

Asheville City Schools PreK-12 ELA Framework

Components of Balanced Literacy

Balanced literacy is an instructional framework in which students participate in read alouds, shared reading, guided reading, independent reading and word study; In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, and independent writing. During balanced literacy instruction, there is a gradual release of responsibility over time, as the student becomes more independent.

Reading				Writing	Word Study
Foundational Skills	Language Comprehension	Explicit Instruction	Opportunities to Listen and Read	Transcription	Spelling
Phonological Awareness Sensitivity to the sound structure of spoken language Phonemic Awareness Ability to detect and manipulate individual speech sounds in spoken words Phonics The explicit and systematic teaching of sound to letter correspondences and practice reading words to develop instant word recognition Fluency Reading with adequate speed and prosody to maintain attention and process meaning	Vocabulary Developing rapid access to words meanings and usages Building world or background knowledge Text Comprehension Strategies * monitoring * fix-up strategies * summarizing * questioning * synthesizing * visualizing * connecting * inferring Tools * graphic organizers * K-W-L * Think-Pair-Share * Frayer Model * Summary frames * Two-column notes * Rubrics * Think aloud	Whole Group Teacher introduces, reviews, or provides practice for necessary core concepts and skills to the whole class and engages all students actively and reflectively. Small Group * Core Instruction that supports the core curriculum and meets students needs * Intervention Targeted instruction for students who do not meet benchmarks * Focused Independent work that reinforces targeted skills	Read Aloud/Think Aloud Teacher models reading strategies, fluency, and phrasing. Teacher explicitly makes thinking transparent to students by talking out loud about the reading. Shared Reading Teacher and students read a text together. Teacher scaffolds the text that may be too difficult. Teacher models comprehension strategies. Scaffolded Reading Teacher meets with small groups of students who read at the same level or have the same instructional need. Independent Reading Students read self-selected just right books.	In whole and small group instruction, students learn, review, and practice: * handwriting * spelling * conventions of writing (grammar and sentence/paragraph/essay construction) Text Generation In whole and small group instruction, students learn, review, and practice: * vocabulary * planning * monitoring * revising Opportunities to Speak and Write Interactive Writing Teacher and students collaborate to create text Shared Writing Teacher models the process of writing with the students Independent Writing Students are able to write on their own and share.	In small group instruction, students will discover and practice patterns and generalizations about spelling. Vocabulary Increase knowledge of words: * Breadth meaning of words * Depth Multiple meaning, synonyms, antonyms, figurative expressions Academic language Vocabulary words that are used across domains Content-specific language Vocabulary words related to a particular domain (reading, science, social studies, math) Morphology Latin and Greek words parts that carry meaning.
Assessments: On-going and diagnostic assessments allow the teachers to plan instruction and monitor progress					
Classroom Assessments: Fluency probes, analyzing spelling errors, anecdotal notes, self-assessments, response journals, graphic organizers, presentations, running records, writing, summative, formative, etc State Assessments: mClass, EOGs, EOCs					

PreK ACS ELA Framework: Components of Early Literacy

NC Foundations for Early Learning and Development

Foundations for Reading- Language Development and Communication Goals:

Goal LDC-8: Children develop interest in books and motivation to read.

Goal LDC-9: Children comprehend and use information presented in books and other print media.

Goal LDC-10: Children develop book knowledge and print awareness.

Goal LDC-11: Children develop phonological awareness.

Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

Daily Components of Literacy	Instructional Format	Suggested Instructional Minutes	Instructional Practices
Read Aloud	Large or small group	10-15 minutes	1. Model and demonstrate the behaviors of good readers 2. Activate prior knowledge and make connections to learning 3. Scaffold questions to promote deeper thinking 4. Explore important ideas and build new vocabulary 5. Prompt students to listen and respond to feedback 6. Provide opportunities for students to explain their ideas 7. Develop social skills and emotional control
Whole Group (Pre Literacy skills)	Large group	10-15 minutes	
Learning Centers	Student-directed	2 hours	
Small Group	Small group	10-15 minutes	
Routines and Transitions	On-going	On-going	

