

ENGAGING LEARNERS



STEP 1: BALANCED LITERACY PLAN

Guiding Principles

Common Language

Grounded in Research

Integrates Differentiated Instruction

Balanced Literacy Plan

The Engaging Learners Balanced Literacy Plan (ELBLP) embodies the research and evidence-based practices in the development of literacy skills for college and career readiness. It supports grades Pre K-12 teachers to develop professional knowledge to plan and implement research and evidenced-based best practices in literacy.

The focus of the ELBLP is to ensure all students read and write using a wide variety of complex texts (including both literature and informational texts), in order to develop critical thinking and communication skills in all content areas. Within a Balanced Literacy framework, students develop literacy strategies that help them make meaning, participate, and contribute to their own learning pathways toward high proficiency levels that prepare them for the next level of education and future careers.

Self-Regulation

In addition, the ELBLP integrates the principles of Student Self-Regulation (Cash, 2016) that include the ABCs of learning (affective, behavioral and cognitive). There are deep connections between student self-regulation and literacy development. Literacy, specifically reading, is a sociopsycholinguistic process and in order to be successful and independent readers, students must feel good about reading experiences (affective); be present in contexts where reading is encouraged (behaviors), modeled, and promoted; and provided with opportunities and strategies to develop deeper understanding (cognitive).

Grounded in Research

The ELBLP is based on the most recognized research from the National Council of Teachers of English, The National Research Center on English Learning and Achievement, The International Literacy Association and relevant state standards. The plan is also based on a Balanced Literacy Framework and the Six Elements of Effective Literacy Instruction.

Part of the Engaging Learners 3 Step Plan

STEP 1
WHY

Help your students achieve two years of measured literacy skill growth in just one year!

DEFINING BALANCED LITERACY FRAMEWORK

Write Aloud (Modeled Writing)

Modeled writing is an instructional strategy in which the teacher models their decision making process and internal dialogue (using reflections, prompts, and questions) while writing. As the students observe the teacher's thinking process, they learn strategies that they can use in their own writing.

Self-Regulation Stage One: Modeling and Observing

Shared Writing

This instructional approach requires the teacher to act as a scribe while students contribute ideas. In other words, the teacher writes with the students, incorporating their ideas but using his/her own writing skill and experience to control the final outcome. Research shows that in order to create effective writers, students must be in a community of writers in which the teacher serves as a model. The shared writing approach provides an interactive, engaging way to accomplish this.

Self-Regulation Stage One: Modeling and Observing transitioning to Self-Regulation Stage Two: Copying and Doing

Interactive Writing

This describes a collaborative teaching/learning strategy in which teacher and students jointly compose and write texts. It is particularly powerful in kindergarten and first grade classrooms where it helps students understand the connection between writing and reading processes.

Self-Regulation Stage Two: Copying and Doing

Guided Writing

Guided writing lessons are small-group lessons centered around skills or strategies that students need to practice. As the name implies, these lessons include immediate guidance from the teacher. These temporary small groups, comprised of students with similar needs, can participate in guided writing lessons after a whole-class lesson, while other students are actively engaged in independent writing.

Self-Regulation Stage One: Modeling and Observing or Self-Regulation Stage Two: Copying and Doing

Independent Writing

During independent writing, students produce written texts by drawing on knowledge and skills that have been taught during previous modeling and guided practice.

Self-Regulation Stage Three: Practice and Refinement or Self-Regulation Stage Four: Independence and Application

Read Aloud (Modeled Reading)

Students need adult models for reading. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

Self-Regulation Stage One: Modeling and Observing and builds the foundation for Self-Regulation Stage Four: Independence and Application

Shared Reading

Shared reading is an interactive reading experience that occurs when students share the reading of a text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including fluency, comprehension and increasing vocabulary.

Self-Regulation Stage Two: Copying and Doing or Self-Regulation Stage Three: Practice and Refinement

Interactive Reading

The interactive reading model describes both a reading process and the way linguistic elements are processed and interpreted by the brain. The model recognizes the interaction of two types of reading processes: surface structure (or bottom-up, from the individual word level through implied themes of a text) and deep structure (or top-down, from over-all implications of a text down through the author's individual word choice). A reader's ability to switch between the two processes increases their ability to build meaning, remember, and recognize the structure of a text.

