Integrated Balanced Literacy
From Balanced to Transformative Literacy

“Children are the priority. Change is the reality. Collaboration is the strategy.”
—Justin Billings

ARC COLLOQUIUM SERIES
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Executive Coach
American Reading Company

Former: Curriculum Facilitator, 7-8 ELA Teacher, 7-8 Social Studies Teacher, and ESL Specialist.

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Today’s Essential Questions...

• What problem are we trying to solve for our students?

• What improvement might we introduce and why?

• What might that improvement look like?
Introductions: Quick Write…

• What specifically are you trying to improve in your school or district regarding literacy instruction and assessment?

• What is one change you have introduced to the literacy block to make this improvement happen?

Please share and include:

• Your name, school, and position
THE GOAL

“The goal is that all students leave this school year as engaged, skilled, critical readers who can handle grade-level text completely independently and proficiently.”

Jane Hileman; CEO of American Reading Company —ACTION 100 Instructional Framework, 2015.

Literacy = Power, Privilege, Agency
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Five Essentials for School Success

1. A coherent instructional system
2. Ongoing development of the professional capacity of the staff
3. Strong parent-community-school ties
4. A student-centered learning climate
5. Shared leadership to drive innovation

A Coherent Instructional System

Accelerated Achievement

Grade-Level Rigor

Differentiated Support

Standards-Based Instruction
How Does That Happen?

Provide Basic Structure…

Promote Self-Direction
What Is Inquiry Through Apprenticeship
And Why Should We Teach This Way?
Jeffrey D. Wilhelm, Distinguished Professor of English Education at Boise State University

There are three broad models of teaching and learning (Bilgoff, 1996). It must be the goal of expert teaching to assist students to deep and usable understandings, or what might be called "conscious competence"—i.e., knowing what you know, how you know it, how to justify it with disciplinary standards, and how to apply and continue developing this knowledge. Only one model, inquiry through apprenticeship, effectively develops students' conscious competence and prepares them for real world success.

What Is Inquiry Through Apprenticeship?

What is inquiry through apprenticeship and how is it different from other educational approaches? To explain, let's imagine a teacher trying to teach students how to make spaghetti sauce.

Approach 1: Information Transmission: The teacher provides the students with a standard archival recipe for making spaghetti sauce and asks students to memorize the recipe and repeat it on a test. Teaching here is telling and focuses on the WISEAT or information to be learned. Learning, in this model, is demonstrated by retelling. But here's a big bold BUT: research shows that even students who ace the retelling test typically do not understand the content, cannot apply it, and regularly forget the information.

Approach 2: Discovery: The teacher provides kitchen space, tomato paste, spices and the like and says “Go to town! Figure it out!” Learning is demonstrated through effort and doing something for oneself. One can imagine the mess that could ensue. Teaching in this model is creating a nurturing environment and focuses on the WHO of the learner. The teacher provides materials and an environment to stimulate student activity and "discovery." Research indicates that in such environments, students do what they already know to do and do not learn new things of thinking, problem-solving, or being.

Approach 3: Inquiry Through Apprenticeship: First, the teacher models different ways of making spaghetti sauce, then mentors, guides, and assists learners to make different sauce recipes, all the while helping students to develop "conscious competence" by articulating principles/conceptual knowledge about the chemistry of cooking, the interaction of flavors and the like, and principles of practice/procedural knowledge of cooking. Learning is demonstrated through actual accomplishment in a culminating project, e.g., developing one's own unique spaghetti sauce, based on the principles and practices learned, shared and explained to a real audience. The focus here is on the WTHE and the HOW—the purposes and processes of learning—but also on the WHAT of generative conceptual knowledge, the WHO of the disciplinary expert, and the WHEN and WHERE of the context of knowledge development and application. In this model, teaching is modeling, then monitoring and monitoring learning.

