



# Balanced Literacy Protocols

	<h2>Whole Group</h2>	<p><b>Description:</b> 10-15 minutes of Teacher-led, Tier 1 instruction for the purpose of introducing a new concept, modeling a skill and/or encouraging large-scale discussion. Most effective when immediately followed by small group instruction.</p>
Teacher Protocols		Learner Protocols
<p>In a Balanced Literacy Classroom, the teacher will implement the following protocols to develop literacy/biliteracy.</p> <ol style="list-style-type: none"> <li>1. I will administer formal or informal assessments to:             <ul style="list-style-type: none"> <li>○ determine the learner’s prior knowledge on the theme, concept or global idea.</li> <li>○ monitor various data sources to determine specific learning outcomes.</li> </ul> </li> <li>2. I will determine the standards (essential concepts and content) to be mastered in each of the components of Balanced Literacy to:             <ul style="list-style-type: none"> <li>○ identify what students need to learn and be able to do.</li> <li>○ include Supporting Standards, English Language Proficiency Standards (ELPS), Social and Emotional Learning (SEL) components, and 21st Century Skills that can be incorporated in the learning of a concept.</li> <li>○ identify SEL objectives for each lesson.</li> </ul> </li> <li>3. At the beginning of the year, I will implement the First 10 Days to:             <ul style="list-style-type: none"> <li>○ establish procedures, expectations, rituals and routines.</li> <li>○ provide students opportunities for collaboration and communication to extend their learning.</li> <li>○ build community through circles.</li> </ul> </li> <li>4. I will create rubrics to guide students to engage in responsible decision-making by:             <ul style="list-style-type: none"> <li>○ taking ownership of their learning.</li> <li>○ provide them with a guide for identifying expectations.</li> </ul> </li> </ol>		<p>In a Balanced Literacy Classroom, the student will implement the following protocols to develop literacy/biliteracy.</p> <ol style="list-style-type: none"> <li>1. I will complete the initial assessment(s) and reflect on the results:             <ul style="list-style-type: none"> <li>○ What do I know about this concept, theme or global idea?</li> <li>○ What more do I need to know about this concept, theme or global idea?</li> <li>○ How does this theme or idea affect myself and others?</li> </ul> </li> <li>2. I will review the standards-based rubric:             <ul style="list-style-type: none"> <li>○ What am I expected to learn?</li> <li>○ How will I know when I have learned it?</li> <li>○ What will I do if I need additional help?</li> <li>○ How will I identify my personal strengths that will help me be successful?</li> </ul> </li> <li>3. I will learn proper procedures and SEL strategies to function effectively in a balanced literacy classroom such as:             <ul style="list-style-type: none"> <li>○ following established rituals and routines.</li> <li>○ following established norms and responsibilities.</li> <li>○ following circle guidelines and process.</li> <li>○ identifying a strategy that I can use to center myself when I feel overwhelmed.</li> </ul> </li> <li>4. I will set personal learning goals, such as:             <ul style="list-style-type: none"> <li>○ vocabulary goals</li> <li>○ fluency goals</li> <li>○ Lexile growth goals</li> <li>○ Writing goals</li> <li>○ Establishing a timeline for effective pacing</li> <li>○ Learning and understanding the task(s) in the rubric.</li> </ul> </li> </ol>

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1. I will administer formal or informal assessments to:
  - determine the learner's prior knowledge on the theme, concept or global idea.
  - monitor various data sources to determine specific learning outcomes.
2. I will determine the standards (essential concepts and content) to be mastered in each of the components of Balanced Literacy to:
  - identify what students need to learn and be able to do.
  - include Supporting Standards, English Language Proficiency Standards (ELPS), Social and Emotional Learning (SEL) components, and 21st Century Skills that can be incorporated in the learning of a concept.
  - identify SEL objectives for each lesson.
3. At the beginning of the year, I will implement the First 10 Days to:
  - establish procedures, expectations, rituals and routines.
  - provide students opportunities for collaboration and communication to extend their learning.
  - build community through circles.
4. I will create rubrics to guide students to engage in responsible decision-making by:
  - taking ownership of their learning.
  - provide them with a guide for identifying expectations.
5. By using multiple, appropriate texts and resources, I will develop varied, daily instructional activities to develop literacy and social-emotional skills like:

In a Balanced Literacy Classroom, the student will implement the following protocols to develop literacy/biliteracy.

