

Classroom Routines

Academy Prep
 Balanced Literacy Instruction
 in a Comprehensive Middle Grades
 Reading and Language Arts Program
[Compiled by April Ross, M.Ed. © 2008](#)

Guided Reading

Small Homogenous
 Same or Similar
 Leveled Ability
 Groupings

Small groups or individual students work directly with the teacher for 10-15 minutes on identified skills and strategies before, during and after reading fiction and non-fiction **texts selected at the student's instructional level**

"Guided reading allows teachers to support reader's strategic development as they progress into increasingly difficult text."

(Fountas & Pinnel, 2004)

Systematic & Sequential
**Spelling
 & Phonics
 Word-Work**

Heterogeneous
Whole Group
 Multi-Leveled Materials
 Mixed-Ability Audience

The whole class participates in hands-on interactive word work in teacher-directed or student-lead activities for 10-15 minutes.

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 Small Homogenous
 For Struggling Readers

Literacy Work Stations or STUDIOS

Small Heterogeneous
**Mixed-Ability
 Groupings**
 Multi-Leveled Materials
 Many Learning Styles
 Addressed

Students work alone, in pairs, or in groups of 3-5 with flexible time limits dependent upon a menu of choices

"Literacy work stations provide a meaningful time for students not working with the teacher to practice reading, writing, speaking, listening, and working with words and letters."

(Diller, 2003)

Self-Selected Reading

Always begins with a Heterogeneous
Whole Group

Multi-Leveled Mini-Lesson

The whole group session ends with the challenge to try to apply the skill or strategy that has been modeled during the introductory lesson while students read silently in personally selected book.

Followed by Quiet Time

Public Speaking Opportunities

Small or Whole Group
 Heterogeneous
**Mixed-Ability
 Groupings**

Includes direct instruction in skills and opportunities for informal and formal practice

Writer's Workshop

Heterogeneous
Whole Group

Multi-Leveled Mini-Lessons

Designed to meet each student at their individual level of functioning through teacher-led conferencing and peer-to-peer sharing of written pieces.

Writing in Response to Reading

See Research-Based Citations: [Access Center for Improved Outcomes](#), [National Institute for Literacy](#), [National Reading Panel](#), & [TX](#)

Connecting the Curriculum