A further goal of the inquiry apprenticeship model is that learners meet what is known as the "correspondence concept"—thinking about cooking in ways that correspond more closely to how experts think about the culinary arts, that they practice cooking more like an expert, and that they would continue to develop this knowledge through their lives. In other words, the learner has been apprenticed into expertise through inquiry in ways that lead to further inquiry. The developed knowledge is generative and unstructured—able to be further developed and honed over a lifetime—and unlike the inert facts learned through information transmission or the kinds of learning unconnected to disciplinary knowledge and standards that tend to occur through discovery learning. As a form of art in cognitive science, inquiry is the rigorous apprenticeship into disciplinary expertise and meaning making. It is learning how to solve problems and design solutions by using the stances and strategies of expert practitioners.

Likewise, expert teachers strive to attain their own conscious competence as teachers—to possess a wide repertoire of strategies to assist student learning in various ways under different conditions. Expertise in teaching resides in what is known as pedagogical content knowledge—knowing how to teach students how to read, write, and learn (Shulman, 1986). Our next generation standards (like the Core in the U.S.) represent profound cognitive achievements in producing and performing knowledge, and meeting the demands of these standards and their assessments will require expert teaching in the HOW.

Why Inquiry Through Apprenticeship Works

There are many studies that support the case for using inquiry as cognitive apprenticeship both in terms of student learning and in teacher development. The gold standard research for student learning is the Successful School Restructuring Study conducted by Fred Newman (Newman & Wallhead, 1995) Newman, et al. 1996. Involving 23 schools and over 2,500 students, learners were found to enjoy significantly higher engagement, students on such environments, and students who do what they already know to do and do not learn new things of thinking, problem-solving, or being.

Research Lab Comprehensive Core Curriculum Overview

ARC COLOQUIUUM SERIES
What are the basic structures of an Integrated Balanced Literacy Block?

What work processes do teachers engage in?

What work processes do students engage in?
120 Minute Literacy Block

Daily components, in any order that makes sense

**Common Core Mini-Lesson**
- Teacher introduces today’s Focus.

**Read/Write/Discuss Complex Text**
- Whole group, grade level shared reading or writing
- Students work in small groups/pairs to practice applying today’s Focus to the shared text or to writing.

**Independent Reading**
- Students practice applying today’s Focus to self-selected texts at a variety of levels. At least a portion of this time is spent with texts within the Thematic Unit.

**Teacher Coaching/Formative Assessment**
- Teacher works 1:1 (and eventually with small groups) to accelerate reading growth through Power Goal conferencing. Teacher checks proficiency with the day’s focus.

**Readers’ Workshop**
- **Part 1** (35–45 min.)
  - Teacher models how today’s Focus will be applied to writing.
  - Teacher works 1:1 (and eventually with small groups) to coach writing proficiency and growth.

**Reading**
- Students practice applying their Power Goals to self-selected texts at a variety of levels. Students can pick any texts or topics/in any genre.

**Formative Assessment**
- Teacher works 1:1 (and eventually with small groups) to accelerate reading growth through Power Goal conferencing. Teacher checks proficiency with the day’s focus.

**Writing**
- **Part 2** (20–40 min.)

*Time ranges vary intentionally. Depending on the lesson and student energy, teachers may spend more time writing or more time reading.

**Weekly Goals**
- Students read for 5 hours a week, with some time spent reading texts within the Thematic Unit and some time in complete free-choice. Reading time can be spread across the school day and/or at home.
- Teacher meets with a minimum of 10 students 1:1 or in small groups to focus on Power Goals.

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**What are the gaps between our current literacy block and the balanced literacy block example?**

**What changes might we introduce to address our gaps and why?**

**Who will be involved in this change?**

**How will we work to gain consensus of all stakeholders?**

**Project Goal:**

**ARC Solution:**
What Will I Do in the First 6 Weeks of School?

- Establish a Culture of Engagement
- Meet Each Student Where the Student Is
- Create a Culture of Inquiry
## Teacher as Learning Coach/Researcher

<table>
<thead>
<tr>
<th>Stand &amp; Deliver</th>
<th>Teacher As Learning Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td><strong>Students</strong>&lt;br&gt;(Active Learners)</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;(Passive Recipients)</td>
<td><strong>Information</strong></td>
</tr>
</tbody>
</table>
Read/Write/Discuss Complex Text