1. I will complete the initial assessment(s) and reflect on the results:
  - What do I know about this concept, theme or global idea?
  - What more do I need to know about this concept, theme or global idea?
  - How does this theme or idea affect myself and others?
2. I will review the standards-based rubric:
  - What am I expected to learn?
  - How will I know when I have learned it?
  - What will I do if I need additional help?
  - How will I identify my personal strengths that will help me be successful?
3. I will learn proper procedures and SEL strategies to function effectively in a balanced literacy classroom such as:
  - following established rituals and routines.
  - following established norms and responsibilities.
  - following circle guidelines and process.
  - identifying a strategy that I can use to center myself when I feel overwhelmed.
4. I will set personal learning goals, such as:
  - vocabulary goals
  - fluency goals
  - Lexile growth goals
  - Writing goals
  - Establishing a timeline for effective pacing
  - Learning and understanding the task(s) in the rubric.

- **Modeled Reading by:**
  - planning lessons that model the thinking and strategies of a proficient reader from a short excerpt taken from a grade-level, model text to demonstrate learning objective.
- **Multiple Genre Study by:**
  - Planning lessons that promote analysis of literary and informational elements within and across increasingly complex text.
- **Vocabulary Development by:**
  - providing explicit instruction on the vocabulary standards, attached to the grade level.
  - preparing students to transfer and apply vocabulary skills within text during shared reading.
- **Writing Mini Lessons by:**
  - Helping students identify and analyze how an author crafts his/her text to convey a message, including:
    - Author's craft
    - Author's purpose
    - Grammar
    - Structure

6. I will facilitate a daily reflection using the optimistic closure process according to the language domains - listening, speaking, reading, writing, and thinking that promote community, self-reflection, and a growth mindset to facilitate an intrinsic motivation for students to collaborate and communicate their learning with others.
7. I will formatively assess students' mastery of literacy skills to determine what modifications and/or adjustments are needed to meet the needs of each student (i.e. campus generated common assessments and 9 weeks assessments)
8. I will provide opportunities for students to reflect on their social emotional learning and build a positive connection with each student to understand and formatively assess their social-emotional needs and growth.

5. I will engage in varied learning opportunities (individual and collaborative) to develop literacy skills and demonstrate social-emotional skills while participating in:
  - **Modeled Reading by:**
    - observing and listening to the thinking strategies and skills of a proficient reader.
  - **Multiple Genre Study by:**
    - analyzing literary and informational elements within and across increasingly complex text.
  - **Vocabulary Development by:**
    - practicing and applying vocabulary skills and strategies with teacher support.
    - transferring vocabulary skills into text.
  - **Mini Lessons by:**
    - Actively participating and demonstrate writing skills demonstrated by the modeled writing.
    - Identifying and analyzing how an author crafts his/her text to convey a message, including:
      - Author's craft
      - Author's purpose
      - Grammar
      - Structure
6. I will participate in a daily reflection to communicate my learning.
7. I will participate in formative assessments to determine my mastery of literacy skills.
8. I will reflect on my social emotional learning by maintaining a growth mindset and showing respect and responsibility in the classroom.



## Small Group

**Description:** The purpose of small group is to reduce the student-teacher ratio and develop student independence. This allows the teacher and/or students to focus on specific learning objectives, reinforce skills learned in whole-group and check for student understanding, typically 30 minutes with groups of 4-6 students.

### Teacher Protocols

In a Balanced Literacy Classroom, the teacher will implement the following protocols to develop literacy/biliteracy.

1. I will facilitate small group instruction with reading groups that are differentiated and flexible to:
  - Analyze modeled text, paired text, or various media which focuses on a specific instructional purpose to interact with a text in order to observe and interpret meaning.
  - provide various and culturally relevant resources as options for students to gather information that will lead to demonstration of learning and promote self and social awareness (e.g. books/text).
  - In writing, I will:
    - introduce writing skills and strategies during modeled, shared, and guided writing within the unit.
    - conduct guided writing groups that are differentiated and flexible.
    - provide various and culturally relevant resources as options for students to gather information that will lead to demonstration of learning and self and social awareness (e.g. anchor charts, mentor text).
2. I will provide opportunities for students to reflect on their social emotional learning and build a positive connection with each student to formatively assess their social-emotional needs and growth.
3. I will develop varied, daily instructional group activities to develop literacy and social-emotional skills through:
  - **Vocabulary Development by:**

### Learner Protocols

In a Balanced Literacy Classroom, the student will implement the following protocols to develop literacy/biliteracy.

