



## Getting Started with Balanced Literacy and *Literacy Place* for the Early Years

### Planning for Instruction

(originally posted September 24, 2009)

In last week's Tip of the Week, suggestions were provided to help you learn more about your students' literacy proficiencies at the beginning of the year. After careful analysis of your assessment data, you will understand the strengths and needs of your class and of individual students. As you reflect on this data, you can make informed decisions about the next steps for instruction as well as determine the most appropriate resources, student groupings, and modifications necessary to meet the requirements of all learners.

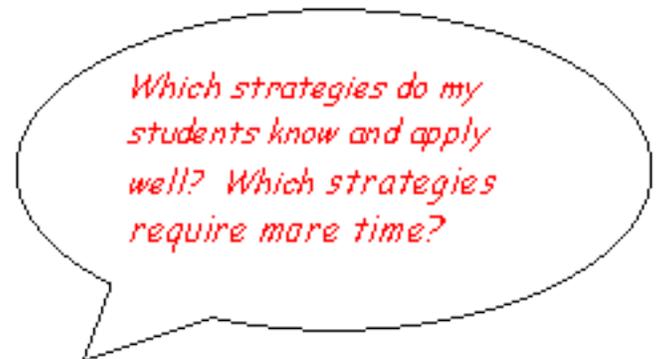
#### Steps to Planning:

1. Collect assessment data to determine the strengths and needs of your class and individual students.
2. Use your assessment information as well as the curriculum expectations to decide on an instructional focus (e.g., choose one of the comprehension strategies, highlight decoding strategies, link reading and writing through text-type examples).
3. Think about a Big Idea to anchor the unit and create pre- and post-assessment tasks to assess students' growth over time.
4. Create an Instructional Plan to guide your daily and weekly lesson planning. Examples of Instructional Plans can be found on the website ([www.lpeyresources.ca](http://www.lpeyresources.ca)).
5. Plan for whole group sessions to model and explicitly teach the strategy (in Read Aloud and Shared Reading). Use the Planning Charts section found in the *Reading Guide*.
6. Incorporate Working with Words activities into whole class and small group sessions (e.g. vocabulary development, high-frequency words, word building and solving lessons). See the *Working with Words* guide for focused lessons.
7. Continue with the strategy focus in Guided Reading. During small group instruction also target specific student's needs.
8. Have students demonstrate their understanding during Independent Reading.
9. Collect data about students' application of the strategy/skill.
10. Provide specific feedback and feed-forward to the student(s).
11. Reflect on whole class and individual data to direct future teaching.
12. Connect reading and writing through the introduction of a Text-type Study (see the *Writing Guide*).

#### Reading Instruction—Where Do I Begin?

The teaching of a strategy usually takes three to four weeks. It is suggested that you begin with self-monitoring as it is the underlying strategy, allowing readers to use other strategies in combination and to make changes to strategy use while reading. The comprehension strategies are listed below in order from concrete to abstract ways of accessing information from text. The order in which you teach the strategies to your class and the time on each strategy depends on your assessment results. For example, if your data indicates that students are competent in monitoring their reading but weaker in finding the facts in a text, you may shorten the time on Self-monitoring to spend more time teaching the strategy of Analyzing.

1. Self-monitoring
2. Analyzing
3. Sequencing
4. Making Connections
5. Predicting
6. Inferring
7. Evaluating
8. Synthesizing



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### Connecting Reading and Writing—Grade 3 Example

Comprehension Strategy	Possible Text-type Study
Self-monitoring	Narrative Realistic Story
Analyzing	Description: Report Explanation: Question and Answer Article
Sequencing	Procedure: Experiment (Instructions)
Making Connections	Retell: Account
Predicting	Narrative: Script
Inferring	Description: Poetry
Evaluating	Persuasion: Persuasive Argument (Brochure)
Synthesizing	Narrative: Adventure Story

Stay tuned for upcoming issues of Teaching Tip of the Week for *Literacy Place for the Early Years*. If you have a question you would like answered, please email your request to: [workshops@scholastic.ca](mailto:workshops@scholastic.ca).