2nd Grade Research Lesson (Cause/Effect Relationships)
Thinking required by the common core focus standards is developed as students learn content.
Integrated Balanced Literacy Model

- Writers’ Workshop
- Grade-Level Daily Lessons
- Interactive Read-Aloud/Modeling
- Shared/Close Reading of Complex Text
- Accountable Independent Reading
- Assessment & Accountability to Drive Learning for Adults and Students
- Whole-Group Writing Lessons
- Small-Group/Foundational Skills Instruction
Reading Instruction Should:

• Match the individual reader.

• Teach toward independence.

• Explicitly teach strategies to access skills.

• Value time for reading, volume of reading, and variety of reading experiences.

• Follow predictable structures and routines.

Integrated Balanced Literacy Model

1. Grade-Level Daily Lessons
2. Interactive Read-Aloud/Modeling
3. Shared/Close Reading of Complex Text
4. Accountable Independent Reading
5. Assessment & Accountability to Drive Learning for Adults and Students
6. Small-Group/Foundational Skills Instruction
7. Whole-Group Writing Lessons
8. Writers’ Workshop
## Example Yearlong Scope and Sequence: Grade 1

### Unit 1
**ARC Literacy Lab: Building a Community of Avid Readers & Writers**

- 100-Book Read-Aloud Immersion Collection

**IBLA: Identify each student's current reading level and the things they MOST need to learn next.**

**IBLA Toolkit: Teach to student needs in flexible, strategic-small groups.**

### Unit 2
**Informational Reading, Writing & Research in One Science Topic**

- Grade-Level Readers: Use Common Core mini-lessons and shared/direct reading of a grade-level informational text to teach Science content & Vocabulary/Comprehension Standards.

**Differentiated Support: Students practice applying what's been taught as they research in informational books on the same topic at a wide range of reading levels.**

**Integrated Reading & Writing: Students read informational texts to write their own informational texts.**

### Unit 3
**Unit 3: Literature Reading, Writing & Analysis in One Literary Genre**

- Novel Study: Use Common Core mini-lessons and shared/direct reading of a grade-level novel to teach Common Core Literature Standards & literary analysis.

**Genre Study: Students read from a leveled library of both books in the genre and informational texts related to the genre.**

**Integrated Reading & Writing: Students read informational text in order to form opinions and craft well-reasoned and supported arguments on the topic.**

### Unit 4
**Argument Writing & Research in One Social Studies Topic**

- Argument & Debate: Students learn History content as they learn to make & evaluate proficient arguments.

**Build Knowledge & Vocabulary Through Research: Students research in and write to books on the same topic at a wide range of reading levels.**

**Integrated Reading & Writing: Students read informational text in order to form opinions and craft well-reasoned and supported arguments on the topic.**
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td><strong>ARC</strong></td>
<td><strong>Informational</strong></td>
<td><strong>Genre Study</strong></td>
<td><strong>Argument</strong></td>
</tr>
<tr>
<td>Literacy Labs</td>
<td>Research Labs</td>
<td>Research Labs</td>
<td>Labs</td>
</tr>
<tr>
<td>Instructional Framework</td>
<td>Teacher Resource Kit</td>
<td>Instructional Framework</td>
<td>Instructional Framework</td>
</tr>
<tr>
<td>Class Sets of two Magic Tree House novels &amp; Informational Read-Alouds</td>
<td>IFLA Home Practice Cards</td>
<td>Theme Research Cards</td>
<td>Theme Research Cards</td>
</tr>
<tr>
<td>Hook Book Library</td>
<td>Take Home Book Bags</td>
<td>Writing Cards</td>
<td>Writing Cards</td>
</tr>
<tr>
<td>100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels</td>
<td>Text by Jeffrey Wilhelm</td>
<td>Exemplar Bulk Pack</td>
<td>Exemplar Bulk Pack</td>
</tr>
<tr>
<td>Leveled Thematic Research Library (100 Titles)</td>
<td>5 Above Level Read Alouds</td>
<td>Leveled Thematic Research Library (100 Titles)</td>
<td>Leveled Thematic Research Library (100 Titles)</td>
</tr>
<tr>
<td>Text by Jeffrey Wilhelm</td>
<td>Central Text</td>
<td>Text by Jeffrey Wilhelm</td>
<td>Central Text</td>
</tr>
<tr>
<td>5 Above Level Read Alouds</td>
<td>5 Above Level Read Alouds</td>
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<td>5 Above Level Read Alouds</td>
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## Fifth Grade

