

Reading Components in a Balanced Literacy Classroom

COMPONENT	READ ALOUD/ INTERACTIVE READ ALOUD <i>*may be incorporated into mini-lesson</i>	SHARED READING	SMALL GROUP INSTRUCTION (Guided Reading)	INDEPENDENT READING
GRADE LEVEL	K-5 Pre-Emergent, Emergent, Early, Transitional, Self-Extending, Advanced	K-5 Pre-Emergent, Emergent, Early, Transitional, Self-Extending, Advanced	K-5 Pre-Emergent, Emergent, Early, Transitional, Self-Extending, Advanced	K-5 Pre-Emergent, Emergent, Early, Transitional, Self-Extending, Advanced
DESCRIPTION	<ul style="list-style-type: none"> • Read Aloud Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like. • Interactive Read Aloud Teacher reads a text to the students and stops two or three times during the reading to pose questions that encourage deep thinking. 	Teacher models the reading of a text (e.g. basal selections, trade books, big books, poems, song lyrics, plays) while students follow along.	Teacher supports students in their reading development by choosing texts and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging reading material while the teacher creates an environment that allows for a gradual release of responsibility.	Students select and read texts on their own.
PURPOSE	<ul style="list-style-type: none"> • Develops an appreciation for all types of text. • Instills a love of reading. • Provides an adult model of fluent reading. • Promotes language and vocabulary development. • Provides all students access to the same text. • Provides a springboard for writing, communication, and research. • Provides exposures to a variety of topics and genres. 	<ul style="list-style-type: none"> • Develops concepts about print and familiarizes students with features of texts. • Allows teachers to use a "think aloud" approach to demonstrate and model the use of reading comprehension strategies (e.g., decoding, predicting, questioning). • Provides opportunities for introducing and reinforcing reading strategies in context. • Develops an awareness and appreciation for a variety of genres. 	<ul style="list-style-type: none"> • Provides opportunities for teachers to observe and document reading behaviors as students independently read and process new texts. • Provides opportunities for teachers to use assessment information to make appropriate instructional decisions. • Provides opportunities for students to apply reading strategies to instructionally appropriate texts. 	<ul style="list-style-type: none"> • Provides opportunities for students to apply reading strategies in an independent context. • Provides opportunities for independent book selection. • Promotes reading fluency and comprehension. • Encourages reading for pleasure and information.
FREQUENCY	Daily (any subject area)	Daily (any subject area)	Daily (not all small groups meet every day)	Daily (any subject area)
STRUCTURE	Whole class or small group	Whole class or small group	Small group	Individual, partner, or small group