

K-5 Balanced Literacy Look-For Document

Whole Group Reading

Environment:

- Arrangement allows students to hear and see instructional materials and to promote participation and engagement.
- Literacy rich environment is evident.
- Essential Question/I Can statement posted.
- Visual aids are evident (anchor charts, word wall, thinking maps, etc.).

The teacher is:

- Aligning instruction with Essential Question/I Can statement.
- Modeling the processes that good readers use while reading by thinking aloud. (predicting, making connections, asking questions, using prior knowledge, etc.).
- Modeling fluent reading behaviors (automaticity/rate, accuracy, prosody).
- Modeling skills/strategies that are aligned to the Essential Question/I Can statement.
- Providing vocabulary instruction.
- Utilizing higher order questioning techniques.
- Monitoring student understanding and adjusting instruction as needed.
- Using visual aids purposefully.

The students are:

- Using grade-level text.
- Actively engaged.
 - Tracking Text
 - Choral, echo, cloze, annotative reading
 - Guided student conversation
 - **No round-robin reading
- Practicing the skill/strategy/objective with the support of the teacher and/or peers.
- Completing meaningful/rigorous assignments.
- Writing to support comprehension.
- Able to explain what they are learning.
- Able to explain why they are learning.

Guided Reading

Environment:

- Management routines are evident.
- All students are actively engaged through independent reading, literacy stations, small group instruction, etc.
- Materials are readily available for teacher and students.

The Teacher is:

- Providing fluency instruction.
- Meeting with small groups of students (6 or fewer).
- Using differentiated text, activities, or assignments.
- Teaching decoding/comprehension strategies.
- Taking anecdotal notes.
- Periodically progress monitoring individual students with DIBELS, DRA or Reading 3D.

The Students are:

- Working on-task.
- Using differentiated text.
- Whisper reading (K-2)/ Reading silently (3-5).
- Practicing decoding/comprehension strategies.
- Completing assignments that are related to the text and focused on a specific skill or strategy.
- Completing writing tasks that support comprehension.
- Able to explain what they are learning.
- Able to explain why they are learning.

Self-Selected Reading**Environment:**

- Management/routines are evident.
- Literacy rich environment includes a rich classroom library.
- Students have access to reading materials which include a variety of genres at various reading levels.
- Routines have been established to ensure that students are reading text that is on their independent reading level.
- Displays that aid students in selecting appropriate text are visible and used.

The teacher is:

- Conferencing with students and or monitoring that students are reading.
- Taking anecdotal notes.

The students are:

- Reading independently.
- Completing reading logs and/or reading response journals.

Writing**Environment:**

- Literacy rich environment is evident.
- Strategic arrangement of students used to promote participation and engagement.
- Essential Question/I Can statement posted.
- Visual aids are evident.
- Materials are readily available for teacher and students.
- Writing tools are organized and accessible to students (i.e. paper, pencil, dictionaries,

word wall, etc.).

The teacher is:

- Using mentor text (exemplar/example writings) to support writing instruction.
- Composing as a model for students (Write-a-loud).
- Using authentic student writing samples to support instruction.
- Modeling the components of the writing process.
- Providing small group writing instruction to meet the needs of all learners.
- Conferencing with students individually or in groups.
- Using visual aids purposefully.

The students are:

- Completing formal (process writing) and/or informal writing (ex. journal writing) pieces.
- Writing for authentic purposes.
- Engaging in the writing process (pre-writing, drafting, conferencing, revising, editing).
- Using writing as a response to reading or writing.
- Collaborating with peers.
- Writing in all content areas.

Word Study

Environment:

- Arrangement of students used to promote participation and engagement.
- Literacy rich environment is evident.
- Appropriate Essential Question/I Can statement is posted.
- Visual aids are evident.

The Teacher is:

- Providing sequential, explicit, and focused phonemic awareness instruction (K-1).
- Providing sequential, explicit, and focused phonics instruction (K-2).
- Modeling how to use word parts to define unknown words (prefixes, suffixes, roots) (3-5).
- Modeling how to use context clues to define unknown words.
- Explicitly teaching Tier 2 (general use) vocabulary words.

The Students are:

- Actively engaged in building words.
- Participating in phonemic awareness/phonics activities.
- Engaging in purposeful activities to increase vocabulary development (graphic organizers, thinking maps, word sorts, dialogue, etc.).

Speaking and Listening

Environment:

- Evidence that there are listening and speaking norms established.
- Balance of “teacher-talk” and “student-talk” is evident.

The teacher is:

- Providing opportunities for students to engage in purposeful dialogue.

The students are:

- Participating in purposeful dialogue.
- Making informal and/or formal presentations.