

IIS Language Policy

Appendix 2

Balanced Literacy – Sample Activities

Reading

Read-Aloud

Student activities:

- Listening and responding

Teacher activities/assessment:

- All primary classes should be read aloud to **every day**
- Read Aloud should be used as an opportunity to model reading behaviours, responses and thinking strategies; may be linked to Unit of Inquiry, Learner Profile, Class Interests, Author Studies, library time, etc.
- Teacher should ensure children are exposed to a variety of genres, with thought-provoking, authentic materials
- Record any titles that are relevant to a particular unit of inquiry on the Unit Planner

Shared

Student activities:

- Reading with the teacher (may be choral, joining in refrains, taking turns, etc.) either via a Big Book, Picture Book or book with multiple copies

Teacher activities/records:

- Keep a list of any books that are particularly engaging or relevant for class/unit of inquiry/etc.

Guided Reading

Student Activities:

- Taking part in targeted mini-lessons
- Taking part in class novel study (Class 1 and up) or Oxford Reading Tree (using workbooks independently in Pre-K and Kindergarten)
- Maintaining records on a chart of books they have read for guided reading
- Taking part in group novel studies/literature circles (Class 3 and up)

Teacher Activities/Records:

- Modeling necessary reading skills (including comprehension/thinking skills) through demonstration and think-aloud in targeted mini-lessons, based on DRA and observation
- Using flexible grouping for mini-lessons – some whole class, some not, depending on needs of the class/individuals
- Ensuring students keep accurate chart of books read
- Ensuring each child is reading at appropriate level and making progress
- Informing the Learning Support teacher immediately upon observing any difficulty or anomaly with a child's reading

Independent Reading:

IN SCHOOL:

Student Activities:

- Silently read (DEAR- Drop Everything And Read) book of their own choice **at least 10-15 minutes in class every day.**
- Book share - describing/summarizing/recommending the book they are reading to the class
- Read with a partner if given permission by the teacher
- For non-readers: Student to sit next to teacher, check in after each paragraph, and then later, each page, then two pages, etc. until the student begins to read for meaning. When checking in, teacher asks questions to engage and excite student. This process usually only lasts for a short while
- Record DEAR books and written/artistic responses in reading log (see samples)

Teacher activities/records:

- Make books easily accessible and well-organized for DEAR time
- Monitor student choices; arrange mini-lessons on choosing the right book as needed
- Monitor reading – check in with students with questions occasionally
- Allow 10-15 minutes for silent reading at a set time DAILY
- Allow Book share occasionally to motivate students and share good books
- Monitor number of pages and type of book read by each student weekly – use to inform further planning/instruction/sharing

AT HOME:

Student activities:

- Read every day from either a self-chosen book or one given by the teacher (authentic literature preferred, but lower primary may use ORT sometimes)
- Record in home reading log
- Respond as directed by the teacher

Teacher Activities:

- Monitor home reading log (request parent signatures if necessary) and student book choices
- Monitor number of pages/type of books read
- Set different response prompts, including written and artistic responses, incorporating all Elements of Literature over the year

Writing

Shared Writing (or Modeled Writing) = Students and Teacher compose text together.

- Children provide the ideas, teacher scribes on flipchart or whiteboard
- Teacher explicitly demonstrates and verbalizes while putting children's ideas into writing
- Children may illustrate later, copy down the text, or use it as a model for their own writing

Guided Writing (or Working With Words)

Student Activities:

- Apply the lessons/goals to their own writing (e.g. using full stops, caps or personal spelling words)
- Monitor their progress with goals and focus areas

Teacher Activities:

- Monitor student writing and identify goals, keeping in mind the expectations for the class level
- Teach mini-lessons and give demonstrations on the goal/focus areas
- Monitor student progress with goals and focus areas, continue setting new ones

Independent Writing

- Students have time for free writing, on topics that interest them.