K-8 ACS ELA Framework

DAILY COMPONENTS OF LITERACY	RESPONSIBLE PARTY	INSTRUCTIONAL FORMAT	SUGGESTED INSTRUCTIONAL MINUTES	INSTRUCTIONAL PRACTICES
Reading				
Interactive Read Aloud	Teacher driven	Whole Group	K-2: 10-20 Minutes 3-5: 10-15 Minutes 6-8: 10-15 Minutes	Select various genres to • Model Think Aloud • Model use of reading strategies • Model fluent reading • Facilitate discussion (Turn and Talk) • Build background knowledge
Mini Lesson • Present objective • Make connections to previous learning • Build/connect to background knowledge • Introduce and model strategies/skills • Explain rationale for strategy/skill • Elicit student feedback	Teacher driven	Whole Group	K-2: 8-10 Minutes 3-5: 10-15 Minutes 6-8: 10-20 Minutes	Anticipation Guides Quick Writes Think/Pair/Share Think Aloud Student/Teacher led discussions Shared Mentor Texts
Independent/Small Group Practice Independent Practice • Students independently apply comprehension strategies/skills. • Monitor student progress using conferences and reteach as necessary. Small Group Practice • Guided Reading groups • Strategy/comprehension groups • Provide differentiated instruction based on student data and instructional needs.	Independent Practice: Student Driven Small group practice: Teacher Led	Groupings based on assessment data/student needs	Small Group: Rotation Time K-2: 8-10 Minutes 3-5: 10-20 Minutes 6-8: 10-20 Minutes <i>**All groups are typically happening simultaneously.</i>	Independent Practice • Independent Reading ◦ Student independent reading level text ◦ Listening Center ◦ Partner Read • Teacher Led Conferencing • Literature circles/Book clubs Small Group Practice • Use of leveled texts and grade level text • Reading comprehension strategies • Vocabulary strategies • Word study • Collaborative Work Guided Reading • Differentiated instruction using leveled text. Grouping is flexible based on student needs and data. Strategy Groups • Provides explicit skill or strategy instruction based on student needs and data. Student grouping is flexible and not limited to book level.
Lesson Close • Utilize formative assessments to inform instruction	Teacher Driven	Whole group	K-8: 5-7 minutes	Exit tickets Anticipation Guides Reflections

Vocabulary				
Academic Vocabulary	Teacher Driven	Small or Whole Group	K-8: 10-15 minutes	Direct instruction of groups of words generated in the following ways: • Within common text • Tier 2 or Tier 3 vocabulary • Greek and Latin roots Instructional Tools: • Frayer model • New to known charts • List/group/label • Generative sentences • Word walls
Writing				
Mini Lesson • Model writing strategies • Provide Instruction on: ◦ Informational Writing ◦ Narrative Writing ◦ Persuasive Writing ◦ Writer's Craft ◦ Pre-Writing/Planning ◦ Revising and Editing ◦ Language Standards	Teacher Driven	Whole group	K-8: 8-10 Minutes	Think Aloud Graphic organizers Collaborative Work: Student/Student or Student/Teacher Writing notebooks Writing samples May include: Shared/Interactive Writing • Teacher as scribe • Discussion of writing examples • "Share the pen" with students • Model self-monitoring
Independent/Small Group Practice Small Group Writing • Small groups to provide differentiated writing instruction • Planning • Revising • Editing Independent Writing • Students independently complete writing tasks. • Monitor student progress using conferences and reteach as necessary.	Teacher/ Student Collaboration	Small Group Independent	Small Group Rotation Time 10-15 minutes Independent Writing 20-30 Minutes **All groups are typically happening simultaneously.	Collaborative Work: Student/Student or Student/Teacher Writing notebooks Rubrics Graphic organizers Provide Instruction on: Writer's Craft Pre-Writing/Planning Drafting Revising Editing/Conventions/Grammar Publishing Graphic organizers Teacher notes Rubrics

9-12 ACS ELA Framework

Instructional Practices for ELA Teachers	
1. Activate and build background knowledge and connect to new learning, ensuring academic vocabulary is developed.	
2. Provide explicit instruction in reading including modeling and teaching metacognitive skills to monitor reading comprehension.	
3. Facilitate reading and comprehension of complex texts through both shared and independent reading to build stamina and provide opportunities for authentic reading of a variety of texts.	
4. Scaffold questions to promote deeper thinking and critical analysis.	
5. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
6. Provide explicit instruction in writing and opportunities to write in multiple genres for various purposes and audiences.	
7. Establish structures for students to build communication skills and engage in academic, text-based discourse.	
8. Facilitate the development of research projects, teaching students to synthesize information and present in multiple formats.	
9.. Increase learning through the use of technology by developing technological skills and media literacy	
10. Utilize teacher and student developed rubrics and give students timely and specific feedback.	