**The Menu: Elements of a Balanced Literacy Program**

**Alignment to 5-D Framework: Curriculum & Pedagogy**

The following menus are designed to be components of a readers and writers workshop model. These models allow time for whole group, small group and individualized instruction to address the standards and meet the literacy needs of all students in one classroom.

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| **NOTE:** While the elements of the 5 Component Reading model are encompassed in these menus as indicated with a \* these components are enhanced with other formats to incorporate learning designs for all five of the CCSS English language arts areas (Reading, Writing, Listening/Speaking, Language and Foundations).The page numbers following each menu item refer to the detailed descriptions following this section. |

**Menu 1: Whole Group Reading**

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| \*Shared Reading (pg.32) | Think Aloud (pg.31) | Share circle/debrief (pg.36) |
| \*Read Aloud (pg.30) | Close Reading Experience (pg.34)(Whole Group Guided Reading ) |  |
| Interactive Read Aloud (pg.33) | Socratic Seminar (pg.35) | Letter/Sound/Word Work (pg. 44) |

**Key attributes of Whole Group Reading**

* Aligned to priority standards, developing critical reading behaviors or skills/strategies that the majority of the class needs support with. The standard or objective for the lesson is clearly stated or posted
* Occurs daily and can be in a Lesson format (15-45 minutes depending on the age of students) or a mini-lesson format (5-15 minutes)
* Multiple mini-lessons may be part of a literacy block (reading, writing, vocabulary, word work, etc.)
* Skills and strategies are taught/reviewed connected to a text whenever possible ensuring the transfer of skills to application in text
* Texts are chosen that are high quality, high interest, and of appropriate grade level complexity (Qualitative and quantitative aspects as well as reader and task must be considered.) They may be aligned to Social Studies or Science content.
* There is a balance of 50% narrative and 50% informational text used. Text range from very short (used for example in close reading) to longer pieces aligned to the instructional objective
* Vocabulary is developed using a variety of meaningful strategies (For example using Marzano’s 6 step process for teaching new terms, or choosing other appropriate methods for teaching vocab. such as demonstration, dramatization, illustration, Frayer method, etc.)
* The teacher uses strategies to ensure all students are engaged in the experience as evidenced by student participation
* Listening and speaking standards are addressed in every lesson as students turn and talk participate in discussions, and interact with the text in meaningful ways
* Writing is a natural extension- Acceleration in reading happens when reading and writing experiences are paired
* Differentiation occurs through strategic questioning (for example tiered to match ELL language levels), partnering (for example pairing native Spanish speakers together) , and follow-up tasks (for example expecting the same skill objective with different leveled texts)

**Menu 2: Small Group Reading**

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| \*Guided Reading Groups (pg.37) | Literature Circle (pg.42) |  |
| Flexible Strategy Groups (pg.38) | Reciprocal Teaching Group (pg.41) |
| Topic or Genre Study Group (pg.40) | Peer Partnerships (pg.43) | Letter/Sound/Word Work Group (pg.44) |

**Key attributes of Small Group Reading**

* Students are grouped based on a similar instructional need as determined by prior assessment (formal and/or informal)
* The lesson focus, skill, strategy or standard is explicitly stated or posted
* Groups are small (no more than 5) and flexible
* The chosen text is appropriate for the instructional level and/or has features to support the focus skills or strategies aligned to group needs and may be aligned to Social Studies/Science content
* Students performing below the benchmark meet at least 3 (preferably consecutive) days per week (support on other 2 days happens through scaffolding and conferring)
* Formative assessment procedures are embedded
* Listening and speaking standards are addressed in every lesson as students turn and talk, participate in discussions, and interact with the text in meaningful ways
* Writing is a natural extension- Acceleration in reading happens when reading and writing experiences are paired
* The small group venue is a perfect opportunity to address the needs of students who receive additional support from specific programs (ELL, Title I, SPED). A partnership between specialists and general education teachers is crucial for student success.

**Menu 3: Independent**

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| \*Independent reading from “Good Fit” or “Just Right” books (pg.45) | Word work activities(computerized, manipulatives, etc.) (pg. 44) |
| Written responses using text based evidence/Preparing for discussions (pg.46) | Listening to reading (pg.47) |

**Key attributes of Independent Reading**

* Selection of appropriate text (“Good Fit” or “Just Right” books) is taught, modeled, and applied by students, then monitored by teachers throughout the year.
* Children have time daily to read independently from “Good Fit” or “Just Right” books for extended periods of time. (**The majority of this time is spent reading books at the children’s independent reading level.)**
* There is a variety of texts available for student choice in the classroom-The classroom library is organized so students can easily access texts (For example levels, genres, authors etc.).
* Students have book boxes or bags with multiple texts they can read independently of different lengths and genres allowing them to develop stamina for extended periods of time.
* Students are practicing the strategies they have been taught.
* Writing is a natural extension to independent reading a 1-2 times a week. Acceleration in reading happens when reading and writing experiences are paired.
* Worksheets are rarely if ever used (this does not refer to graphic organizers or thinking maps).

