

Balanced Literacy

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&
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Strategic Approach

Teachers implemented the five **Writing** units of study while continuing their learning/work within the Reading units

Prioritizing instruction during a **hybrid** teaching model

2017-18

2018-19

2019-20

2020-21

2021-22

Teachers implemented the five **Reading** units of study

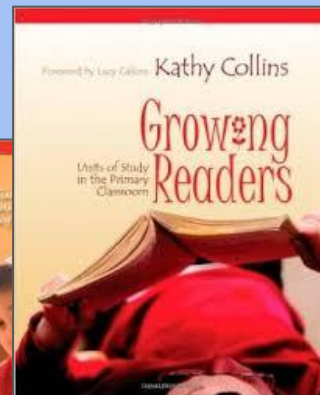
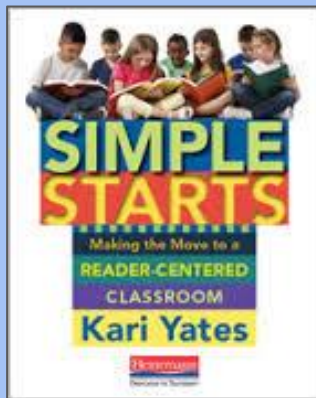
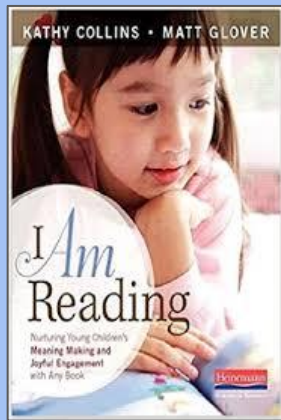
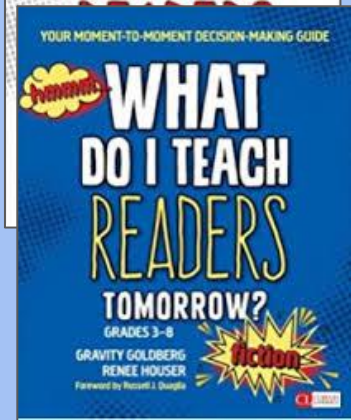
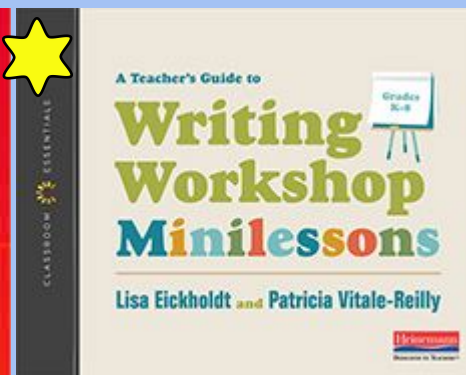
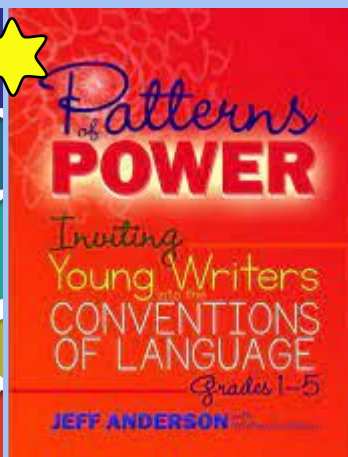
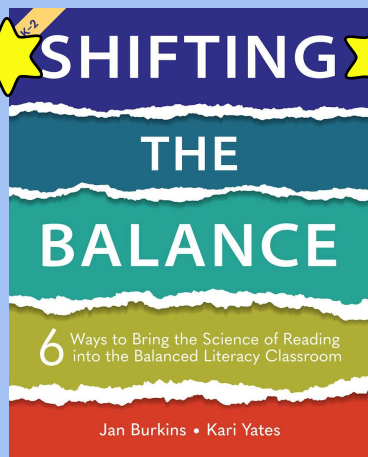
Teachers continued to refine their **Reading and Writing Workshop** approach

