

Balanced Literacy Components and Recommended Times by Grade Level (cont'd)

Component Name	Definition	Approximate Minutes Per Day, Grade-by-Grade						
		K	1	2	3	4	5	6-8
Shared Writing	Usually whole-group, but can also be used in small group. Teacher leads the class in composing a text. Teacher holds the pen the entire time and does all of the actual writing.	10	10	A few times per week 10	Rare	Rare	Rare	Rare
Interactive Writing	Usually whole-group, but can also be used in small group. Teacher leads the class in composing a text. The teacher shares the pen with the students, asking them to come up to write portions of words or whole words. May also include interactive "drawing" to support students in planning stages of writing.	10	A few times per week 10	Rare	n/a	n/a	n/a	n/a
Word Study	Students work in differentiated groups based on a spelling inventory to learn spelling, decoding, and vocabulary.	15	15	15	15	15	15	Rare
Writing Workshop - Minilesson	Short, direct, explicit lesson to teach one strategy with demonstration and brief opportunity for student practice. Begins the workshop.	5	5-7	5-10	7-10	7-10	7-10	7-10
Writing Workshop - Independent Writing	Students work on their independent writing projects on self-selected topics while the teacher confers and pulls small groups.*	30	30	35-40	45	45	45	As much time as schedule allows
Writing Partnerships/Clubs	Writers are partnered/grouped with other similar-ability writers who may have different strengths and needs. They support one another throughout the entire process - from generating ideas to editing and revision.	5	5	5	5 (or longer fewer times per week)	5 (or longer fewer times per week)	5 (or longer fewer times per week)	5 (or longer fewer times per week)
Writing Workshop - Teaching Share	With a specific teaching point/purpose in mind, the teacher re-gathers the class, often highlight (sharing) one or more student's work.	5	5	5	5	5	5	5

*Conferring with individuals, partnerships, and book clubs, as well as small group instruction (strategy lessons and guided reading) happens every day while kids are engaged in independent reading/writing. Ideally, students each have an individual assessment-based goal that drives this teaching. Teachers choose whether to meet with students individually or together in a group. All students are seen approx. 2x/week in groups and/or one-on-one. It is recommended that teachers create conferring schedules weekly to plan for this time.

Balanced Literacy Components and Recommended Times by Grade Level

Component Name	Definition	Approximate Minutes Per Day, Grade-by-Grade						
		K	1	2	3	4	5	6-8
Reading Workshop - Minilesson	Short, direct, explicit lesson to teach one strategy with demonstration and brief opportunity for student practice. Begins the workshop.	5	5-7	5-10	7-10	7-10	7-10	7-10
Reading Workshop – Independent Reading	Students read self-selected, just-right texts independently while the teacher confers and pulls small groups.* Stamina must be built during the first month(s) of school to achieve the recommended number of minutes.	20	25	35	45	45	45	As much time as schedule allows
Partnerships/Book Clubs	Students are partnered with other readers at their same level. K/1 – students put a book between them and read (echo/choral) together. 2&up – students come prepared to discuss their books. Book clubs are for grades 3-5 beginning about midway through the year.	Daily – 10-15	Daily 10	Daily 10	Twice weekly - 15	Twice weekly - 15	Twice weekly - 15	Twice weekly - 15
Reading Workshop - Share	With a specific teaching point/purpose in mind, the teacher re-gathers the class, often highlight (sharing) one or more student's work.	5	5	5	5	5	5	5
Shared Reading	Students chorally read an enlarged text (SmartBoard, big book, chart paper) with instructional stopping places planned by the teacher. Usually whole group, but can be used as a small group when needed.	15	15	15	Rare	Rare	Rare	Rare
Interactive Read Aloud	Teacher plans a selection of text to read aloud to the class with stopping places for turn and talk and think aloud. Approx 2x/week students discuss text(s) in a whole class conversation. This read aloud may be <i>in addition</i> to other "story time" type read alouds.	20	20	20	20	20	20	15-20 (may alternate with ML to save time for IR)

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