<table>
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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Literacy Labs</td>
<td>Informational Research Labs</td>
<td>Genre Study Research Labs</td>
<td>Argument Research Labs</td>
</tr>
<tr>
<td>Instructional Framework</td>
<td>Instructional Framework</td>
<td>Instructional Framework</td>
<td>Instructional Framework</td>
</tr>
<tr>
<td>Teacher Resource Kit</td>
<td>Theme Research Cards</td>
<td>Theme Research Cards</td>
<td>Theme Research Cards</td>
</tr>
<tr>
<td>Paired Core Texts</td>
<td>Writing Cards</td>
<td>Writing Cards</td>
<td>Writing Cards</td>
</tr>
<tr>
<td>Fiction Hook Book</td>
<td>Blackline Master for Student Research (included in Instructional Framework)</td>
<td>Blackline Master for Student Research (included in Instructional Framework)</td>
<td>Blackline Master for Student Research (included in Instructional Framework)</td>
</tr>
<tr>
<td>Related Informational Test</td>
<td>Exemplar Bulk Pack</td>
<td>Informational Titles</td>
<td>Informational Titles</td>
</tr>
<tr>
<td>Hook Book Library</td>
<td>5 Above-Level Read Alouds</td>
<td>Central Text</td>
<td>Central Text</td>
</tr>
<tr>
<td>Take Home Book Bags</td>
<td></td>
<td>5 Above-Level Read Alouds</td>
<td>5 Above-Level Read Alouds</td>
</tr>
<tr>
<td>100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels</td>
<td>Leveled Thematic Research Library (100 Titles)</td>
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<tr>
<td>Unit 1</td>
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<td>Unit 3</td>
<td>Unit 4</td>
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</tr>
<tr>
<td><strong>ARC Literacy Lab:</strong> Building a Community of Avid Readers &amp; Writers</td>
<td><strong>Informational Reading, Writing &amp; Research in One Science Topic</strong></td>
<td><strong>Literature Reading, Writing &amp; Analysis in One Literary Genre</strong></td>
<td><strong>Argument Writing &amp; Research in One Social Studies Topic</strong></td>
</tr>
<tr>
<td>Reading Standards 1, 4, 7, 9, 10, and Writing Standards 4-10 are Covered in All Four Units.</td>
<td>All Speaking &amp; Listening Standards and All Language Standards are Covered in All Four Units.</td>
<td></td>
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</tr>
</tbody>
</table>

**ARC Literacy Labs®**
- Provides classrooms with all the tools and best practices they need to launch a year of ARC Core (or another curriculum paired with 100 Book Challenge).

**Paired Core Texts**
- Fiction and Nonfiction

**Hook Book Static Library**
- Engage every student with books proven to turn kids into avid readers.

**IRLA®**
- Identify each student’s current reading level and the thing they MOST need to learn next.

**IRLA Toolkit**
- Teach to these needs in flexible, strategic small groups.

**100 Book Challenge® Rotating Classroom Libraries**
- Provide daily practice in texts at the appropriate level of challenge, in school & at home.

**Informational Text**
- Use mini-lessons and shared/whole reading of a grade-level informational text to teach Science Content & Vocabulary/Comprehension Standards.

**Research Reading**
- Students practice applying what’s been taught as they research in informational books on the same topic at a wide range of reading levels.

**Integrated Reading & Writing**
- Students read informational text to write their own informational texts.

**Novel Study**
- Use mini-lessons and shared/whole reading of a grade-level novel to teach Common Core Literature Standards & Literary analysis.