Start with Joy-
Designing Literacy Learning for Student Happiness

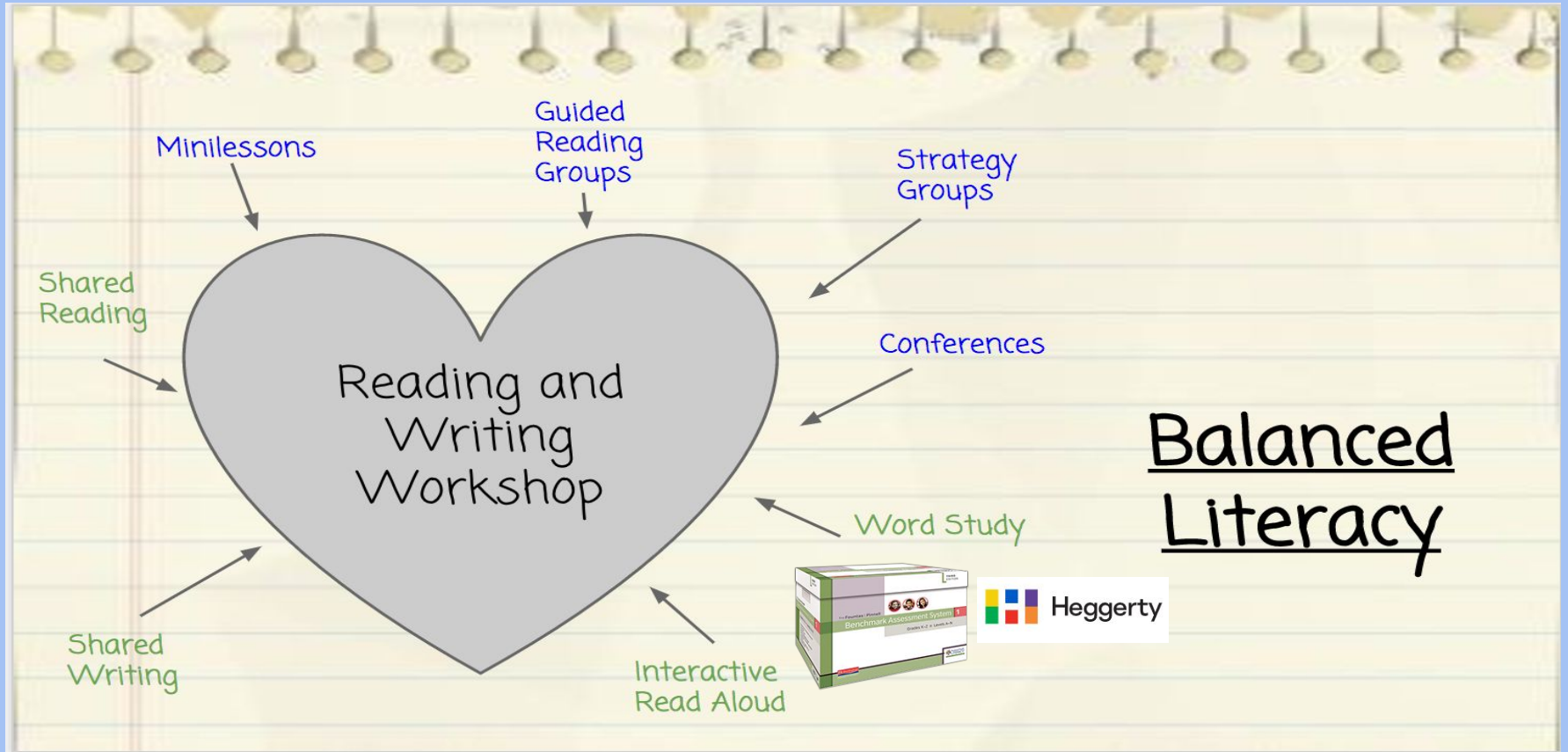
PROFESSIONAL RESOURCES-

OUR WORK IS ANCHORED IN RESEARCH

★ **SHIFTING** ★



What is balanced literacy?



2022-23

Daniel Warren

Writing: Increasing the possibilities to *lift student's writing*

Next Generation Writing & Language Standards

Writing Pathways/Learning Progressions

- o What do we notice about this writer?
- o What's next for this writer?

F.E. Bellows

Writing: Inquiry-based approach to instructional grammar

Next Generation Writing & Language Standards

Patterns of Power by Jeff Anderson with Whitney La Rocca

- o Possible Lesson Sequences
- o Invitational Process

What does Patterns of Power look like?

Patterns of Power
Active Participant
Exploration of Language
Student facilitated
Notice and connect patterns
Uses mentor texts and digestible chunks of text

"Our classrooms can be about progress rather than perfections, moving towards both correctness and meaning."
p.5

Patterns of Power Planning Process

Select standard and uncover what it asks students to do.



Connect convention to author's purpose and craft.



Create a focus phrase.



Curate a small bit of writing that demonstrates the convention's power and purpose

What do your writers need to know now?

The Invitational Process

Invitational Process

- Invitation to **NOTICE**
A sentence from literature is displayed to model a pattern of power. Discussion begins with the question, "What do you notice?"
- Invitation to **COMPARE AND CONTRAST**
An imitation is studied as it sits below the original. Discussion begins with the question, "How are they alike and different?"
- Invitation to **IMITATE**
Using the sentences they've been studying for inspiration, writers "try out" the pattern of power through shared, interactive, or paired writing. When appropriate students try on their own to use the pattern.
- Invitation to **CELEBRATE**
Young writers share their work with an appreciative audience.
- Invitation to **APPLY**
The pattern is used to respond, revise, or used in some other purposeful way.
- Invitation to **EDIT**
Students study four versions of the original sentence, including three variations to illuminate how small changes affect meaning.

