

# Balanced Literacy and Core Knowledge in Kindergarten: Fitting All the Pieces Together

**Grade Level:** Kindergarten

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## I. ABSTRACT

What is Balanced Literacy? How does it fit into Core Knowledge? In this presentation we will tackle these two questions and show educators how it all fits together. We will begin with an in depth description of the eight components of reading and writing and demonstrate how to complete the puzzle by integrating content from the *Sequence* into daily reading and writing activities. Teachers will be given tools to plan and implement the social studies and science Core Knowledge content in whole group lessons, centers, mathematics, and technology. By approaching the Core Knowledge sequence through the lens of balanced literacy all subjects come alive in a seamless day!

## II. OVERVIEW

- A. Strand and implementation issues to be addressed:
  - 1. Integration of reading and language arts into social studies content
  - 2. Integration of reading and language arts into science content
- B. Specific content from the *Core Knowledge Sequence*
  - 1. An Overview of the Seven Continents
  - 2. Animals and Their Needs

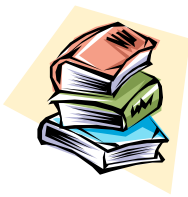
## III. RESOURCES

- A. Fountas, Irene C. & Pinnell, Gay Su. *Guided Reading: Good First Teaching for All Children*. Portsmouth: Heinemann, 1996, ISBN: 0-435-08863-7
- B. *Core Knowledge Sequence: Content Guidelines for Grades K-8*. Core Knowledge Foundation, 1998, ISBN: 1-890517-12-7
- C. McCarrier, Andrea, Pinnell, Gay Su, Fountas, Irene C. *Interactive Writing How Language and Literacy Come Together, K-2*, Portsmouth: Heinemann, 2000, ISBN: 0-325-00209-6

## IV. PRESENTATION OUTLINE

- A. What is Balanced Literacy?
  - 1. Reading Components
  - 2. Writing Components
- B. Integration
  - 1. A Seamless Day
  - 2. Core Knowledge and Balanced Literacy working together
- C. Practical Application
  - 1. Daily Schedule
  - 2. Completed planning organizers for unit on Asia and Asian animals
  - 3. Completed planning organizer for literacy centers

## V. HANDOUTS/WORKSHEETS.



# Balanced Literacy



## Reading Aloud

The teacher reads aloud to the whole class or to small groups.

- Motivates children to read
- Develops a sense of story
- Exposes children to a variety of genre

## Shared Reading

Read and reread enlarged texts including big books, retellings, products of interactive writing

- Models and teaches reading skills such as word matching
- Encourages social interaction within group

## Guided Reading

Teacher works with a small group of children whose reading ability is about the same

- Teacher chooses books that will teach and reinforce reading skills
- Challenges readers
- Child does the reading
- Builds confidence as children read fiction and non-fiction texts

## Independent Reading

Child chooses from a variety of texts to read alone or with others.

- Time to practice strategies learned
- Builds fluency through rereading
- Reinforces joy of reading

## Shared Writing

Teacher demonstrates competent writing as students dictate.

- Motivates children to write
- Exposed children to writing beyond capabilities
- Exposes children to a variety of genre

## Interactive Writing

Uses the "shared pen" method. Children and teacher compose a message that can be lists, labels, etc.

- Models conventional spelling
- Children see themselves as writers
- Creates writing the children can read

## Guided Writing

Teacher works with a small group of children with similar writing abilities.

- Teacher provides guidance through a mini-lesson
- Provides practice with specific writing skills and phonemic awareness

## Independent Writing

Children write by themselves for a variety of purposes.

- Reinforces the value of writing
- Opportunity to practice skills learned
- Encourages creativity

FOR READING AND WRITING

## What is Balanced Literacy?

Balanced literacy is a framework that allows teachers to integrate reading, writing, speaking, listening, and thinking across the curriculum. There are eight components included in Balanced Literacy - four reading components and four writing components.

## Is it appropriate for kindergarten?

Absolutely. If implemented properly, tasks will be "multi-level" allowing students to work, grow, and learn at their own speed.

