

Creating Readers and Writers for Life



Broward County Public Schools is committed to nurturing and developing a strong literacy foundation for all students in the early school years by implementing a Balanced Literacy Instructional Framework that will prepare students to become independent readers and writers.

A Balanced Literacy framework enables teachers to use a multi-text approach to engage students in unique literacy experiences. Students learn how to read, write, and expand all of their language skills for their academic success and social and emotional well-being. Within this literacy framework, teachers observe, analyze, and monitor reading behaviors using the Benchmark Assessment System (BAS) and gain insightful student data to plan effective and responsive literacy instruction to meet the individual needs of each student.

A Balanced Literacy Framework supports the use of a variety of texts that create engaging and unique literacy experiences in reading, thinking, talking, writing, and reflecting.

SOSA

System of Strategic Actions

Performing a variety of “in the head” actions in order to understand text

The twelve Systems of Strategic Actions described below represent what good readers do as they process fiction and nonfiction text. The Benchmark Assessment System enables teachers to observe these reading behaviors, and infer students’ strengths and needs for responsive teaching.

Thinking **WITHIN** the text

SEARCHING FOR AND USING INFORMATION

Readers attempt to use all sources of information.
(Meaning, Structure, Visual)

MONITORING AND SELF-CORRECTING

Readers stop to correct or monitor their reading.

SOLVING WORDS

Readers recognize words automatically and work at others by using word parts.

MAINTAINING FLUENCY

Readers’ voices move along at an appropriate pace for the piece being read.

ADJUSTING

Readers read differently for different purposes and in different content disciplines and genres.

SUMMARIZING

Readers can summarize information and the big ideas in a text.

Thinking **BEYOND** the text

PREDICTING

Readers make predictions of what will happen next in a story or how a problem might be resolved.

MAKING CONNECTIONS

Readers make connections to their own experience, content knowledge, or their understanding of other texts.

SYNTHESIZING

Readers take on new learning of ideas and information from their reading.

INFERRING

Readers think beyond the text to infer elements such as character’s feelings and motives, larger themes and ideas, and causes of problems.

Thinking **ABOUT** the text

ANALYZING

Readers think critically about a text by looking at characteristics of the text; how the writer has organized and crafted it.

CRITIQUING

Readers form opinions about the text and evaluate the authenticity of text.

Students engage daily in reading varied texts and are given the opportunity to think and talk as they perform these strategic actions with increasingly challenging text.



RLI

Responsive Literacy Instruction

From Authentic Assessment to Responsive Literacy Instruction within a Balanced Literacy Framework

The Balanced Literacy classroom is designed to support teacher use of student assessment data for responsive literacy instruction. The reading and writing instructional contexts shown below incorporate whole group, small group, and individual teaching opportunities to develop strong readers and writers.



INTERACTIVE READ-ALOUD/MODELED WRITING

In an *interactive read aloud*, the teacher models proficient reading to the whole class and engages students in meaningful conversations about a text's genre, author's craft, and academic language. In *modeled/shared writing*, the teacher scribes a shared text while inviting students to contribute ideas.

Video Series



SHARED READING/INTERACTIVE WRITING

In *shared reading*, the teacher invites students to read together allowing students to process more complex text. In *interactive writing*, the teacher and students create a text for a real purpose and audience.



Video Series



GUIDED READING/GUIDED WRITING

In *guided reading*, students are grouped together based on identified needs and read leveled text with teacher support. In *guided writing*, students work on their own pieces with teacher support and guidance.

Video Series

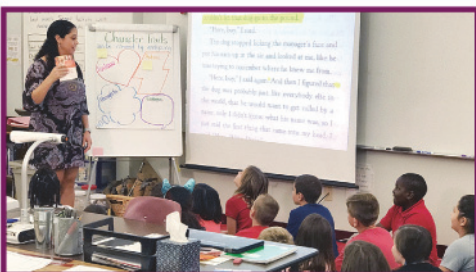


INDEPENDENT READING/INDEPENDENT WRITING

In *independent reading*, students have full control of the reading process and engage in reading text of choice with opportunities to share their thinking. In *independent writing*, students write and share their own pieces.



Video Series



READING AND WRITING MINI-LESSONS

Teachers engage students in short, powerful, and focused *mini-lessons* to model strategies and skills in whole group or small group for students to apply to any text. This includes an emphasis on direct and explicit instruction in phonics, spelling, word study, and literary analysis.

Video Series



Creating Readers and Writers for Life



Students...

- Engage in reading, writing, talking and thinking
- Grow as thoughtful readers and writers
- See themselves reflected in the books they read and write about



Teachers...

- Use systematic observation and assessment to guide teaching
- Select high-quality texts to support responsive teaching
- Use a balanced literacy approach to literacy learning



Parents...

- Spend time reading to their child(ren)
- Spend time listening to their child(ren) read
- Talk about books with their child(ren)



Schools...

- Create multiple in-school libraries with a wide range and variety of books
- Create an inviting centralized bookroom
- Provide students with well stocked classroom libraries

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