

PUSD Balanced Literacy Guidelines: Grades K-6

A balanced literacy program includes flexible reading ability groups, shared reading, read aloud, read independently, spelling/phonics, and writing workshop.

Daily Language Arts

90+ min. daily K

90-120 min., daily 1-6

Flexible Ability Reading Groups (Guided Reading) *Intervention Grouping Time based on data.*

- Teachers meet with students grouped by ability levels every day. Each group 15-20 minutes, 5X per week. Teacher provides guided and repeated oral reading of leveled and grade level books and materials. Skills focus: comprehension, predicting, word attack skills, and vocabulary, phonics, Big Ten Strategies, fluency, and word recognition. **For effective grouping management, teachers should have three to four groups.**

*Teachers can use reading text book instead of Guided Reading. Principal, team leader and academic coach may recommend specific teachers to not do Guided reading. Recommendation would then be to use the grade level adopted text book.

Shared Reading - (15-20 min., 2-3 x per week / whole group) *Direct/Explicit Instruction*

- Teacher reads aloud and models reading strategies (“picture walk” of the story, listens to predictions, key vocabulary) while students track print & follow along, using grade level basal readers, grade level textbooks, Big Books, charts, poetry, science and social studies texts.

Read Aloud - (10-15 min., daily / whole group) *Direct/Explicit Instruction*

- Teacher models reading process at or above student’s instructional level. To help build text comprehension skills, teacher uses the “5 W’s.” Teacher can select books that demonstrate (Argumentative, Opinion/Persuasive, Research, Narrative, Informative Explanatory and 6 traits of writing). Read alouds may occur in library time.

Read Independently - (up to 30 min., daily / independent) *Students will set goals*

- Students choose books to read silently at their independent reading level (read at 95-100% accuracy.) Teacher will conference with students each day, take running records and ask comprehension questions. Library books (SRI Levels) Leveled Readers.

Spelling/Phonics - (20 min., 3-5 x per week / whole-independent) *Direct/Explicit Instruction*

- Teacher uses adopted Spelling and Phonics texts with support activities. Skills worked on include: phonemic awareness, phonics, structural analysis, working with words, vocabulary/high frequency words, grammar, DOL, and other LA skills.

Writers Workshop - (At least 20-30 min., 2-3 x per week/whole-independent)

Direct/Explicit Instruction and Intervention Grouping

- Teacher models writing process with a focus on Arizona Standards (common core) . Students write pieces at their level and apply skills modeled by teacher. Teacher conferences with students at each stage of the writing process. Teachers K-5 (Write Steps program), 6th grade (Step up to Writing)