**MCS K-5 Balanced Literacy Model**



**English Language Arts Common Core State Standards**



| **Core Curriculum** | **Reading** | **Working With Words** | **Writing** |
|---|---|---|---|
| Explicit instruction for <u>all</u> students in the five components of reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension (based on Reading 3D/formative assessment data)<br><br>**Why?**<br>To provide explicit instruction, scope and sequence, and common language for teachers and students.<br><br>*RL, RI, RF, SL, L, Standard 10 | Differentiated, small group instruction at students' instructional level (based on Reading 3D assessment/formative assessment data)<br><br>**Why?**<br>To apply reading strategies taught in the core curriculum and to practice reading using a VARIETY OF GENRES and ACROSS CONTENT AREAS<br><br>*RL, RI, RF, SL, L, Standard 10 | Phonics, structural analysis of words, vocabulary development and spelling. (based on Reading 3D/formative assessment data)<br><br>**Why?**<br>To help students apply phonics and word knowledge to their own reading and writing, and to build vocabulary.<br><br>*RF, SL, L, W | Explicit instruction and a block of time in which students write informally and formally using the writing process, with emphasis on ideas, organization, voice, word choice, sentence fluency conventions, presentation (based on formative assessment data)<br><br>**Why?**<br>To apply spelling, grammar, and word building strategies in a MEANINGFUL way.<br>*W, SL, L |
| Explicit instruction depending on grade level and content<br>10-15 minutes | Differentiated small group instruction/Guided Reading DAILY<br>Minimum of 60 minutes daily; 10-30 minutes per group | It is important to work with words and vocabulary DAILY<br><br>10-20 minutes | Students write DAILY<br><br>30 minutes |

Entire Literacy Block: 120 - 150 minutes
90 minutes uninterrupted

Intervention/Enrichment Block: 30 - 45 minutes
To provide instruction for students who don't know it and those who already know it. (MIE)

Additional considerations: Text complexity (regular practice with complex text; close reading; scaffolding) & integration of the Information and Technology Essential Standards

| Reading | | | | | | | |
|---|---|---|---|---|---|---|---|
| Guided Reading | Read to Self | Partner Reading | Shared Reading | Comprehension Skills | Reading Strategies | Summarizing (HYIS) & Note-Taking (HYIS) | Work on Fluency/Prosody |
| Listen to Reading | Graphic Organizers (HYIS) | Answering & Writing Text Dependent Questions | Respond to Text | Close Reading & Scaffolding Complex Text | | | |
| **Working With Words** | | | | | | | |
| Phonics Skills<br>Strategies to address gaps identified by Reading 3D/formative assessment data | Vocabulary | Phonemic Awareness<br>Strategies to address gaps identified by Reading 3D/formative assessment data | | | | | |
| **Writing** | | | | | | | |
| Journaling/Blogging | The Writing Process | Informal & Formal | Three Text Types | | | | |
| Narrative | Writing to Read | Conventions<br>Grammar | Sentence Fluency | | | | |
| Organization | Voice | Word Choice | Presentation | | | | |