1. I will engage in varied learning small group opportunities to develop literacy and demonstrate social-emotional skills by:
  - Analyzing text, paired text, or various media to observe and interpret meaning.
  - Gathering information that will lead to demonstration of learning and promote self and social awareness
  - In writing, I will:
    - Practice and develop my writing skills and strategies during modeled, shared, and guided writing within the unit.
    - Participate in guided writing groups that are differentiated and flexible.
    - Use various and culturally relevant resources to gather information that will lead to demonstration of learning and self and social awareness.
2. I will reflect on my social emotional learning by maintaining a growth mindset and showing respect and responsibility when in small groups.
3. I will participate in varied, daily instructional group activities to develop literacy and social-emotional skills through:

- practicing and applying vocabulary skills and strategies with teacher support.
  - transferring vocabulary skills into text.
- **Close Reading by:**
  - applying strategies and skills with teacher support to analyze and make meaning of text.
- **Multiple Genre Study by:**
  - Planning group lessons that promote analysis of literary and informational elements within and across increasingly complex text.
- **Table Talk by:**
  - Supporting self-management and social awareness and building positive relationships while students discuss, and apply strategies, skills, and content with a partner or group.
- **Workstations by:**
  - Modeling responsible decision-making as I applying skills and strategies to extend my learning.
  - Planning engaging activities such as those in Lead4ward playlist, Ellevation, and Kagan strategies.

- **Vocabulary Development by:**
  - practicing and applying vocabulary skills and strategies with teacher support.
  - transferring vocabulary skills into text.
- **Close Reading by:**
  - applying strategies and skills with teacher support to analyze and make meaning of text.
- **Multiple Genre Study by:**
  - analyzing literary and informational elements within and across increasingly complex text within a group.
- **Table Talk by:**
  - demonstrating self-management and social awareness and building positive relationships while I discuss, and apply strategies, skills, and content with a partner or table mates.
- **Workstations by:**
  - demonstrating responsible decision-making as I apply skills and strategies to extend my learning.
  - engaging in activities to build learning.



## Independent

**Description:** This is where individual students will apply their knowledge and skills with minimal to no support throughout the lesson.

### Teacher Protocols

In a Balanced Literacy Classroom, the teacher will implement the following protocols to develop literacy/biliteracy.

1. I will develop varied, daily instructional independent activities to develop literacy through:
  - **Independent Reading by:**
    - Developing lessons for students to practice and apply vocabulary skills and strategies independently (ie. Annotation for varied instructional purposes)
    - Promoting the transfer of vocabulary skills into text.
    - Allot time for students to build fluency and comprehension with self-selected text.
  - **Independent Writing by:**
    - Developing lessons for students to practice and apply vocabulary skills and writing strategies independently.
    - Promoting the transfer of vocabulary skills into written text.
  - **Vocabulary Development by:**
    - preparing lessons that encourage students to transfer and apply vocabulary skills independently.

### Learner Protocols

In a Balanced Literacy Classroom, the student will implement the following protocols to develop literacy/biliteracy.

1. I will participate in independent activities to develop my literacy through:
  - **Independent Reading by:**
    - Practicing and applying vocabulary skills and strategies independently (ie. Annotation for varied instructional purposes)
    - Transferring vocabulary skills into text.
    - Using self-selected text to build my fluency and comprehension.
  - **Independent Writing by:**
    - Participating in lessons to practice and apply vocabulary skills and writing strategies.
    - Applying vocabulary skills into text.
  - **Vocabulary Development by:**
    - practicing and applying vocabulary skills and strategies in reading and writing.



### Teacher Protocols

In an ESL/ELLA Classroom, the teacher will use the following protocols to be implemented through English to support the 50/50 model to develop biliteracy.

1. In Word study/Phonics, I will:
  - create informal checklists to meet performance standards.
2. In Word Study/Phonics, I will:
  - Develop phonetic and sight word knowledge
  - Develop English Alphabet and letter sound correspondence
3. In Vocabulary Study I will:
  - use anecdotal notes to document vocabulary development.
  - create informal checklists to meet performance standards.
  - use bridging activities to bring two languages together to transfer academic content from one language to the other
  - provide cross-linguistic connections (activities, anchor charts)
4. In Modeled Reading, I will:
  - choose an above grade level book to read aloud
  - use multi-modal reading
  - use a Model Text
  - demonstrate aloud how to think about literature by modeling reading.
5. In Shared Reading/Writing, I will:
  - use observations/anecdotal notes.
  - guide students through interactive participation in the use of the writing process by producing a piece of writing whole group.
  - develop BICS/CALP through oracy
  - provide opportunities for table talk
  - provide sentence frames
  - use “Quick Writes” to develop BICS/CALP
6. In Guided Writing, I will:

### Learner Protocols

In an ESL/ELLA Classroom, the students will participate in the following protocols through English as part of the 50/50 model to develop biliteracy.

