

## Balanced Literacy

### Introduction

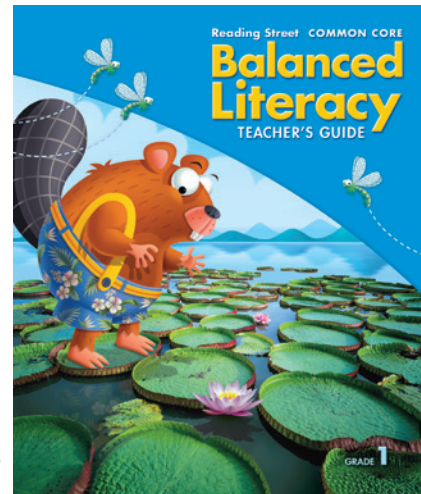
This guide examines how the Balanced Literacy Teacher’s Guide supports the incorporation of Reading Street™ 2013 into a balanced literacy model. This resource offers flexibility while helping meet the needs of students and addressing the expectations of the Common Core State Standards.

### Balanced Literacy Teacher’s Guide

The Balanced Literacy Teacher’s Guide is one streamlined volume per grade level and follows the same scope and sequence as the Reading Street™ 2013 Teacher’s Editions.

Use it to teach and assess the same target skills and strategies included in the Teacher’s Editions with a more flexible approach.

Weekly instruction is presented in a focused, mini-lesson-like structure. This structure ensures that critical content is covered, but leaves room to incorporate other ideas and materials.



### Planner and Resources

Use the weekly Planner to preview the shared reading, small-group, writing, and assessment options for the week.

UNIT 2 • WEEK 1					
Planner A Big Fish for Max					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>STAND</b>	"Arrive Helps Out" Teacher Read Aloud	A Big Fish for Max Genre: Animal Fantasy Levels 402L	A Big Fish for Max Genre: Animal Fantasy Levels 402L	"At Home" Genre: Literary Narration Levels 100L	Teacher or Student Selected Reading
<b>DIFFERENTIATE</b>	"Third Thursday" Fishing with Ted	Close Read: A Big Fish for Max	Close Read: A Big Fish for Max	Search: "Every Day" Levels 202L	Search: "Every Day" Levels 202L
<b>PHONICS</b>	Differentiate Phonics Practice Phonics More Words with Consonant Digraphs sh, th, ai, er	Differentiate Comprehension Practice Phonics Additional Words with the Vowel Sound in aai, ai, er	Differentiate Close Reading Reread to Develop Vocabulary	Differentiate Vocabulary Build Word Knowledge Context Language	Differentiate Rereading Practice Common Nouns
<b>SMALL GROUP OPTION</b>	Decodable Reader Read Fishing with Ted	Access Text Read A Big Fish for Max	Close Reading Reread A Big Fish for Max	Test-Based Comprehension Read Reading Street Shark, pp. 22–25, or Levelled Readers	Test-Based Comprehension Reread Reading Street Shark, pp. 22–25, or Levelled Readers
<b>EXTEND PHONICS</b>	Research Phonics Blend Words with Consonant Digraphs sh, th	Research Phonics Blend Words with the Vowel Sound in aai, ai, er	Build Word Knowledge Blend Words with sh, th and the Vowel Sound in aai, ai, er	Review Vocabulary Review Context Selector Vocabulary	Review Vocabulary High-Frequency Words
<b>SMALL GROUP OPTION</b>	Decodable Reader Read Fishing with Ted	Access Text Read A Big Fish for Max	Close Reading Reread A Big Fish for Max	Test-Based Comprehension Read Reading Street Shark, pp. 22–25, or Levelled Readers	Test-Based Comprehension Reread Reading Street Shark, pp. 22–25, or Levelled Readers
<b>EXTEND PHONICS</b>	Extend Phonics More Challenging Words with Consonant Digraphs sh, th	Extend Phonics Additional Words with the Vowel Sound in aai, ai, er	Reread to Extend Vocabulary	Build Word Knowledge Extend Meaning Words and Selection Vocabulary	Extend Common Nouns
<b>SMALL GROUP OPTION</b>	Advanced Selection "Third Thursday"	Access Text Read A Big Fish for Max	Extend Concepts Reread A Big Fish for Max	Test-Based Comprehension Read Reading Street Shark, pp. 22–25, or Levelled Readers	Test-Based Comprehension Reread Reading Street Shark, pp. 22–25, or Levelled Readers
If children need more practice in scaffolding, use the Teacher Resources activities on ReadAloud or the routines in the ELI Handbook.					
<b>INDIVIDUAL</b>	Writing Mini-Lesson Focus: Friendly Letter	Writing Mini-Lesson Focus: Friendly Letter	Writing Mini-Lesson Focus: Friendly Letter	Writing Mini-Lesson Focus: Friendly Letter	Writing Mini-Lesson Focus: Friendly Letter
<b>MONITOR</b>	Monitor Progress Check Phonics Consonant Digraphs sh, th	Monitor Progress Check Phonics: Vowel Sound in aai, ai, er	Monitor Progress Check Rereading	Monitor Progress Check High-Frequency Words	Monitor Progress Fluency Check Common Core/ Weekly Test

