Course of Study).
- Strategic, balanced literacy includes instruction in decoding, phonics, comprehension strategies, word study and writing.
- Phonemic awareness and phonics instruction occur early in reading development, within meaningful context, through exposure to rich literature and opportunities to write.
- Children use phonics and grammar in connection with context and prior knowledge to become effective readers and writers.
- Beginning literacy programs include instruction in concepts about print, phonics and decoding, reading strategies and fluency. Teaching and learning occur in several components at one time.
- Opportunities for independent reading and writing are critical to the literacy process.
- Reading and writing strategies are ongoing and recursive. Developmentally appropriate instruction in these strategies occurs at all levels, K-12.
- Reading and writing strategies are applied in all content areas.
- Ongoing assessment guides instructional practices in literacy.
- Reading specialists, special education and gifted education teachers work together with the classroom teacher in an ongoing, reciprocal manner to meet the differentiated needs of students.
- Reading specialists work together to develop and use a common language rooted in the theory and practice of strategic balanced literacy.

**Materials in italics are board adopted and should be in use daily.**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Materials/Instruments</th>
<th>Professional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-tiered process of evaluating student learning</td>
<td>Get It! Got It! Go! (Special Education Preschool)</td>
<td>Classroom Assessment for Student Learning: Doing It Right-Using It Well by Richard Stiggins</td>
</tr>
<tr>
<td>Assessment occurs before, during and after instruction</td>
<td>Kindergarten Readiness Assessment-Literacy</td>
<td>A Treasure Chest for Principal-Led Building Teams by the Ohio Department of Education</td>
</tr>
<tr>
<td>Assessment for learning provides information for teachers to plan for instruction</td>
<td>Developmental Reading Assessment (DRA)</td>
<td>Observation Survey by Marie Clay</td>
</tr>
<tr>
<td>Assessment of learning assists in understanding student achievement</td>
<td>DRA Word Analysis</td>
<td></td>
</tr>
<tr>
<td>Provides information for differentiation and individualization of instruction</td>
<td>Primary Literacy Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom criterion referenced and text-based assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Diagnostics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Terra Nova</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohio Achievement Tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohio Graduation Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anecdotal observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rigby Benchmarks Kit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation Survey</td>
<td></td>
</tr>
</tbody>
</table>

**Word Study**

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Materials</th>
<th>Professional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding that spoken words and syllables are made up of sequences of elementary speech sounds.</td>
<td><strong>New Phonics</strong></td>
<td>The Reading Teacher’s Handbook, Ideas and Strategies for Teaching Reading by Jo Phenix</td>
</tr>
<tr>
<td></td>
<td><strong>Touchphonics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td><strong>New Phonics</strong></td>
<td>Phonics Lessons by Gay Su Pinnell</td>
</tr>
<tr>
<td></td>
<td><strong>Touchphonics</strong></td>
<td>Sing A Song of Poetry by Gay Su Pinnell</td>
</tr>
</tbody>
</table>
### Vocabulary
Words taught through explicit and implicit instruction, multimedia methods, and association methods that help students read, learn and understand their world

### Materials
- Sitton Spelling
- Write Source Texts (certain grade levels)
- Dictionaries and Thesauruses

### Professional Resources
- Dictionaries
- Thesauruses
- Word Savvy, Integrated Vocabulary, Spelling, & Word Study Grades 3-6 by Max Brand
- Choice Words, How Our Language Affects Children’s Learning by Peter H. Johnston

### Spelling
Process (orthography) of recognizing, studying and learning the ordered patterns, conventions and derivations of words

### Materials
- Sitton Spelling
- Content vocabulary

### Professional Resources
- Dictionaries
- Thesauruses

---

### Reading Instruction

#### Read Aloud
- Teacher(someone) reads to students
- Students are prompted to interact with the text through previewing, examining story elements, guided/focused questions, oral/written responses
- Students make connections with story/text by asking questions and engaging in discussion

