

Appendix C

Current Research Practices

K-5

BALANCED LITERACY COMPONENTS

READ ALOUD

Teacher reads aloud to students.

SHARED READING

Teacher provides whole-class explicit instruction through a mini-lesson while reading a shared text.

GUIDED READING

Teacher works with a small group of students, using instructional level text, as they practice and apply previously taught strategies and skills.

INDEPENDENT READING

Students independently read self-selected books that they can and will read. (Within Daily 3 Model)

WORKING WITH WORDS

Teachers and students engage in an integrated study of phonemic awareness, phonics, spelling, and vocabulary. (Within Daily 3 Model)

WRITING

Teacher provides instruction in the writing process and grade-level language skills through writing workshop model. Writing activities are based on narrative, opinion/argument, explanatory/informative, and research pieces. Peer to peer and teacher to student conferencing is used as a key strategy to support student growth as a writer. (Within Daily 3 Model)

DAILY 3 MODEL

Students select from authentic reading choices, working independently toward personalized goals. The teacher meets individual needs through whole group and small group instruction and one on one conferencing.