Daily Ten Minute Invitations

Day 1	Invitation to Notice Presentation of Focus Phrase	What do you notice?
Day 2	Invitation to Compare & Contrast	How are they alike and different?
Day 3	Invitation to Imitate	Try it Out! Collect & Create
Day 4	Invitation to Celebrate	Celebration Thoughts
Day 5	Invitation to Apply	Apply It!
Day 6	Invitation to Edit	Editing Conversations

Noticing, Naming & Responding

Lead: The writer put setting and feeling into the beginning.



Overall: The writer wrote about one time they did something.

Transitions: The writer told the story in order and used 'then' as a transition word.

one Saturday I had a lemonade stand. It was so much fun. Everybody loved my lemonade. I asked some people some of them said "yes please" or "no thank you". It was so good that I had some lemonade. Then when I was all done with the lemonade me and my sister wanted more.

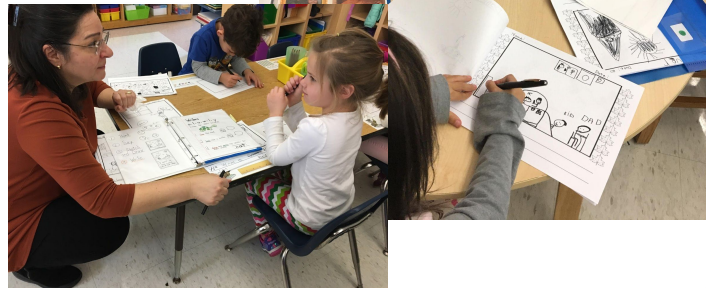
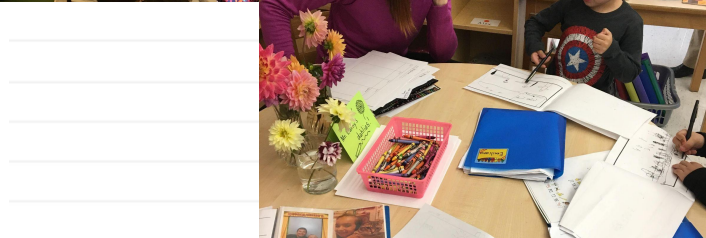
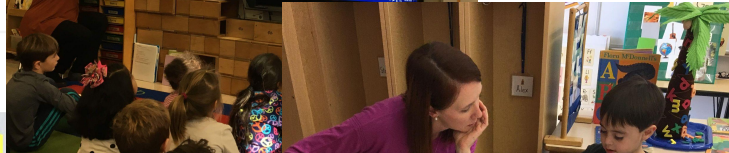
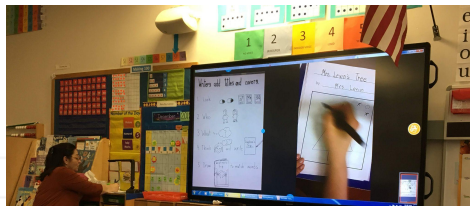
Elaboration: The writer brought character to life with talk and details.



Craft: The writer used dialogue to help the reader picture the story.

Spelling & Punctuation: The writer used quotation marks, apostrophes and spelled second grade words correctly.

My mom said "no" me and my sister were sad but we couldn't wait to get more customers. Then these two ladies came by. I said "would you like some lemonade?" They said "yes please" then they got some lemonade. They said "mmm this lemonade is good."




One
last
note!

DW & FEB Aligned with the Shifts

1. How Reading Comprehension Begins
2. Phonemic Awareness Instruction
3. The Way We Teach Phonics
4. High Frequency Word Instruction
5. The Ways We Use MSV (3 cueing system)
6. Texts for Beginning Readers

When You're Stuck on a Word...

1. **Look** 

 Get your **mouth** ready.

h...h...

first letter **h**and



Sound out the word.
h...an...d

Look for **parts** you know.

hand

2. **Think** 
Does it make sense?

Try it 2 ways



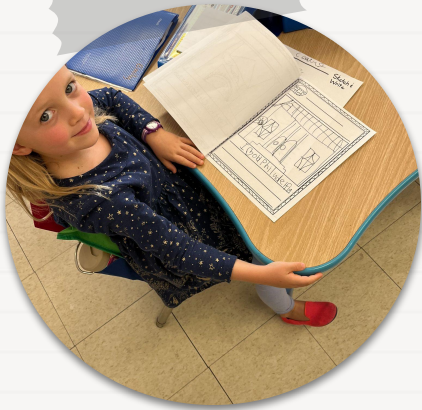
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Reread it. Does it make sense?



Thank you!



“When we show a disposition of appreciation for a writer’s attempts to write, for their gifts and challenges, for their efforts and decisions, we look at both the writing and the writer in a precious way.”

-Patty McGee