**Genre Study**
- Students read from a leveled library of both books in the genre and informational texts related to the genre.

**Integrated Reading & Writing**
- Students read to write an essay about the genre and their own story in the genre.

**Argument & Debate**
- Students learn history content as they learn to make & evaluate proficient arguments.

**Build Knowledge & Vocabulary Through Research**
- Students research and write to books on the same topic at a wide range of reading levels.

**Integrated Reading & Writing**
- Students read informational text to write an argument essay.

**SchoolPace®**
- Monitor rate of reading growth in order to intervene early.
Grade 2 Literacy Lab Materials

- Framework for Best Practices
- Teacher Resource Kit
- SchoolPace/eRLA Performance Management System
- Read Aloud Immersion Collection
- Poetry Mini Text Set
- Narrative Mini Text Set
- RLA Home-Practice Cards
- Take-Home Book Bags
- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels
Select a weather phenomenon to research.

Research Questions:

1. Define and describe it.
2. What is its role in the water cycle?
3. In which climates is it most likely to occur? Why?
4. What data sets do scientists collect on it? Why?
5. What long-term patterns do these data sets reveal?
6. What natural hazards can it cause? How?
7. How can these hazards impact society and the environment?
8. What are some ways we can reduce the societal or environmental impact of these hazards?
What are the gaps between our current literacy block and the balanced literacy block example?

What are our prioritized gaps and why?

What changes might we introduce to address our gaps and why?

How will we know the changes are improvements?

Who will be involved in this change?

How will we work to gain consensus of all stakeholders?

Project Goal:

ARC Solution:
Integrated Balanced Literacy Model

Writers’ Workshop

Grade-Level Daily Lessons

Interactive Read-Aloud/Modeling

Shared/Close Reading of Complex Text

Whole-Group Writing Lessons

Small-Group/Foundational Skills Instruction

Accountable Independent Reading

Assessment & Accountability to Drive Learning for Adults and Students
**Supporting All Readers**

Know where each student is, where the student should be, and the steps in between.

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**GAP**

Independent Level  
Grade Level

**Scaffolding Required!**

“If you want to teach people to do something new, don’t bother telling them; give them a tool, the use of which will provide the learning.”

—Buckminster Fuller
How Can We Impact Reading Growth?

Provide Coaching (Instruction)

Provide Practice (Engaged Reading)
The *quantity of trade books read* is the best single predictor of test score performance and success in schools and is a better predictor than either socioeconomic factors or parental education.

—Terrance Paul, *Patterns of Reading Practice.*

Many Struggling Readers Simply Have a “PRACTICE” Problem!
“Student growth is a result of the practice, not the product.”

— Nira Dale
Apple Distinguished Educator (ADE), English Teacher and K–12 Instructional Specialist
Developmental Reading Taxonomy

Start with what students CAN do independently.

Knows: Initial Blends & Sight Words
Needs Next: Decode One-Syllable Words

Two-Syllable Words
Onset + Sight Word/Rime
High-Frequency Words
Active Reading Strategies & Initial Consonants

Irregularly Spelled Words & Chapter Books
Tier II Vocabulary in Context
Academic Vocabulary of 1,500+ Tier II/III Words
Latin & Greek Roots
Genre Expansion
Authors’ Craft, Point of View
Literary Analysis

Knows: 4,500 Academic Vocabulary Words
Needs Next: Genre Expansion

Knows: 4,500 Academic Vocabulary Words
Needs Next: Genre Expansion
Protocols for Conferring With Readers

Listen to the student read aloud.

Check logsheet.

Use the IRLA to determine a Power Goal.

Coach the student in HOW to practice the Power Goal.