The Assessment and Resources page lists the week’s

- formative assessments;
- summative assessments;
- intervention options;
- Shared Reading selections;
- Small-Group Guided Reading selections; and
- Independent Reading suggestions to support extended novel study.



Combine these assessment and instruction options with other materials and ideas to customize instruction.

## Weekly Lesson Plans

Each week the Balanced Literacy Teacher’s Guide provides teacher support in areas such as

- Phonemic Awareness;
- Phonics and Spelling;
- Vocabulary;
- Word Analysis and Literary Terms;
- Comprehension;
- Conventions, Writing, and Research; and
- Communications and Collaboration.

Weekly plans follow a consistent format across the grade levels. Each day includes opportunities for modeled, whole-group, small-group, and independent learning.

The target skills and strategies, vocabulary words, content knowledge, and resources needed for the week are identified in the margins. This area also provides information about optional resources that can be used to enhance instruction.

The plans contain daily routines, such as the Small-Group Guided Reading Routine. Use these routines to differentiate instruction.

## Reading

Make the text the center of instruction. Anchor texts and topically related paired readings encourage students to explore concepts across genres. A variety of text options is offered so literacy instruction is flexible.

Small-group lessons support students in strengthening close reading and comprehension skills. Use Reading Street™ 2013 resources such as Sleuth, Reader's and Writer's Notebooks, Student Editions, and Retelling Cards to support reading instruction.

## Writing

Writing instruction in the Balanced Literacy Teacher's Guide focuses on the writing process, writing modes, and writing about texts. Mini-lessons and models are the foundation for writing workshops. Instruction in the traits and craft of writing shows students how to apply these skills in response to text.

**Writing and Research**

Choose one of this week's prompts for children to respond to using the writing process.

**Student Edition Prompt: Friendly Letter** Think about things your family does together. Write a letter to persuade someone in your family to do something with you.

**Research Prompt** This week we are exploring the question *What does a family do together?* What are some places you have gone on vacation with your family? What is a place where you would like to go?

**1. Plan and Prewrite**

**Student Edition Prompt: Friendly Letter**

**INTRODUCTION** This week you will write a friendly letter. A friendly letter has four parts: the writer's name, the writer's address, the date, and the salutation.

**EXAMINE MODEL TEXT** Use Reader's and Writer's Notebook, p. 225.

**GENERATE LETTER IDEAS** Have children identify things their family members like to do together. Have them choose a family member to invite on an activity as they plan their letter. Record ideas on a T-chart and keep the chart for children's reference.

**LETTER FORMAT** Use Reader's and Writer's Notebook, p. 224.

**Research Prompt**

**TEACH** Think about things your family does together. Ask children to share their ideas.

**GUIDE PRACTICE** Give children time to think of topics relating to a family vacation. Put children's suggestions in a list.

**2. Draft**

**Student Edition Prompt: Friendly Letter**

**GUIDE WRITING** Now it is time to write your letter. Tell what you want to do and try to persuade your reader to come along. Have children read Let's Write It on pp. 26-27 in their Student Editions. They have there use their letter format, the list of key features, and the Writer's Checklist as they draft their letters.

**Research Prompt**

**TEACH** Choose the Big Book *Walk Around a City*. Explain that the parts of a book help you learn what is in the book and what you can learn from reading it.

**GUIDE PRACTICE** Have pairs use classroom books with chapters to practice locating the following parts of a book: cover, title, title page, table of contents.

**3. Revise**

**Student Edition Prompt: Friendly Letter**

**MODEL** Today we will revise our letters. We can make our ideas really clear. We can change words to say exactly what we mean.

**REVISING TIPS**

- Make sure your words say exactly what you mean.
- Change words to make your ideas more interesting.

**PEER CONFERENCE - PEER REVISION** Have pairs exchange papers. As children read each other's papers, they will circle words that are repeated or parts that could be clearer. When partners return papers, they should provide suggestions for revision.

