

Appendix C

Chart of Balanced Literacy Reading Components

Component	Description	Teachers	Students
Interactive read aloud	Teacher reads aloud a text and models thinking by focusing on comprehension strategies and encouraging discussions.	<ol style="list-style-type: none"> 1. Model comprehension strategies 2. Prompt students to practice the strategies (often with a partner) 	<ol style="list-style-type: none"> 1. Listen and observe 2. Practice a comprehension strategy in writing or by discussing it with a partner
Shared reading	Teacher uses an enlarged text, and both the students and the teacher collaboratively read, discuss, and analyze the text.	<ol style="list-style-type: none"> 1. Model strategies for comprehension, fluency, or word work 2. Ask students to join in on the work and practice the strategies 3. Study what the author did and use the text as a mentor text 	<ol style="list-style-type: none"> 1. Observe and follow along 2. Practice the strategies in writing or by discussing them with a partner
Reading workshop	A brief 7- to 10-minute minilesson is followed by a large chunk of independent reading time for students, then partner talk, and then a whole class share at the end.	<ol style="list-style-type: none"> 1. Teach a reading strategy 2. Have conferences with individual students and small groups 3. Facilitate a share and conclusion at the end 	<ol style="list-style-type: none"> 1. Listen during the minilesson 2. Read independently and make choices about how they read and their purposes for reading 3. Teach their classmates by sharing at the end or having discussions