<table>
<thead>
<tr>
<th>Formative Assessment Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Is this level easy enough for this student?</strong></td>
</tr>
<tr>
<td>Yes: Stop and re-focus the conference on identifying the student’s correct level.</td>
</tr>
<tr>
<td>No: Continue to work on identifying the student's Power Goal.</td>
</tr>
<tr>
<td><strong>2. Is this student an engaged reader?</strong></td>
</tr>
<tr>
<td>Yes: Continue to work on identifying the student's Power Goal.</td>
</tr>
<tr>
<td>No: Stop and make an action plan.</td>
</tr>
<tr>
<td><strong>3. Where should I coach this student?</strong></td>
</tr>
<tr>
<td>This level.</td>
</tr>
<tr>
<td>Next level.</td>
</tr>
<tr>
<td><strong>4. What one thing could the student learn next in order to progress?</strong></td>
</tr>
<tr>
<td>Look at the IRLA:</td>
</tr>
<tr>
<td>a. Entry Requirements</td>
</tr>
<tr>
<td>b. High Point Values</td>
</tr>
<tr>
<td>c. Exit Requirements</td>
</tr>
<tr>
<td>Ask the student what s/he thinks s/he should work on.</td>
</tr>
<tr>
<td><strong>Student Power Goal:</strong></td>
</tr>
<tr>
<td>Make sure the student can say what s/he will learn, why, and how s/he will know when it is accomplished.</td>
</tr>
<tr>
<td><strong>Action Plan:</strong></td>
</tr>
<tr>
<td>Assign to Small Group with others who need this same P.G.</td>
</tr>
<tr>
<td>Identify a way the student can work on P.G. without me and set a date when I will check his/her progress.</td>
</tr>
<tr>
<td><strong>5. What next?</strong></td>
</tr>
<tr>
<td>Teach now</td>
</tr>
<tr>
<td>Assign to Small Group with others who need this same P.G.</td>
</tr>
<tr>
<td>Identify a way the student can work on P.G. without me and set a date when I will check his/her progress.</td>
</tr>
</tbody>
</table>
The ability to listen to a student read and identify the most important ONE thing the student needs to practice or learn next in order to improve (the Power Goal) is the fundamental skill of teaching reading.

You can’t learn this from coursework or working with groups of children… It comes from hundreds of hours of watching/coaching students one at a time as they read.

—IRLA Handbook
Common Formative Assessment: Conferring with Readers

- What to teach
- How to teach it
- What resources to use
# How Will I Conference? Protocols—Conferring with Readers

## Reading Conference Protocol

<table>
<thead>
<tr>
<th>Research</th>
<th>Decide</th>
<th>Teach</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the student master his or her last Power Goal? 2. Listen to the student read a short passage of unfamiliar text, watching for what the student does and doesn’t already know.</td>
<td>3. Use the IRLA and the student’s performance on this passage to help you identify a new Power Goal. 4. Decide how the student will practice this Power Goal.</td>
<td>5. Model it.  6. Provide guided practice.  7. Transfer responsibility to the student.</td>
<td>8. Record notes and scores in student’s IRLA. 9. Update student’s IRLA score in SchoolPace to reflect the new points he or she earned today.</td>
</tr>
</tbody>
</table>

- I do it.
- We do it.
- You do it.
What are the gaps between our current literacy block and the balanced literacy block example?

What are our prioritized gaps and why?

What changes might we introduce to address our gaps and why?

How will we know the changes are improvements?

Who will be involved in this change?

How will we work to gain consensus of all stakeholders?

Project Goal:

ARC Solution:
Small-Group Strategy Lesson
What’s the difference between a **skill** and a **strategy**?
Identify IRLA Reading Level

- High-Frequency Sight Words
- Onset/Rime
- Decode Two-Syllable Words
- Decode Three-Syllable Words
- Decode Irregular/Multisyllabic Words
## Status of the Class

<table>
<thead>
<tr>
<th>Name</th>
<th>Growth</th>
<th>Reading Practice</th>
<th>Chats</th>
<th>Steps</th>
<th>D.T.J.V (initial consonant sounds)</th>
<th>Power Words</th>
<th>Syllable Words</th>
<th>Inflectional Endings</th>
<th>Home Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>0.10 Y</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Jake</td>
<td>0.24 Y</td>
<td></td>
<td></td>
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<td>Olivia</td>
<td>0.38 Y</td>
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<tr>
<td>Ryan</td>
<td>0.90 Y</td>
<td></td>
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<tr>
<td>Alina</td>
<td>0.30 Y</td>
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<tr>
<td>Shawn</td>
<td>0.65 Y</td>
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<td>Tamia</td>
<td>0.50 Y</td>
<td>4.34</td>
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</tbody>
</table>