**Research Prompt**

**TEACH** Tell children that today they will look through books to find facts about a topic. They will take notes about a place where families go on vacation.

**GUIDE PRACTICE** Have children choose a topic from the list. Encourage children to use books to find five facts about their topic and to record the information. Explain that children will use their information to write clear notes about the topic.

**ON THEIR OWN** Use Reader's and Writer's Notebook, p. 225.

**4. Edit**

**Student Edition Prompt: Friendly Letter**

**MODEL** Use Writing Fluency 12 to model proofreading for nouns.

**PROOFREADING TIPS**

- Are my words spelled correctly? Check a dictionary.
- Do my sentences begin with a capital letter?
- Did I punctuate sentences correctly?

**Research Prompt**

**MODEL** We worked to come up with facts about a family vacation place. They we listed topics we already knew about. Then we picked the one we liked best. Last, we used what we learned about parts of a book to gather some information about the topic. Now that one of the information gathered to see if I found any good facts I can write a sentence about. If I did not find good facts, I will gather more information or change the topic.

**GUIDE PRACTICE** Have children work in small groups to look at the information they gathered and choose the most interesting fact about each topic. Tell children that someone they will organize all the information in order to share it with others.

**5. Publish**

**Student Edition Prompt: Friendly Letter**

**PUBLISH** Have children use a computer or handwrite a final draft of their letters with their revisions and proofreading corrections. Help as appropriate.

**PRESENT** Children may share their letters in envelopes and give them to the intended recipients or read them aloud in small groups.

Conventions, Writing, and Research 155

Writing instruction is organized by the steps of the writing process. Choose the Student Edition prompts or the Research prompts for writing instruction.

## Word Study

Daily word study lessons build a foundation for reading and encourage students to dig deeper into words and text.

Depending on your grade level, instruction may include

- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Comprehension;
- Conventions;
- Writing;
- Communicate and Collaborate;
- Spelling;
- Research; and
- Word Analysis and Literary Terms.

Throughout these lessons, you'll find routines for learning and analyzing vocabulary words as well as suggestions for small-group instruction and activities.

**UNIT 2 • WEEK 1** **Vocabulary and Spelling**

**Target Vocabulary Skills**  
\* analyze and compare

**Selection Vocabulary**  
\* astronomer  
\* celestial  
\* planet  
\* star  
\* galaxy  
\* nebula  
\* constellation  
\* satellite  
\* telescope  
\* microscope  
\* microscope  
\* microscope

**Spelling Words**  
\* astronomy  
\* celestial  
\* planet  
\* star  
\* galaxy  
\* nebula  
\* constellation  
\* satellite  
\* telescope  
\* microscope  
\* microscope  
\* microscope

**Challenge Words**  
\* astronomer  
\* celestial  
\* planet  
\* star  
\* galaxy  
\* nebula  
\* constellation  
\* satellite  
\* telescope  
\* microscope  
\* microscope  
\* microscope

**Vocabulary Resources**  
• Student Edition  
• Reader's File Chart  
• Reader's and Writer's Notebook

**Additional (Optional) Resources**  
• Let's Practice!  
• Independent Practice Stations  
• Vocabulary Transparencies  
• Vocabulary Activities  
• Vocabulary Cards

**DAY 1 Selection Vocabulary and Spelling**

**Vocabulary**  
**ROUTINE** Use the following routine to introduce this week's tested selection vocabulary.  
1. **See-Write-Check** Write the word. Score across the word with your finger as you say it.  
2. **Read** Use the word in a sentence.  
3. **Define** Elicit definitions from students. Clearly or give a definition when necessary. Repeat the word in student-friendly terms.  
4. **Make Connections** Prompt students to discuss a personal connection to the word with a partner and then share with the class. Rephrase their ideas for usage when necessary or to correct misunderstandings.  
5. **Record** Have students write the word and its meaning.

**Check** Have an assessment study center open? Turn and talk to your partner. Be prepared to explain your answer. Allow students time to discuss. Ask for examples. Rephrase their examples for usage when necessary or to correct misunderstandings.  
• **Check** 1 If students are having difficulty understanding, rephrase their examples for usage when necessary or to correct misunderstandings.  
**Feedback** If students are having difficulty understanding, rephrase their examples for usage when necessary or to correct misunderstandings.

**Spelling** We will spell words with multiple syllables.  
**INTRODUCE** Say each word, read the sentence, and repeat the word.  
**PRETEST** Say each word, read the sentence, and repeat the word.  
**SELF-CORRECT** Have students self-correct their pretests by hearing misspelled words.