- **Materials**
  - Informational texts
  - Picture books
  - Chapter books
  - Student created books
  - Classroom instructional texts
  - Novels

- **Professional Resources**
  - The Read Aloud Handbook by Jim Trelease
  - Reconsidering Read Aloud by Mary Lee Hahn
  - Read It Again! by Brenda Parks

#### Shared
- Teacher models, supports and confirms student skills
- Focus is on meaning, characters, sequencing of events, relating to the text
- Young children may use enlarged text so that they can join in as teacher models early reading strategies (left to right, word to word matching, etc.)
- Teacher encourages spontaneous participation and personal responses
- Multiple readings of a book encourage development of story, vocabulary and language expansion, ideas, facts, style, expression and fluency
- Allows for differentiation and meeting individual needs

- **Materials**
  - Informational texts
  - Picture books
  - Chapter books
  - Student created books
  - Classroom instructional texts
  - Novels

- **Professional Resources**
  - Reading With Meaning by Debbie Miller
  - Teaching the Best Practice Way by Harvey Daniels
  - Video: Happy Reading!, by Debbie Miller

#### Guided
- Teacher works with small, flexible groups of students with similar reading abilities, interests and needs
- Teacher selects books that match instructional needs and prepares learners for reading the text
- Fosters the development of strategies and comprehension skills

- **Materials**
  - Informational texts
  - Picture books
  - Chapter books
  - Student created books
  - Classroom instructional texts
  - Time for Kids (grades 3-6)
  - Secondary literature texts (Anthologies and novels)

- **Professional Resources**
  - Beyond Leveled Books by Karen Szymusiak and Franki Sibberson
  - Growing Readers by Kathy Collins
  - Literacy Work Stations by Debbie Miller
  - Still Leaning to Read by Karen Szymusiak and Franki Sibberson
<table>
<thead>
<tr>
<th>Reading Process</th>
<th>Students process text to obtain meaning by using any or all of the sub-processes that are involved in the act of reading</th>
</tr>
</thead>
</table>
| Materials       | Through specific teaching points:  
|                 |   - Develops background knowledge for teacher to provide appropriately leveled materials  
|                 |   - Requires ongoing observation and assessment to inform instruction |
| Professional Resources | Making Sense by Julie Kendall and Utey Khuon |

<table>
<thead>
<tr>
<th>Content Area Reading</th>
<th>Students use specific reading instructional strategies as they read literary and informational texts related to content area instruction</th>
</tr>
</thead>
</table>
| Materials            | Through specific teaching points:  
|                       |  - Develops background knowledge for teacher to provide appropriately leveled materials  
|                       |  - Requires ongoing observation and assessment to inform instruction |
| Professional Resources | Tools for Teaching Content Area Literacy by Janet Allen  
|                       |   Video: Reading in the Content Areas: Pre-Reading; During Reading; Post Reading Strategies  
|                       |   Video: Comprehending Content: Reading Across the Curriculum by Cris Tovani  
|                       |   Video: Reading the World: Content Comprehension with Linguistically Diverse Learners by Anne Goudvis and Stephanie Harvey |