Self-Regulation Stage Two: Copying and Doing or Self-Regulation Stage Three: Practice and Refinement

Guided Reading

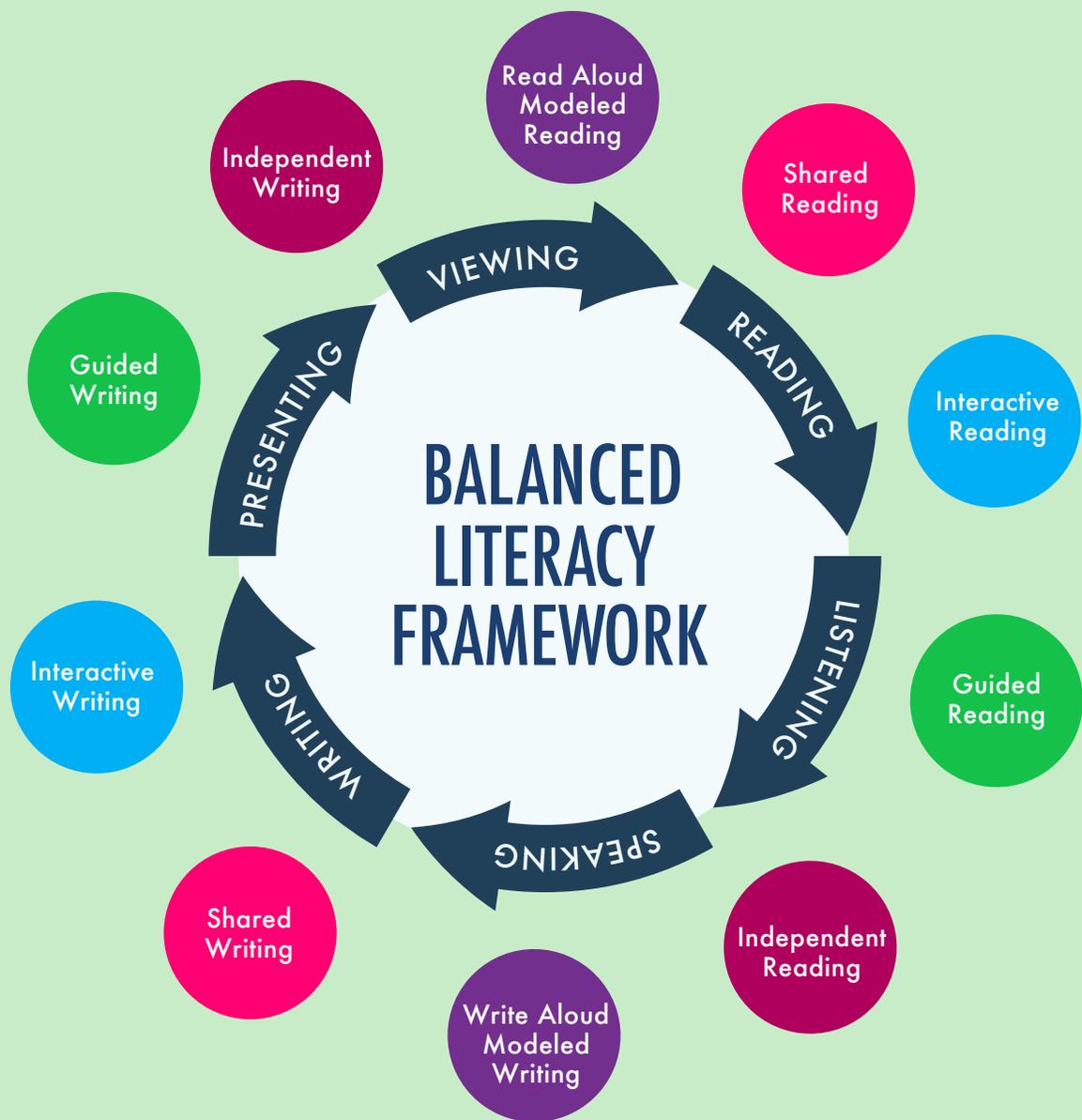
Guided reading is group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows students to be taught in a way that is intended to be more focused on the individual readers' needs. In doing so, increases student reading achievement.

Self-Regulation Stage Three: Practice and Refinement

Independent Reading

In educational settings, students are involved in choosing and reading material for independent consumption and enjoyment. Instead of the teacher selecting and assigning reading material, the constraints are loosened and students are given the chance to have control.

Self Regulation Stage Four: Independence and Application



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SIX ELEMENTS OF EFFECTIVE LITERACY INSTRUCTION

EACH STUDENT:



Listens to a fluent adult read



Reads something they choose



Talks with peers about reading



Writes about something personally meaningful



Reads accurately



Reads texts they understand

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