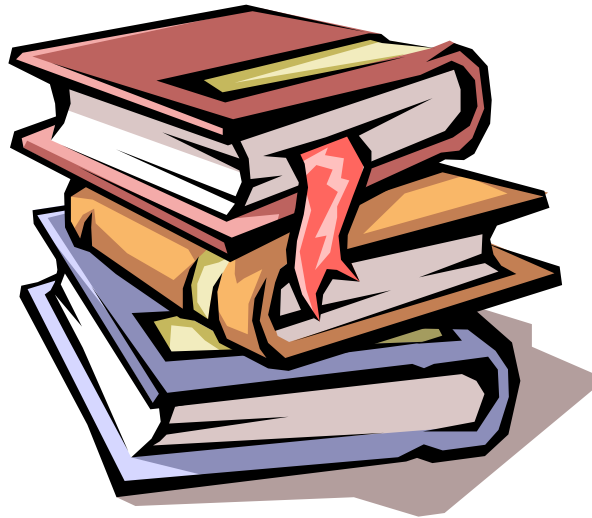


# Balanced Literacy in the Primary Grades

A Web Quest for

EL ED 356

*“Teaching Reading in the Primary Grades”*



Designed by

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Based on a template from The Web Quest Page: <http://webquest.sdsu.edu/>

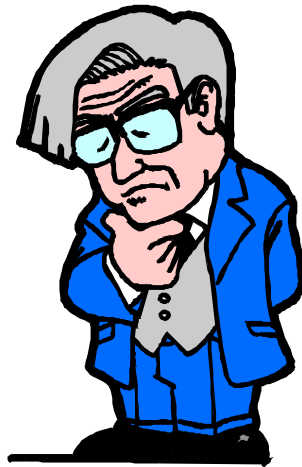
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## Introduction

When you graduate from BYU many of you will be applying for teaching positions in the local area. The majority of those positions will be in the five districts involved in the BYU Partnership. Many of those positions will be in the intermediate grades. The expectation is that you will know what balanced literacy instruction is and will be able to implement it in whatever grade you are hired to teach. It is highly probable that you will be asked about it in your interviews with district administrators. Your chances of being hired will be influenced by how familiar you are with this approach to teaching literacy.

Over the next few classes, you will be asked to explore balanced literacy in the intermediate grades through a series of tasks. Overall, we want to answer the question,

**“What does balanced literacy look like in an Intermediate grade classroom?”**



## Task #1



Your task is to explore the information about balanced literacy presented in the web literature and materials provided by your professor and identify the instructional components of balanced literacy in an intermediate grade classroom. After coming to a good understanding of these components, you will create an expanded graphic organizer in Microsoft Word explaining what you have learned. You will need to print out your graphic organizer poster size and prepare it for display.

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### The Process

1. First you'll be assigned to a team of 3 students.
2. Next, review the web literature regarding balanced literacy.

<http://www.rigby.com/classroom/balancedlit.htm>

Rigby Publishers

<http://instech.tusd.k12.az.us/BL/BLK5/bltablek-5.htm>

K-5 Balanced Literacy

<http://www.teacher.scholastic.com/professional/teachstrat/balanced.htm>

Balanced Literacy by Dorothy Strickland

[www.eduplace.com/rdg/res/](http://www.eduplace.com/rdg/res/)

Invitations to Literacy

[www.geocities.com/the\\_k\\_crew/balancedliteracy.html](http://www.geocities.com/the_k_crew/balancedliteracy.html)

K-Crew's Balanced Literacy Page

[www.providenceschools.org/balanced\\_literacy.cfm](http://www.providenceschools.org/balanced_literacy.cfm)

[m](#)

Providence Schools Balanced Literacy

[www.illinoisreads.com/htmls/kit\\_prin\\_overview.html](http://www.illinoisreads.com/htmls/kit_prin_overview.html)

[ml](#)

Illinois Reading Kit

<http://toread.com>

Learning to Read Site---An Unbelievable Professional Resource

<http://www.alpine.k12.ut.us/depts/techintegration/bal-lit.html>

Alpine School District's Balanced Literacy Page

[http://t3.jordan.k12.ut.us/Balanced\\_Literacy/index.htm](http://t3.jordan.k12.ut.us/Balanced_Literacy/index.htm)

Jordan School District Balanced Literacy Page

<http://www.cell-exll.com/exllframework.htm>

CELL-ExLL Website (program based on balanced literacy)

<http://www.ccboe.com/barnhart/balanced3.htm>

Balanced Literacy

<http://www.usoe.k12.ut.us/curr/>

Utah K-12 Curriculum



3. Identify and define the components of balanced literacy.

4. Determine what instructional activities or strategies are suggested for each component.
5. Find out what these components would look like in an intermediate grades classroom.
6. Review the site for graphic organizers or review *Inspiration* software in computer lab.

<http://www.graphic.org>

7. Review your findings and create an expanded graphic organizer to illustrate your understanding of the components of balanced literacy in an intermediate grade classroom.
8. Print out your graphic organizer poster size and prepare it for display. (This may involve pasting or taping pieces of paper together to create the whole graphic organizer.) Be ready to discuss with members of other groups what you've learned.
9. On the back of your poster, please list the references (i.e. internet site, book, CD, person, etc.) of the sources used to collect your information.

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## Evaluation

The evaluation involves three areas:

**Content** – Your content should be accurate and comprehensive. I should be able to clearly see a high level of understanding from your work. Make sure you've included a reference list.

**Presentation of Learning** – This refers to appearance and presentation of your work. It should be free of grammar and spelling errors. In other words, make it look professional.

**Teamwork** – Each of the team needs to contribute to the task.

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## Conclusion

# CONGRATULATIONS!

You have accomplished your task and have acquired a foundation of understanding of Balanced Literacy. You are ready to move on to Task #2.

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## Task #2

Your task is to explore the information about balanced literacy presented in the web literature and the sources discussed in class and create a plan for setting up balanced literacy in your intermediate grades classroom. You'll be exploring questions such as (but not limited to):

1. How much time should be given to each aspect of balanced literacy?
2. How do you set-up centers?

3. Where do you start? (in terms of implementation)
4. How many groups do you have? How do you rotate the groups? Do the students change group membership?
5. How do I schedule when to do each component of balanced literacy?
6. How do I determine which students go into each group?
7. How do I match books and other materials to the students?
8. What will my classroom look like?

### **Task #3**

Your task is to explore the information about balanced literacy presented on the Internet, in ERIC, in books, and by people, and create a collection of literacy activities appropriate for balanced literacy in an intermediate grades classroom. You will be asked to use that knowledge to create a summary chart. Keep in mind the questions you asked in class.

### **Task #4**

Your task is to use the information you've accumulated through Tasks 1-3 and create a day's worth of lessons for a Balanced Literacy block of instruction. You use the sixth grade curriculum you randomly selected in class.