**DAY 2 Greek and Latin Roots and Spelling**

**Vocabulary**  
**READ** Have students read "The Birth and Death of Stars" on Student Edition p. 181. Use the vocabulary skill and strategy as tools to build comprehension.  
**TEACH WORD STRUCTURE** Explain to students that etymology, or the study of the origin of words, can help them determine the meanings of unknown words. Tell students that when they encounter a word with a Greek or Latin root, they can use the strategy of word structure to help them determine the meaning of the word. By considering the meaning of the root of an unfamiliar word, as well as any prefixes or suffixes, students may be able to determine the word's meaning.  
**MODEL** I will use word structure to help me determine the meaning of astronomer. First, I will look for a familiar Greek or Latin root. I know that the Greek root astron means "star."  
The suffix -er means "someone who." I think that astronomer means "people who study stars."  
**GUIDE PRACTICE** Have students use word structure and their knowledge of Greek and Latin roots to determine the meaning of the word solar.  
**ON THEIR OWN** Use Reader's and Writer's Notebook, p. 111.  
**Spelling**  
**TEACH** Explain to students that multisyllabic words can be divided into syllables to make spelling them easier. Demonstrate this by writing possibility and linear on the board and having students sound out the syllables of each word. Guide students in breaking each word into syllables to show the different parts.  
**ON THEIR OWN** Use Reader's and Writer's Notebook, p. 113.

## Gradual Release of Responsibility

Instruction in the Balanced Literacy Teacher's Guide is based on the idea that students benefit from an "I do, we do, you do" learning structure. The lessons incorporate this model by including teacher modeling, guided and shared learning, and independent learning.

Provide modeling for students through

- read alouds;
- think alouds; and
- explicit instruction.

Engage students in guided learning through

- whole-group first reading of texts;
- guided close reading;
- small-group guided reading; and
- small-group activities.

Offer independent learning opportunities to students by assigning concept-based readers, trade books, and Leveled Readers based on interests and needs.

## Customize

The Balanced Literacy Teacher's Guide offers flexibility. Lessons are streamlined so teachers can incorporate additional resources and materials in the extra time.

Teach the lessons in the order in which they appear, or adjust the sequence to match a calendar, curriculum map, or testing schedule.

Use the Leveled Readers to match books with the interests and instructional levels of your students. Through the readers, teach skills and strategies as well as build fluency, vocabulary, and science and social studies concepts.

Trade books provide students with opportunities for extended novel study with authentic texts. Use the trade book lessons on Pearson Realize™ to encourage critical thinking application of extended text.

In addition to the trade book lessons, take advantage of the numerous online resources available through Pearson Realize™. Plan and customize lessons, add content, and edit or create assessments and assignments online.

## Intervention Opportunities

Like the Reading Street™ 2013 Teacher’s Editions, the Balanced Literacy Teacher’s Guide includes opportunities and suggestions for intervention.

Find ideas for scaffolding and additional practice in the English language learner notes. Use the built-in suggestions for On-Level, Strategic Intervention, and Advanced small-group instruction.

**Small Group Plan for Vocabulary**

**DIFFERENTIATE VOCABULARY** For additional small group lessons, see SG•1–SG•17 in the online Teacher’s Edition.

**OL On-Level**

- **Build Word Knowledge** Develop Vocabulary, Practice Selection Vocabulary
- **Read Reading Street Sleuth**, pp. 22–23

**SI Strategic Intervention**

- **Review Vocabulary** Review Selection Vocabulary, Review High-Frequency Words
- **Read Reading Street Sleuth**, pp. 22–23

**A Advanced**

- **Build Word Knowledge** Develop Vocabulary, Extend Amazing Words and Selection Vocabulary
- **Read Reading Street Sleuth**, pp. 22–23

**ELL**

**If...** children need more practice with Vocabulary, **then...** use the routine on pp. xxxvi–xxxvii in the *ELL Handbook*.

Review the Intervention Options and access the corresponding lessons from the RTI Kit or My Sidewalks on Reading Street™.

**Intervention Options**

**TIER 2** Choose an appropriate lesson from the RTI Kit.

**TIER 3** Use *My Sidewalks on Reading Street*, Unit 2, Week 1 lesson.

## Common Core State Standards

Instruction within the Balanced Literacy Teacher’s Guide is based on the same principles as the Common Core State Standards. Teach the skills, strategies, and content in the weekly lessons to provide students with the tools they need to make progress toward mastery of the Common Core State Standards. Find support for teaching Foundational Skills, Reading, Writing, Language, and Speaking and Listening in the Balanced Literacy Teacher’s Guide.