

**A FRAMEWORK OF BALANCED LITERACY**

**ONGOING ASSESSMENT**

**GOAL:** *To keep informed of and evaluate students' learning during instruction; the gathering of information to inform instruction.*

**Contexts:** During all components of Balanced Literacy

<b>READER'S WORKSHOP</b>	<b>WRITER'S WORKSHOP</b>
<p><b>GOAL:</b> <i>To read self-selected and teacher-selected texts for an increased period of time; to develop the habits, strategies and skills of good readers through an Optimal Learning Model with the focus on moving the student toward independence. Children will be exposed to various genre and develop an enjoyment of reading.</i></p>	<p><b>GOAL:</b> <i>To develop writing strategies and skills and to use writing as a tool for communication and learning. Children will explore different genres and formats for various purposes and audiences.</i></p>
<p><b>Component:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Read Aloud/Modeled Reading</b> <ul style="list-style-type: none"> <li>▪ Teacher shows “how to do it”; models fluency, strategies, skills, concepts about print</li> <li>▪ Learners listen and observe</li> <li>▪ Demonstration is explicit and intentional</li> <li>▪ Develop an enjoyment for a variety of genre and authors</li> <li>▪ Preview text together, create anchor charts, use read aloud notebooks, hold onto threads of thinking, think about big questions</li> </ul> </li> </ul>	<p><b>Component:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Writing Aloud/ Modeled Writing</b> <ul style="list-style-type: none"> <li>▪ Teacher provides full support; models and demonstrates the process of putting ideas into written language.</li> <li>▪ Teacher is the scribe.</li> <li>▪ Teacher “thinks aloud” to model how to write and exposes them to writing conventions.</li> <li>▪ Message is reread many times.</li> <li>▪ Mini Lesson</li> </ul> </li> </ul>

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- Multiple reads enhance students' understanding
- Mini Lesson

*Opportunities for Ongoing Assessment*

- ✓ Observations
- ✓ Student Interest/Participation
- ✓ Students' Response to Questioning

➤ **Shared Reading**

- Interactive
- “Hand-holding”
- Enjoy and reread new, familiar and favorite texts (material can be challenging; above most students' independent reading level)
- An enlarged text is used so all can see and participate in reading; student participation is encouraged
- Demonstrate and support what good readers do
- Students are engaged as teacher points to text and they read along
- Modeling and student participation occur simultaneously

*Opportunities for Ongoing Assessment*

- ✓ Observations
- ✓ Student Interest/Participation
- ✓ Students' Response to Questioning

➤ **Shared/Interactive Writing**

- Teacher and student(s) “share the pen” as they work together to compose a message; student participation is encouraged
- Teacher demonstrates and supports what good writers do
- Students are shown what is possible in all aspects of writing
- Teacher chooses a meaningful topic, says words as they are written, shapes language, moves quickly and looks for opportunities for student participation; rereads
- Teacher expands on student ideas, paraphrases their thinking and demonstrates what cohesive writing looks and sounds like
- Provides a great opportunity for students to create original stories and literary pieces (letters, poems, invitations, lists, charts, pages of a book, etc.)
- Mini Lesson

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- Powerful context for demonstration and practice of all aspects of the reading process
- Mini Lesson

*Opportunities for Ongoing Assessment:*

- ✓ Observations
- ✓ Student Interest/Participation
- ✓ Students' Response to Questioning
- ✓ Conversations
- ✓ Turn & Talk or Partner Read observations
- ✓ Written responses to reading

➤ **Guided Reading/Strategy Group**

- Teacher works with small groups who have similar needs; driven by assessment
- Flexible groups
- Students practice thinking and acting like readers
- Teacher scaffolds and guides readers with strategies and skills that will help them become independent readers; provides feedback
- Teacher introduces texts and listens as students read in a low voice; may take running records on a designated student

*Opportunities for Ongoing Assessment*

- ✓ Observations
- ✓ Interest/Participation
- ✓ Response to Questioning

➤ **Guided Writing/Strategy Group**

- Support is given in a small group setting or individually to students during conferencing.
- Students see modeling close-up
- Students write with teacher support; learner “holds the pen”
- Students practice thinking and acting like writers
- Teacher gives feedback
- Flexible groups
- Teaching point
- Teacher may provide instruction through mini-lessons on the craft and conventions of writing in a variety of genre.

*Opportunities for Ongoing Assessment:*

- ✓ Writer's Notebook
- ✓ Observations
- ✓ Anecdotal Records

- Teaching point

*Opportunities for Ongoing Assessment*

- ✓ Running record
- ✓ Fluency
- ✓ Strategies used
- ✓ Retelling
- ✓ Observe behaviors
- ✓ Anecdotal Records

➤ **Independent Reading**

- Students read alone or with a partner.
- Students select “just right books” from a variety of genre.
- Teacher conferences with students to check on comprehension, fluency and decoding.

*Opportunities for Ongoing Assessment*

- ✓ Reading Conference
- ✓ Retelling
- ✓ Running Record
- ✓ Analyze Reading Logs

➤ **Independent Writing**

- Students compose their own literary message with minimal support from the teacher using writers’ notebooks and progressing through stages of the writing process.
- A language-rich environment must provide daily opportunities for children to write on their own.

*Opportunities for Ongoing Assessment*

- ✓ Writers’ Notebooks
- ✓ Conferences

**LANGUAGE AND WORD STUDY**

**GOAL:** *To explore the intricacies of language and to investigate the meaning and structure of words, as well as the conventions and forms of the written language.*

**Contexts:** In all components of Reader's and Writer's Workshop

- Familiarity with letter forms
- Develop phonological awareness
- Use visual aspects of print
- Provide opportunities to notice and use letters found in text
- Opportunities to manipulate letters and make words
- Add to inventory of known letters and words
- Link sounds with letters/clusters
- Use what is known about words to solve new words

**CELEBRATING READERS AND WRITERS**

**GOALS:**

Students:

- Efforts are affirmed
- See the reason for the reading and writing processes
- Learn from their peers
- Are encouraged to do their best reading and writing
- Publish pieces for real readers
- Take pride and enjoyment in reading and writing

From :

*The Ohio State University Literacy Collaborative Framework* as found in *Guided Reading* (Fountas & Pinnell, 2001)

*The Continuum of Literacy Learning* (Fountas & Pinnell, 2007)

*Reading Essentials* (Routman, 20003)

*Writing Essentials* (Routman, 2005)

**Compiled by: D. Martinotti for Cliffside Park**