

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

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

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

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

The Student

Reads independently from selected texts with fluency

Applies reading strategies and skills learned earlier in the lesson

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.

Components of the instruction include:

Letters and Sounds Fluency Vocabulary Comprehension Writing Listening, Speaking and Viewing