

Guilford County Schools' Reading Model

using balanced literacy to teach reading for students K-5

Teacher Does, Students Watch
Modeled

Teacher Does, Student Helps
Shared

Student Does, Teacher Helps
Guided

Student Does, Teacher Monitors
Independent

Instruction

- ✓ Whole Group
- ✓ Grade Level Text
- ✓ 100% Direct Instruction

Timeframe

15-20 minutes

The Teacher

Plans a focused lesson on a specific teaching point

Demonstrates the actions of a good reader by verbalizing the thought process that occurs while reading before, during and after

Holds the text

The Student

Listens to a focused lesson

Responds to questions posed by the teacher

Instruction

- ✓ Whole Group
- ✓ Grade Level Text
- ✓ 50% Teacher Input
- ✓ 50% Student Input

Timeframe

15-20 minutes

The Teacher

Engages students in reading the text by using questioning and read-along techniques

Makes the text accessible to each student

The Student

Reads silently or with the group along with the teacher

Stops reading to listen and reflect on thoughts provided by teacher

Instruction

- ✓ Small Group
- ✓ Instructional Level Text
- ✓ 25% Teacher Support
- ✓ 75% Student Input
- ✓ Adjusted to Student's Needs

Timeframe

15-20 minutes per group

The Teacher

Supports students as they read and apply the strategies learned in modeled and shared instruction before, during and after reading a targeted portion of text

Provides instruction based upon reading assessment

Provides a specific text for each small group

The Student

Reads aloud or silently

Uses a variety of strategies to learn unknown words (phonics and vocabulary)

Receives instruction in specific reading comprehension strategies based on student needs for before, during and after reading

Instruction

- ✓ 100% Individual
- ✓ Independent with self-selected, leveled text
- ✓ Adjusted to Student's Needs

Timeframe

45 minutes

The Teacher

Provides time to practice the strategies learned in guided reading to build proficiency and stamina

Conferences with students about what they are reading

Guides students in choosing their own text

The Student

Reads independently from selected texts with fluency

Applies reading strategies and skills learned earlier in the lesson

Components of the instruction include:

Letters and Sounds

Fluency

Vocabulary

Comprehension

Writing

Listening, Speaking and Viewing

What is the goal of Balanced Literacy?

To provide students with instruction so they reach and exceed grade level standards, while allowing them to work at an appropriate level. As students progress, they assume more responsibility for their own reading.