Balanced Literacy

For all students

Jane Farrall
Literacy

0 Reading and writing throughout the day
Balanced Literacy Instruction

**Emergent Students**
- Shared Reading & Independent Reading
- Alphabet and Phonological Awareness
- Independent Writing
- Shared Writing

**Conventional Students**
- Independent Reading
- Working with Words
- Writing
- Anchor, Read, Apply (Guided Reading)
Koppenhaver, Coleman, Kalman & Yoder, 1991. Adapted from Teale and Sulzby, 1989

Language

Reading

Writing

Listening

Speaking/ AAC
Emergent Literacy

Appropriate for emergent readers and writers of any age
Emergent Literacy Intervention

- Focusing on the different skill areas that research has shown lead to later literacy success
- Appropriate for every who is an emergent reader and writer, at any age
Emergent Literacy Instruction

- Shared Reading
- Shared Writing
- Independent Reading
- Independent Writing
- Alphabet & Phonological Awareness
Shared Reading

- A collaborative learning activity that emulates and builds on the bedtime book experiences that many children and parents have together
- The focus is on the interaction
- It is appropriate for any emergent reader, no matter their age
- Can be done individually or in small groups
- Comment, Ask, Respond (Notari-Syverson, Maddox, and Cole, 1999)
Independent Reading

0 Developing a student’s love of books and reading
0 Need a mix of texts – fiction, non-fiction, photograph, illustrated, repeated line
0 Pick suitable early books for older readers
0 Use www.tarheelreader.org
0 Use different technologies – printed books & eBooks
0 Make sure every student has a chance to interact with books as independently as possible
Alphabet & Phonological Awareness

Emergent students need to build skills in two areas:
  - Alphabet Knowledge
  - Phonological Awareness

We need to provide them with:
  - Incidental instruction
  - Explicit instruction
Alphabet & Phonological Awareness

- Alphabet books
- Focus on whole alphabet or at least 2 letters a week
- Use students’ names as a basis for early alphabet knowledge
- Talk about letters and sounds when you encounter them in everyday activities
- Provide opportunities to play with letter shapes and sounds
- Explicitly reference letters names and sounds in shared reading and writing
- Use mnemonics such as food, people & actions for difficult letters
- Introduce to onset rime
- Do auditory word sorts
Independent Writing

- Emergent writing is one of the important ways for a student to learn concepts and function of print
- Writing without standards
- Attribute meaning and assume competence!
- Make sure they have the easiest pencil physically, with access to all 26 letters
- Write for real reasons
- Follow through on writing tasks
- Shared writing e.g. predictable chart writing
Shared Writing

- Such as predictable chart writing
Predictable Chart Writing

- 5 day cycle
  - Day 1 – pick language and write chart
  - Day 2 – re-read chart
  - Day 3 – re-read chart and chop up and re-assemble sentences
  - Day 4 – re-read chart, “be the sentence” or pick illustrations
  - Day 5 – re-read chart, publish book
Conventional Literacy

What instruction does each student need to help them read with comprehension one grade level higher?
Conventional Literacy

- Independent Reading
- Anchor, Read, Apply (Guided Reading)
- Independent Writing
- Working with Words
Conventional Literacy

A student should get conventional literacy instruction when they:

- Know most of the letters, most of the time
- Engage actively in shared reading
- Have a means of communication and interaction
- Understand that writing involves letters and words

(Erickson & Koppenhaver, 2013)
Independent Reading
Self-Selected Reading

- It isn’t self-selected if you don’t choose it yourself
- You can’t get good at it if it is too difficult
- Need to give students a range of books to choose from
- Enough practice to become more fluent
- Books to inspire them to read more!
Working with Words

- Increase the number of sight words
- Learn how to decode and spell unfamiliar words for reading and writing
- Sight word instruction using word wall and high frequency words
- Decoding instruction using Making Words
Independent Writing

- Students need regular (daily) opportunities to write without standards
- Students need the pencil that lets them focus on the cognitive side of writing
- Modelling is the most effective way of improving student writing
- Conduct writing mini-lessons on concepts you want students to learn to use in their writing e.g. capitals
So Many Pencils

- Alphabet boards
- Flip charts
- Keyboards
- Alternative Keyboards
- Onscreen keyboards
- Eye gaze boards
- Speech Generating Devices
- iPads and apps
- Pens and pencils!

http://www.janefarrall.com/lots-of-alternatives-pencils-for-everyone/
Anchor, Read, Apply (Guided Reading)

- Teach students that reading involves thinking and meaning making ie read for a purpose
- Become more strategic in their reading
- Must use a wide variety of books and other print materials
  - Commercial books
  - Custom books
  - eBooks and printed books
  - Fiction and non-fiction
What you can do at home
What Can You Do?