**Menu 4: \*One on One Conferring (Reading)**

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| Orally assess for strengths and challenges | Set goals | Support and/or checkbook choices |
| Monitor strategy use | Individualized instruction |

**Key attributes of 1:1 Conferring in Reading (pg.48)**

* Formal and on-going informal assessments are administered and analyzed in order to guide further instruction.
* Students and teachers confer on a regular basis based on student need. Students reading below benchmark confer with the teacher at least once a week.
* Goal setting by the teacher and student is an integral part of the conference cycle.
* Book choices are monitored by the teacher throughout the year to ensure students are practicing primarily with independent or instructional level text.
* The teacher monitors student’s application of strategies taught through 1:1 conferring and response logs.
* The teacher can utilize team tasks, independent tasks, and portfolios with students to re-teach content and set goals.

**Menu 5: Whole Group Reading**

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| Demonstration/modeling (pg.49) | Interactive Writing or Interactive Editing/Revising (pg.51-52) |  |
| Shared Writing (pg.50) | Genre- Immersion and Discovery (pg.53) | Share Circle/Debrief andCelebrating published work (pg.36) |

**Key attributes of Whole Group Writing**

* Aligned to priority standards, developing critical writing behaviors or skills/strategies that the majority of the class needs support with. The standard or objective for the lesson is clearly stated or posted.
* Occurs daily and can be in a Lesson format (15-45 minutes depending on the age of students) or a mini-lesson format (5-15 minutes).
* Multiple mini-lessons may be part of a literacy block.
* Skills and strategies are taught/reviewed connected to a published text, teacher written text or student written text whenever possible ensuring the transfer of skills to authentic application.
* Mentor texts are often used to illustrate exemplary author’s craft (Text may be one that was also used for reading instruction).
* There is a balance of 30% narrative, 35% informational text, and 35% opinion writing emphasized. (These may be part of a unit of study such as a GLAD or district unit or authentically embedded in ELA tasks)
* There is a balance of longer units of study and short writing projects.
* Topic, audience, and purpose are always considered to engage students in authentic, highly motivating writing experiences.
* The teacher uses strategies to ensure all students are engaged in the learning as evidenced by student participation.
* Listening and speaking standards are addressed in every lesson as students turn and talk, participate in discussions, and interact with the learning in meaningful ways.
* Language standards are addressed though the creating and editing of text.

**Menu 6: Small Group Writing**

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| Guided Writing Group (pg.54) | Peer partnership writing, revising, editing (pg.43) | Topic/Genre Writing Group- an extension to the Topic/Genre Reading Group (pg.40) |

**Key attributes of Small Group Writing**

* Students are grouped based on a similar instructional need as determined by prior assessment (formal and/or informal).
* The lesson focus, skill, strategy or standard is explicitly stated or posted.
* Groups are small (no more than 5) and flexible.
* Writing partnerships are an integral part of the writer’s workshop as students brainstorm ideas, orally communicate their stories, partner edit, or give feedback for revision.
* Listening and speaking standards are addressed in small group writing sessions as students turn and talk, participate in discussions, and interact with each other in meaningful ways.
* Language standards are addressed though the creating and editing of text.

**Menu 7: Independent Writing**

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| Independent writing aligned to audience, topic, and purposePre-write/Draft Revise/Edit/Publish | Research a topic, genre, or author as a springboard for writing | Experimenting with author’s craft based on a mentor text |
| Journaling/free write | Development of illustrations or text features to support writing |

**Key attributes of Independent Writing (pg.55)**

* Children have time daily to write independently for extended periods of time.
* Students practice the strategies they have been taught or “try on” writing techniques they have learned about by studying mentor texts.
* Resources created by teachers and students support independent work (for example word walls, name charts, letter & sound charts, etc.).
* Students write texts in a variety of genres keeping a balance of narrative, informational, and opinion writing.
* There is a balance of creating short writing pieces in draft form and taking others through the entire writing process.
* Illustrations and graphics are used to convey information and enhance writing.
* Writing is used as a tool across disciplines to capture new information, document thinking, and foster deeper learning.

**Menu 8: One on One Conferring (Writing)**

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| Assess writing for strengths and challenges | Coach for strategy/skill application | Goal setting |
| Provide immediate feedback on written work | Individualized instruction |

**Key attributes of 1:1 Conferring in Writing (pg.48)**

* Formal and on-going informal assessments are administered and analyzed in order to guide further instruction.
* Students and teachers confer on a regular basis based on student need. Struggling writers confer with the teacher at least once a week.
* Goal setting by the teacher and student is an integral part of the conference cycle.
* Conferences often include individualized instruction and timely specific feedback to accelerate skill and craft.