1. I will set personal learning goals, such as:
  - Vocabulary goals
  - Fluency goals
  - Lexile growth goals
  - Writing goals
2. In Word Study/Phonics, I will:
  - actively participate during activities.
  - engage in activities such as songs, poetry, dictation, tapping, clapping to explore the sounds and letter representations of the language.
  - apply skills and strategies that correlate to my reading stage as I learn to decode unknown words.
3. In Vocabulary, I will:
  - demonstrate use of vocabulary words in sentences and oral language.
  - use Bridging to make connections to transfer academic content from one language to the other
  - make cross-linguistic connections to comprehend new academic vocabulary
  - practice and apply vocabulary skills and strategies with teacher support.
  - transfer vocabulary skills into text.
4. In Modeled Reading, I will:
  - practice listening while preparing to discuss book during Table Talk.
5. In Shared Reading and Writing, I will:
  - actively participate to show demonstration of reading and writing strategies.

<ul style="list-style-type: none"> <li>○ use graphic organizers</li> <li>○ Provide students with word banks</li> </ul> <p>7. In Guided Reading, I will:</p> <ul style="list-style-type: none"> <li>○ provide feedback on reading behaviors/strategies</li> <li>○ use TELPAS Reading rubrics to gauge progress and reading proficiency to adjust instruction.</li> </ul> <p>8. In Independent Reading/Writing I will:</p> <ul style="list-style-type: none"> <li>○ Conduct formative assessment using a variety of strategies</li> <li>○ Check for understanding using a variety of strategies</li> <li>○ Reteach concepts as needed</li> <li>○ Use and review anecdotal notes and records</li> <li>○ Scaffold instruction</li> <li>○ Confer with students as needed</li> <li>○ Consult peers, coaches and other professional resources outside of the classroom</li> <li>○ Develop rubrics, forms, sentence frames, questionnaires, or surveys to provide students with constructive feedback</li> </ul> <p>9. In Workstations, I will:</p> <ul style="list-style-type: none"> <li>○ provide and monitor an accountability piece (if appropriate) for each workstation that is based on the activity.</li> <li>○ be intentional about creating opportunities for students to engage in learning about and demonstrating self-management and responsible decision-making at each station.</li> <li>○ In Independent Reading/Writing I will:</li> <li>○ ensure that all students have access to graphic novels, adapted text and L1 text during this time</li> <li>○ monitor students.</li> </ul> <p>10. In Shared Reading I will:</p> <ul style="list-style-type: none"> <li>○ model and practice presentation skills.</li> <li>○ provide opportunities for student voice to share reading or writing.</li> <li>○ Use leveled text and include SWRL</li> </ul> <p>11. In Non-Transferable Skills, I will:</p> <ul style="list-style-type: none"> <li>○ provide students with instruction on standards unique to each language structure.</li> </ul> <p>12. In Close Reading, I will:</p> <ul style="list-style-type: none"> <li>○ use SWRL and Oracy</li> <li>○ use Multi-Modal reading using grade level text</li> </ul>	<p>6. In Guided Writing, I will:</p> <ul style="list-style-type: none"> <li>○ demonstrate writing skills using the modeled lessons.</li> </ul> <p>7. In Guided Reading, I will:</p> <ul style="list-style-type: none"> <li>○ actively participate and be able to demonstrate reading behaviors and strategies.</li> </ul> <p>8. In Independent Reading/Writing I will:</p> <ul style="list-style-type: none"> <li>○ share products whole group, small group, one to one with teacher, or a partner.</li> <li>○ practice protocols about how to present a product to a group or individual.</li> </ul> <p>9. In Workstations, I will:</p> <ul style="list-style-type: none"> <li>○ Demonstrate independent learning at the various centers</li> <li>○ Actively work with others to achieve understanding of the target content</li> <li>○ Share products whole group, small group, one to one with teacher or a group</li> <li>○ demonstrating responsible decision-making as I apply skills and strategies to extend my learning.</li> <li>○ being aware and respectful of my surroundings and being considerate of others.</li> </ul> <p>10. In Shared Reading I will:</p> <ul style="list-style-type: none"> <li>○ Actively participate to show demonstration of reading and writing strategies.</li> <li>○ practice listening while preparing to discuss book during Table Talk.</li> <li>○ Apply strategies and skills with teacher support to analyze and make meaning of text</li> </ul> <p>11. In Non-Transferable Skills, I will:</p> <ul style="list-style-type: none"> <li>○ demonstrate knowledge of differences and similarities between the two languages</li> <li>○ be respectful of those differences.</li> </ul> <p>12. In Close Reading I will:</p> <ul style="list-style-type: none"> <li>○ Actively participate in speaking, writing, reading and listening activities</li> </ul>
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- use Group questioning

13. In Grammar Study, I will:

- Use theDictado to present modeled sentences to address targeted standards and skills

- demonstrate self-management and social awareness and building positive relationships while I discuss, and apply strategies, skills, and content with a partner or table mates.
- Read texts in various modes such as choral reading, antiphonal, and silent

13. In theDictado I will:

- demonstrate writing skills and conventions using the modeled sentences.
- Make cross-linguistic connections between English and my first language