Find and read basketball books (read informational text)
How Small-Group Instruction Works

How It Works

1. Identify IRLA* Reading Level.
2. Use the IRLA* to diagnose specific instructional needs.
3. Use corresponding IRLA/Foundational Skills Toolkit Lessons to teach and model specific skills.
4. Provide guided and independent practice differentiated to support individual learners.

*IRLA (Individual Reading Level Assessment)
Foundational Skills Toolkit

Kindergarten

1-3Y

1G

2G

1B

2B

1R

2R
IRLA Toolkit

Vocabulary & Genre Expansion

- Academic Vocabulary
- Figurative Language
- Greek & Latin Roots
- Genre Expansion
- Authors’ Craft

3 Wt
4 Bk
5 Or
6 Pu
7 1Br
8 2Br
Integrated Balanced Literacy Model

Writers' Workshop
Common Core Daily Lessons
Interactive Read-Aloud/Modeling
Shared/Close Reading of Complex Text

Whole-Group Writing Lessons
Small-Group/Foundational Skills Instruction

Accountable Independent Reading
Assessment & Accountability to Drive Learning for Adults and Students
# 120 Minute Literacy Block

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Read/Write/Discuss Complex Text</strong></td>
<td>(20–35 min.)</td>
</tr>
<tr>
<td><strong>Common Core Mini-Lesson</strong></td>
<td>Teacher introduces today's Focus.</td>
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<tr>
<td><strong>Read/Write/Discuss Complex Text</strong></td>
<td>Whole-group, grade-level shared reading or writing.</td>
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<tr>
<td><strong>Students work in small groups/pairs to practice applying today's Focus to the shared text or to writing.</strong></td>
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<tr>
<td><strong>Independent Reading</strong></td>
<td>Students practice applying today's Focus to self-selected texts at a variety of levels. Least a portion of this time is spent with texts within the Thematic Unit.</td>
</tr>
<tr>
<td><strong>Teachers Coaching/Formative Assessment</strong></td>
<td>Teacher works 1:1 (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's Focus.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>(30–60 min.)</td>
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<tr>
<td><strong>Common Core Mini-Lesson</strong></td>
<td>Teacher models how today's Focus will be applied to writing.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students practice applying today's Focus to writing.</td>
</tr>
<tr>
<td><strong>Teachers Coaching/Formative Assessment</strong></td>
<td>Teacher works 1:1 (and eventually with small groups) to coach writing proficiency and growth.</td>
</tr>
<tr>
<td><strong>Readers' Workshop Part 2</strong></td>
<td>(20–40 min.)</td>
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<tr>
<td><strong>Wide Reading</strong></td>
<td>Students practice applying their Power Goals to self-selected texts at a variety of levels. Students can pick any texts on topics/in any genre.</td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>Teacher works 1:1 (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's Focus.</td>
</tr>
</tbody>
</table>

*Time ranges vary intentionally. Depending on the lesson and student energy, teachers may spend more time writing or more time reading.

**Weekly Goals:**
- Students read for 5 hours a week, with some time spent reading texts within the Thematic Unit and some time in complete free-choice. Reading time can be spread across the school day and/or at home.
- Teacher meets with a minimum of 10 students 1:1 or in small groups to focus on Power Goals.

**ARC Solution:**

- What are the gaps between our current literacy block and the balanced literacy block example?
- What are our prioritized gaps and why?
- What changes might we introduce to address our gaps and why?
- How will we know the changes are improvements?
- Who will be involved in this change?
- How will we work to gain consensus of all stakeholders?
- Project Goal:
Wrap-Up…

What is one change you will introduce to your students’ Integrated Balanced Literacy Block to transform literacy learning for your students?
Thank You!

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