## Reading Components

### Reading Aloud

This is the teacher's opportunity to model reading a variety of genres to a large or small group of children. The children interact with the teacher and the text during the reading. The teacher models the joy of reading as well as correct phrasing and expressive fluency. Reading aloud fosters a love and enthusiasm for reading and promotes concept and vocabulary development. It also improves students' reading, writing, speaking, and listening skills.

### Shared Reading

During shared reading the teacher and students read in unison. The teacher selects a big book, poem, song, predictable chart, or a product of interactive writing. The teacher begins by doing most of the reading and when ready the children join in and read along at their level. The children can also share the pointer when comfortable with the reading selection. Shared reading promotes many skills including concept of a letter and a word, word-to-word matching, left-to-right directionality, and, in the end, promotes independent writing.

Shared reading allows all students to behave like readers and creates a collection of readable print for them.

## Guided Reading

Guided reading is the bridge between shared reading and independent reading. The teacher works with children who are grouped according to their ability level. The teacher selects and introduces an appropriate text for that group, one which the children will find challenging yet be successful. (Students should be 90% accurate when reading an appropriate leveled text.) One or two teaching points are made during and after the reading. The pace of guided reading is quick; each session may last five to fifteen minutes. Guided reading encourages children to see themselves as readers, provides opportunities to ask questions, problem solve, and comprehend texts, allows the teacher to work individually with a child as needed, and allows students to develop from emergent readers to developing readers.

## Independent Reading

During independent reading, children read on their own or with a partner. Children should be able to choose from a variety of texts including shared reading material, guided reading books, and read alouds. Some children will read the print, others will read the pictures and retell the story in their own words. Independent reading allows children time to enjoy books, practice reading strategies taught in class, and most importantly, build self-confidence.

## Writing Components

### Shared Writing

During shared writing, the teacher writes while the students dictate. This can occur during whole group times or in a small group setting. The teacher thinks aloud and engages the class in decisions of capitalization, spelling, punctuation, spacing, and letter/sound correspondence. Shared writing allows students to see the relationship between letters and sounds and how words are formed. Shared writing often includes a message with rich language and details which the children would not be able to produce independently.

### Interactive Writing

Interactive writing uses the “shared pen” method. The children and teacher compose a message which can include lists, labels, sentences, recipes, signs... The teacher guides the students as they write using conventional spelling. Interactive writing allows students to practice concepts of print, letter/sound correspondence, and experience how words are put together to create a meaningful product. Most importantly, interactive writing allows children to see themselves as writers.

### Guided Writing

Like guided reading, guided writing allows the teacher to pull a small group of children who have the same writing abilities to provide instruction through a writing mini-lesson. The teacher provides guidance, feedback, and assistance.

Through guided writing, children are exposed to writing as a process: brainstorming, writing, revising, proofreading and publishing. Guided writing encourages and assists students to use their phonemic awareness and writing skills to produce a meaningful product.

### Independent Writing

Independent writing includes all the writing children do on their own at any level from scribbling to phonetic writing. Students can write stories, lists, letters, information, and the list goes on! Students will write in journals, student made books, and any kind of paper you provide. Independent writing is done throughout the day - when students sign in, during journals, during center times, et cetera. When students are given multiple opportunities to write they begin to see themselves as writers, their self-confidence increases, and they will choose to write on their own because they see it as a meaningful activity.



## Full Day Kindergarten Schedule

7:45 - 8:00 Unpack and Sign In/ Announcements

8:00 - 8:30 Whole group literacy lesson

8:30 - 9:00 Journals (Independent Writing)

9:00 - 9:10 Phonemic Awareness

9:10 - 9:30 Recess

9:35 - 10:15 Guided Reading/ Workboard Centers

10:21 - 10:51 Lunch

10:55 - 11:55 Math

12:05 - 12:55 Specials (P.E. and Art, Music, or Computers)