| Independent Reading | Students:  
|                     |  - Apply reading strategies that have been introduced and specifically taught  
|                     |  - Develop confidence, motivation and enthusiasm to read  
|                     |  - Experience control, ownership and responsibility for personal reading  
|                     |  - Choose and select books at an independent reading level (based on comprehension, fluency, vocabulary understanding, etc.)  
|                     |  - Self-select literary and informational texts for reading |
| Materials           | By matching students to reading level and text difficulty, students are able to read independently:  
|                     |  - Leveled classroom libraries  
|                     |  - Leveled school library books  
|                     |  - Public Libraries  
|                     |  - Home libraries  
|                     |  - Magazines  
|                     |  - Newspapers  
|                     |  - Computer reading texts (some schools use Accelerated Reading)  
|                     |  - Study Island |
| Professional Resources | Matching Books to Readers by Gay Su Pinnell  
|                       |   Differentiated Learning by Kathy Patterson  
<p>|                       |   Reader to Reader by Mary Lee Prescott-Griffin |</p>
<table>
<thead>
<tr>
<th>Writing Instruction</th>
<th>Materials</th>
<th>Professional Resources</th>
</tr>
</thead>
</table>
| **Shared** | • Teacher and students write together  
• Students provide ideas  
• Teacher models, scribes and supports students as they see their ideas recorded and pay attention to letters, sounds and words during the process  
• Text is rich and is displayed where students can see and read  
• Text can be illustrated by children | • Write Source materials  
• A variety of literature and informational texts | Craft Lessons, Teaching Writing K-8 by Ralph Fletcher and JoAnn Portalupi  
Writing Essentials, Raising Expectations and Results While Simplifying Teaching (Grades K-6) by Regie Routman |
| **Interactive** | • Children work with teacher and in groups to create written texts  
• Requires discussion, collaboration and negotiation  
• Students articulate words/sounds/chunks of words depending on their stage of development  
• Students begin to apply word study to written work | • Write Source materials  
• A variety of literature and informational texts | Lessons That Change Writers by Nancy Atwell  
About the Authors by Lisa Cleaveland and Katie Wood Ray |
| **Guided** | • Teacher guides students through mini-lessons and conferencing  
• Students develop their own writing voice and begin to feel like authors  
• Students write for many purposes and in a variety of content areas  
• Students use a variety of formats for writing | • Write Source materials  
• A variety of literature and informational texts | Write as an Expert, Explicit Teaching of Genre (Grades 3-6) by Liz Simons  
Teaching the Qualities of Writing, Grades 3-6 by Ralph Fletcher and JoAnn Portalepi  
Units of Study for Primary Writing by Lucy Calkins |
| **Writing Process**  
**Grammar and Conventions** | • Ongoing and recursive process of becoming a writer (prewriting, writing, revising, editing, publishing)  
• Teachers provide explicit instruction in grammar and conventions of writing  
• Students practice grammar and conventions within the meaningful context of their own writing | • Language Network (McDougall Littell)  
• Write Source materials  
• A variety of literature and informational texts  
• Collins Writing Program  
• Four Blocks Writing Program | Thinking Through Genre, Units of Study in Reading and Writing (Grades 4-12) by Heather Lattimer  
Write as an Expert by Liz Simons  
Wondrous Words by Katie Wood Ray  
Developing Writing and Thinking Skills Across the Curriculum: A Practical Program for Schools by John J. Collins  
Video: When Students Write by Ralph Fletcher |
| **Content Area Writing** | Students are supported with writing instructional strategies as they produce literary and informational written work related to content area instruction and interests | • Collins Writing Program  
• Classroom literary and informational content area assignments | Nonfiction Craft Lessons, Teaching Information Writing K-8 by JoAnn Portalupi  
Ralph Fletcher  
Developing Writing and Thinking Skills Across the Curriculum: A Practical Program for Schools by John J. Collins  
Writing Strategies: Prompts and Ideas by Gary Chadwell |
### Independent Writing

#### Writing Applications

**Students:**
- Write for a variety of purposes
- Produce personal writing
- Refine and develop word skills and use of conventions
- Develop creative ability and ability to compose
- Self-select topics for writing

**Materials**
- Language Network
- Write Source Materials
- Dictionaries and Thesauruses
- Collins Writing
- Sitton Spelling

#### Professional Resources

- Teaching the Qualities of Writing, Grades 3-6 by Ralph Fletcher and JoAnn Portalupi
- Units of Study for Primary Writing by Lucy Calkins
- Video: A Day of Words by Max Brand

### Safety Nets

#### Classroom Differentiation

**Teachers provide individual classroom instruction to students based on ongoing formal and informal assessment.**

**Materials/Resources**
- Selection of materials based on student academic and developmental needs
- Peer or buddy assistance

