

Balanced Literacy Instructional Model for Reading

Time	Components	Purpose	Structure
10 mins. Daily	<p style="text-align: center;">Interactive Read Aloud (at or above students' reading level)</p> <ul style="list-style-type: none"> • Teacher Reads Aloud • Variety of text • Book Talks (teacher shares thoughts while reading) • Response journals 	<p style="text-align: center;">Develops appreciation for all types of text Instills love of reading Provides adult model</p> <p style="text-align: center;">Supports language and vocabulary development All students have access to same text</p> <p style="text-align: center;">Offers springboard for writing, communication, and research</p> <p style="text-align: center;">Exposure to assortment of topics and genres</p>	Whole Group
30 mins. 3 X week	<p style="text-align: center;">Shared Reading (on grade level reading)</p> <ul style="list-style-type: none"> • Pre-Reading Activity <ul style="list-style-type: none"> ❖ Build story background/activate prior knowledge ❖ Introduce/review together target vocabulary ❖ Set purpose • Skill/Strategy Instruction 	<p style="text-align: center;">Develops concepts about print Expand awareness and appreciation for variety of genres</p> <p style="text-align: center;">Opportunities for teachers to model "think aloud" & comprehension strategies</p> <p style="text-align: center;">Introduce and reinforce reading strategies in context</p>	Whole Group Whole Group
20/30 mins. Struggling Readers 5 X week Others 3 X week	<p style="text-align: center;">Guided Reading (on students' instructional reading level)</p> <ul style="list-style-type: none"> • Based on student needs and interests • Before: Book preview or walk • During: Students read silently/mumble read to teacher • Creates an environment that allows gradual release of responsibility to the student • After: Teacher teaches a strategy or skill based on needs of children 	<p style="text-align: center;">Offers opportunities for teachers to observe and document reading behaviors as students independently read and process new texts</p> <p style="text-align: center;">Assessment opportunities that can drive instruction</p> <p style="text-align: center;">Allow students opportunities to apply reading strategies to appropriate levels of text</p>	Small Group/ Literacy-Learning Centers
20/40 mins. (age dependent) 4 X week	<p style="text-align: center;">Independent Reading (on students independent reading level)</p> <ul style="list-style-type: none"> • Self-Selected Reading/Conferencing • Books are "Just Right" (leveled text) • Response Journaling by student 	<p style="text-align: center;">Independent book selection</p> <p style="text-align: center;">Authentic application of reading skills in independent context</p> <p style="text-align: center;">Promotes reading fluency and comprehension</p> <p style="text-align: center;">Supports reading for pleasure and information</p>	Individual Whole Group

Recommendations on Teaching Reading

Increase	Decrease
Reading aloud to children	
Time for independent reading	Exclusive emphasis on whole-class or reading group activities
Children's choice of their own reading material	Teacher selection of all reading materials for individuals and groups
Exposing children to a wide and rich range of literature	Relying on selections in basal reader
Teacher modeling and discussing his/her own reading processes	Teacher keeping his/her own reading tastes and habits private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading sub skills such as phonics, word analysis and syllabication
Teaching reading as a process: <ul style="list-style-type: none"> • Use strategies that activate prior knowledge • Help students make; and test predictions • Provide after-reading applications 	Teaching reading as single one-step act
Social, collaborative activities with much discussion and interaction	Solitary seat work
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before and after reading	Little or no chance to write
Encouraging invented spelling in children's early writing	Punishing preconventional spelling in students' early writing
Use of reading in content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation that focuses on holistic, higher-order thinking processes	Evaluation focus on individual, low-level sub skills
Measuring success of reading programs by students' reading habits, attitudes, and comprehension	Measuring the success of the reading program only by test scores

Zemelman, et al. *Best Practices: New Standards for Teaching and Learning in America's Schools*. Portsmouth, New Hampshire: Heinemann, 1998