1:00 - 1:15 Self Time

1:15 - 1:25 Snack

1:25 - 1:45 Whole group literacy lesson

1:45 - 2:15 Learning Centers

2:15 - 2:30 Pack up/Read Aloud

2:35 Dismissal

Unit of study: 7 Continents: Asia

Week of: \_\_\_\_\_

Elements of Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonemic Awareness</b>	Phonemic Awareness Box – Rhyming	Phonemic Awareness Box – Syllables	Phonemic Awareness Box – Initial Sounds	Phonemic Awareness Box – On-set Rime	Phonemic Awareness Box – Blending Syllables
<b>Read-Aloud</b>	<u>True Book: Asia</u> <u>Rookie Read About Geography: Asia</u>	<b>Tigers</b> <u>Leo the Late Bloomer</u>	<b>Japan</b> <b>Yoko</b>	<u>Giant Pandas: A Gift from China</u> <u>Little Panda</u>	<u>Ten Suns: A Chinese Legend</u>
<b>Shared Reading</b>	<u>Power Point:</u> “Travel to Asia” Continent Song Core Knowledge Nursery Rhyme	<u>Power Point:</u> “Travel to Asia” Continent Song Core Knowledge Nursery Rhyme	Continent Song Core Knowledge Nursery Rhyme	Continent Song Core Knowledge Nursery Rhyme	Continent Song Core Knowledge Nursery Rhyme
<b>Shared Writing</b>			Predictable Chart: In Asia, I see...	Predictable Chart: In Asia, I see...	Comprehension Activity: I wonder... Chart
<b>Interactive Writing</b>	“This is Asia.” to label map	“Tigers are orange and black.”		“Pandas eat bamboo.”	
<b>Independent Writing</b>	<u>Journal:</u> Asia: What do you want to learn more about?	<u>Journal:</u> tigers	<u>Journal:</u> Japan	<u>Journal:</u> Pandas	<u>Journal:</u> What I learned about Asia
<b>Extension Activities</b>	“Magic Carpet” trip to Asia				Cook rice and experiment with chopsticks

Unit of study: \_\_\_\_\_

Week of: \_\_\_\_\_

Elements of Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness					
Read-Aloud					
Shared Reading					
Shared Writing					
Interactive Writing					
Independent Writing					
Extension Activities					

## Sample Centers for Asia

# Centers



<p><b>Art:</b> watercolor Asian Fish (carp), dragon, or fan</p>	<p><b>Writing:</b> Asia: picture dictionary, use teacher templates to practice writing words</p>	<p><b>Name:</b> Write your name in Chinese characters with black paint and Q- tips</p>	<p><b>Geography:</b> Explore artifacts and maps (if you can get Asian money or other souvenirs, pictures, etc.)</p>	<p><b>Listening:</b> Any book and tape about Asia such as <u>Yoko</u> or <u>Tikki</u>, <u>Tikki</u>, <u>Tembo</u></p>	<p><b>Discovery:</b> Using chopsticks, try to pick up various objects record if it was easy or difficult</p>	<p><b>123:</b> practice writing numbers in English and in Chinese characters</p>	<p><b>Star:</b> Review the animals already studied by recording the continent each inhabits</p>
<p><b>Dramatic Play:</b> Create an Asian restaurant in your dramatic play center</p>	<p><b>Browsing Box:</b> Lots of books about Asia for the kids to wander through and picture walk</p>	<p><b>Pocket Chart:</b> Nursery Rhymes, poetry, phonemic awareness activities</p>	<p><b>Poetry:</b> Nursery Rhymes</p>	<p><b>Book- making:</b> Students have supplies to write and publish their own story!</p>	<p><b>Virtue:</b> Activities about diversity: how everyone is alike and different</p>	<p><b>Games:</b> Play dough: mold Great Wall, tiger, panda, make snakes and outline continents etc.</p>	<p><b>ABC:</b> Tiger wheel (things that start with /t/ sound)</p>
<p><b>Overhead:</b> Poetry, word family work,</p>	<p><b>Writing Around the Room:</b> Students use</p>	<p><b>Library:</b> Students visit classroom or</p>	<p><b>Computer:</b> Whatever programs or</p>	<p><b>Sand:</b> Students explore</p>	<p><b>Reading Journal:</b> Students read</p>	<p><b>Buddy Reading:</b> Students take</p>	<p><b>Reading Around the Room:</b> Students use</p>

math manipulatives, etc.	clipboards and copy familiar words they see around the room	school library and read!	internet sites you would like!	properties of rice and informal measuring at the sand table!	and respond to a book on their level or familiar text	turns reading familiar texts to one another	pointers and reading glasses to read familiar print around the room
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Date: \_\_\_\_\_

# centers




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