**Professional Resources**
- Differentiated Learning by Kathy Patterson
- A Treasure Chest for Principal-Led Teams by the Ohio Department of Education

#### Reading Improvement

**Individual and small group instruction provided to identified students outside of the classroom setting.**

**Reading Recovery strategies are used for support of first grade students in some schools.**

**Materials**
- Selection of materials based on student academic and developmental needs
- Running Records
- Variety of assessments
- Leveled texts
- High School reading classes

**Professional Resources**
- The Reading Teacher’s Handbook: Ideas and Strategies for Teaching Reading by Jo Phoenix
- Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey
- Teaching Struggling Readers by Marie Clay
- By Different Paths to Common Outcomes by Marie Clay
- Reading Recovery Training and Site Support at some buildings

#### English as a Second Language

**Small group instruction provided to non-English speaking students as identified by assessments.**

**Materials**
- Selection of materials based on student academic and developmental needs
- ELDA/OTELA
- Hampton-Brown Program Materials
- District developed curriculum units

**Professional Resources**
- Differentiated Learning, Language and Literacy Projects That Address Diverse Backgrounds and Cultures by Kathy Patterson
- Making Sense, Small-Group Comprehension Lessons for English Language Learners by Juli Kendall and Utey Khuon
- Video: Reading the World: Content Comprehension with Linguistically Diverse Learners by Anne Goudvis and Stephanie Harvey

#### Special Education

**Instruction provided to students identified with special needs in accordance with IDEA.**

**Materials**
- Selection of materials based on student academic and developmental needs
- Stevenson Reading
- Wilson Reading
- Phonics First
- Variety of Assessments
- Leveled Texts
- Touchphonics

**Professional Resources**
- Tools for Teaching Content Area Literacy by Janet Allen
- Subjects Matter: Every Teacher’s Guide to Content-Area Reading by Harvey Daniels
<table>
<thead>
<tr>
<th><strong>Gifted Education</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Professional Resources</strong></th>
</tr>
</thead>
</table>
| Instruction provided to students identified as gifted under state guidelines | • Selection of materials based on student academic and developmental needs  
• EPP Graded Course of Study  
• EPP Curriculum Maps  
• EPP Curriculum Guide  
• High School AP and Enrichment Courses | Video: Strategic Thinking, Stephanie Harvey  
The Differentiated Classroom: Responding to All Learners by Carol Ann Tomlinson |

<table>
<thead>
<tr>
<th><strong>Listening Speaking/Presenting Viewing</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Professional Resources</strong></th>
</tr>
</thead>
</table>
| Skills are integrated into all content areas throughout the day and in specific courses | • Videotapes  
• CD’s  
• Computers  
• Software  
• Art Work and Photographs  
• Digital Cameras | Redefining Literacy for the 21st Century by David Warlick  
District Portal  
EMC Professional websites |

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Materials/Instruments</strong></th>
<th><strong>Professional Resources</strong></th>
</tr>
</thead>
</table>
| • Multi-tiered process of evaluating student learning  
• Assessment occurs before, during and after instruction  
• Assessment for learning provides information for teachers to plan for instruction  
• Assessment of learning assists in understanding student achievement  
• Provides information for differentiation and individualization of instruction | • Get It! Got It! Go! (Special Education Preschool)  
• Kindergarten Readiness Assessment-Literacy  
• Developmental Reading Assessment (DRA)  
• DRA Word Analysis  
• Primary Literacy Assessment  
• Classroom criterion referenced and text-based assessments  
• Writing Diagnostics  
• Terra Nova  
• Ohio Achievement Tests  
• Ohio Graduation Test  
• Anecdotal observations  
• Rigby Benchmarks Kit  
• Observation Survey | Classroom Assessment for Student Learning: Doing It Right-Using It Well by Richard Stiggins  
A Treasure Chest for Principal-Led Building Teams by the Ohio Department of Education  
Observation Survey by Marie Clay |