EC-6th Balanced Literacy Lesson Plans

Lesson plan assignments 4-8 revolve around planning for the balanced literacy block. The balanced literacy block is taught daily in kindergarten through fifth grade and includes a read aloud, shared reading, guided reading & small group, and guided writing. Students will create lesson plans that correlate with each section of the balanced literacy block. Lesson plans 4-7 will then be combined to form an example of one weekly reading block for that grade level. Literacy block lesson plans should include the following:

- Five books for read aloud lesson plans chosen from the Approved Reading List below (one for each day of week);
- Five grade level reading passages for shared reading (one for each day of week);
- Three reading passages or books for guided reading (one passage will last two days);
  - One grade level passage
  - Two below grade level passages (one medium & one low)
- Two - three writing topics for guided writing (one topic will last two days to accommodate the writing process).
- Example anchors of support must be provided but don’t have to be actual size (graphic organizers, think aloud strategy posters, and TAKS strategies are examples of anchors of support).

<table>
<thead>
<tr>
<th>Balanced Literacy Rubric (Assignments 4-7)</th>
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<tbody>
<tr>
<td><strong>Below Expectations</strong></td>
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<tr>
<td><strong>1 Point</strong></td>
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<td><strong>2 Points</strong></td>
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<td><strong>3 Points</strong></td>
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**Read Aloud**

**Shared Reading**

Three or more of the following are not stated clearly, are missing, and/or are not aligned: reading objective, student expectation, materials, TAKS strategy, and anchors of support. Plan has fewer than three guided groups for each tier (tier I, II, and III). Tiered instruction is arranged step by step in the following order: introduction of the material, students make predictions about story, and building background knowledge with a brief word study. Fewer than three questions are planned for closure.

**Guided Reading**

Two or more of the following are not stated clearly, are missing, and/or are not aligned: reading objective, student expectation, materials, TAKS strategy, and anchors of support with examples and/or are not aligned. Direct instruction (input) is stated with step by step instructions, but steps are missing.

**Shared Writing**

Plan uses one of the three cited models. Plan does not address higher level thinking skills, differentiation or conferencing. Plan does not have consistent feedback with students.

**Total Points**

| 0 – 5 = C (70 points) | 6 - 8 = B (85 points) | 9 – 12 = A (100 points) |