- Make reading and writing part of your home schedule.
- Think about reading and writing times and how they could fit in your schedule.
- Let them see you using literacy e.g. Shopping lists, emails, reading a book, reading signs.
What Can You Do?

- For earlier readers, during reading focus on predictable, patterned and alphabet books. Look at these books together and interact with your child while you read. Use your finger to guide your child’s eyes from left to right across the page as you read, and point out certain words or phrases. Ask questions about the pictures, and ask your child to point to different things.
What Can You Do?

- For later readers, encourage them to read as a leisure activity.
- Aim for silent reading – but discuss the book with them.
- Talk about what they did and didn’t like the book.
- Ask your teacher for ideas of other books they could read.
What Can You Do?

☐ For earlier readers, make your own alphabet book together e.g. A is for Aunt Sarah, B is for Brian, C is for Coles, D is for Dad.
What Can You Do?

- For all students, send in photos and (if needed) information about significant events to be used in school writing activities.
- Encourage your children to write – start a diary or write to a family member or friend.
What Can You Do?

For earlier readers - children love reading the same book over and over again. Let them chose the book – and then get them to direct the book reading – for example, ‘Where do we start from?’ Every so often, stop reading and ask your child what they think will happen next.
What Can You Do?

0 Play word games that encourage children to learn sounds. For example, ‘I Spy’ – ‘I spy with my little eye something beginning with f-f-f. What do you think I’m looking at that starts with that sound?’

0 Ask your child about words that rhyme. For example, ‘What other words sound like car?’
What Can You Do?

0 Ask your child to pick a letter and then think of words that start with that letter. Focus on words which have meaning to them e.g. family names, places you visit.
What Can You Do?

0 Link books with real-life experiences. If you’ve read a book about playing in a park, you might like to take your child to the local park and point out swings that look like the ones from the book.
What Can You Do?

0 Visit the library with your child, and encourage them to choose books he’d like to take home.
0 Ask for readers to come home from school.
0 Use TarHeel Reader to find books on topics of interest (requires a computer and internet connection)
What Can You Do?

0 When out and about with your child, take a book along.
0 For earlier readers, read books with rhymes to help your child develop awareness of sounds and words. Dr Seuss and Pamela Allen books are a hit with many children – try *The Cat in the Hat* or *Doodledum Dancing*. 
What Can You Do?

Don’t worry if your child becomes distracted when you’re reading, or if you don't get through the whole book. Follow their lead – encourage, but don't push them. Experiment with different books to see what they like.
What Can You Do?

- For earlier readers - focus on a letter when you read a book - ask your child to tell you words that start with the same sound as the letter you’re focusing on.
- When you’re out and about, ask your child to identify or sound out letters or words on billboards and shop fronts.
- Encourage your child to read the names of items at the supermarket.
What Can You Do?

- Make your own family storybooks. Take photos or use remnants from family trips. Help your child to write the words or at least some letters in the story.
What Can You Do?

- For earlier writers, encourage your child to draw and write using pens, pencils, crayons and markers. He’ll probably be excited to add a scribble or drawing on birthday cards or letters in a big swirl of colour.
- Ask your teacher what your child is using as a “Pencil” at school and use that at home too in writing activities if possible.
- If appropriate, ask for your own flip chart.
What Can You Do?

0 For earlier writers, encourage your child to attempt some letters or write his/her name on all the artwork she creates.

0 For earlier writers, give your child opportunities to use letters of the alphabet in different forms – on blocks, magnetic letters that stick on the fridge and puzzle pieces.
What Can You Do?

- Value every child as a reader and writer.
- Be proud of their reading and writing skills and praise them as they develop.

- jane@janefarrall.com