


A B C

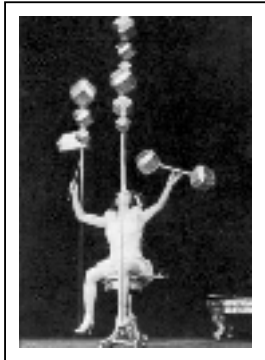


The BALANCING ACT


The what, when and how of balanced literacy

Mary Livant and Maureen Curran-Dorsano
 Pathways to Bilingualism Conference
 St. Paul, Minnesota
 October 16-18, 2008

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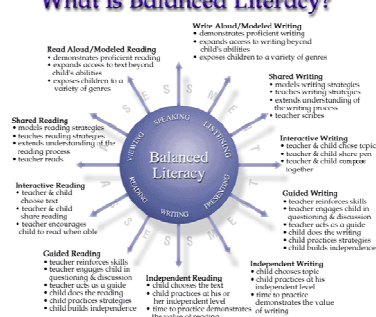
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- phonemic awareness
- phonics
- fluency
- vocabulary
- text comprehension


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What is Balanced Literacy?



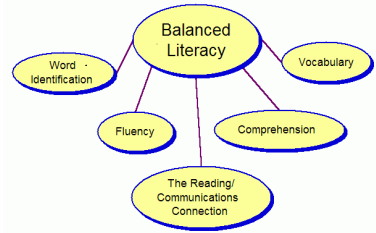
pirate.shu.edu/~jamesjan/literacy.htm

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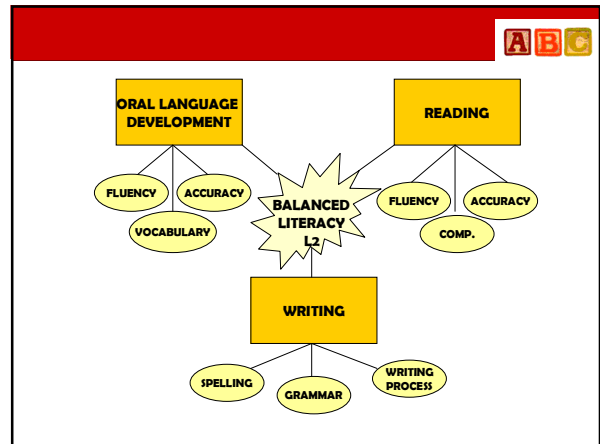


http://web64.sd54.k12.il.us/schools/fincotr/2_3/images/literacy_model.jpg

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www.usd253.org/~balanced_literacy/index.htm



| | |
|--------------|---|
| Mon | Introduce week's grapheme |
| Tues | Writing instruction |
| Wed | Guided Reading Groups Word Study / Phonics Independent literacy work |
| Thurs | Guided Reading Groups Making Words / Phonics Independent literacy work |
| Fri | Guided Reading Groups Oral language activity Independent literacy work |

Grapheme of the week

- PowerPoint slideshow ■
- Written text ■
- Cloze activity ■
- Homework:
Cursive handwriting ■

Guided Reading

- Assessing readers ■
- Forming groups ■
- Guided reading session ■

Accuracy:
91% = instructional level

Oral Reading Rate:
45 wpm = too slow

Conclusion: Need to retest at a lower level.

Goal: Find a level this student can read at a high level of accuracy (≥ 95%) so we can focus on fluency.



Lundi, Mardi et Jeudi

| | Mme Livant | Mme C-D | Mlle Tadjia Nya | Mme Amata |
|--------------------|------------|-----------|-----------------|-----------------|
| Voyageurs | | | | |
| 9h05-9h25 | Janvier | Juillet | Mars | Août |
| 9h25-9h45 | Février | Août | Janvier | Septembre |
| 9h45-10h05 | Mars | Septembre | Février | Juillet |
| Amérindiens | | | | |
| 10h15-10h35 | Avril | Octobre | Mai A | Novembre & Juin |
| 10h35-10h55 | Mai | Novembre | Avril | Décembre |
| 10h55-11h15 | Juin | Décembre | Mai B | Octobre |

GUIDED READING

Instructional Strategies Online
<http://olc.spsd.sk.ca/DE/PD/instr/strats/guided/guided.html>

- Students should be divided into small groups (4-6 students).
- The younger the students the smaller the groups.
- Guided reading lessons are to be about 15-20 minutes in duration.
- Appropriately leveled reading materials must be selected for the group and each child should have his/her own copy of the literature.



Word Study

chapeau eau

tableau beau

 gâteau

beau pinceau

bateau ciseaux

oiseaux

Word sort ■■■

Word shapes ■■■■

Phonics (remediation)

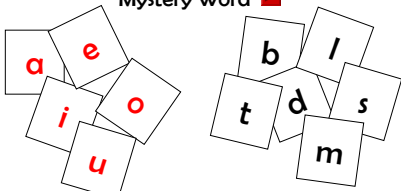
Bravo, je lis ■

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Making Words

Basic phonics skills ■

Mystery Word ■



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Oral language activity

- Content-driven or everyday language
- Vocabulary, accuracy, fluency
- L2 output, extended discourse

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Literacy Centers

- Introduce one or two centers at a time.
- Model and practice, then practice some more.
- Activities should be generic, reusable and multi-leveled.
- Keep it simple!

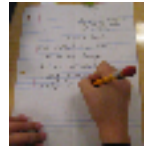
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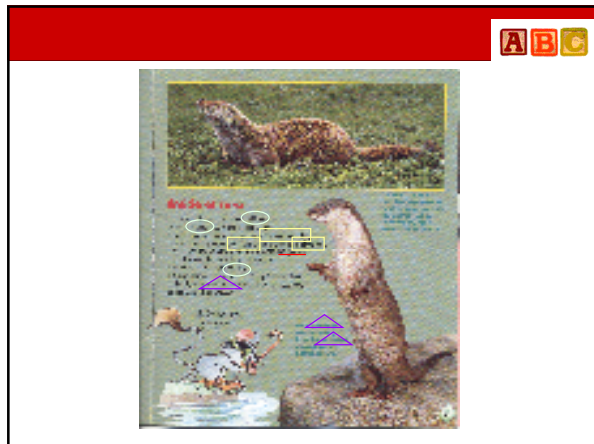
- Read-along
- Independent Writing
- Independent or paired reading
- Making words
- Computer programs
- Spelling games
- Overhead activities
- Scrabble
- Dictionary Hunt
- Poetry booklet

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Book Response

1. Story Wheel
2. Pop-up book
3. Diorama
4. Cartoon strip
5. Chain of Events
6. Character house
7. Flip book
8. 3-D Character (VoiceThread)
9. Animal cinquains





Mary Livant
marlivant@edina.k12.mn.us

Maureen Curran-Dorsano
maudorsano@edina.k12.mn.us