

## Matching Game: Balanced Literacy Teaching Techniques

Can you match the name of the teaching technique with its definition?

<b>Reading aloud</b> _____	<b>Language activities</b> _____	<b>Interactive writing</b> _____	<b>Independent reading</b> _____
<b>Modeled writing</b> _____	<b>Shared writing</b> _____	<b>Guided writing</b> _____	<b>Autonomous reading</b> _____
<b>Independent writing</b> _____	<b>Oral activities</b> _____	<b>Shared reading</b> _____	

1. Teachers model how to read, usually using one copy of a book, often reading texts that slightly exceed students' independent reading level. The goal of reading aloud is to expose students to a variety of genres and types of texts and help them discover the pleasure of reading.
2. Teachers choose a text based on student needs and determine a learning goal for the lesson. The students, usually seated in a circle around a large book, follow along with their eyes when the teacher reads and models the comprehension strategy aloud. Then the students read and reflect on their reading with a peer. They have the opportunity to re-read the text individually and react to it.
3. They facilitate the incorporation of various language activities such as vocabulary development, six traits of writing and writing strategy instruction activities.
4. During supporting activities, students are given the opportunity to read independently.

5. Students plan their writing and then write their first drafts by focusing on ideas. In the revision and correction step, the students revise and correct their texts. First, they revise their ideas individually and then have conferences on ideas (their clarity, fluency and organization) with their peers and the teacher.

6. Teachers determine the specific goal for lessons in which a group of students with the same needs participate. They teach, or more often re-teach, a specific aspect of writing- a specific trait (e.g., organization) or a writing strategy (e.g., using writing tools).

7. Teachers present one or more models of the genre being studied. In groups, the students analyze and/or compare the texts to identify structure/organization and common language elements. Once identified, the textual structure/organization and the language elements are entered into graphic organizer.

8. Teachers write a text in front of the students or share a draft text with students while explaining their reasoning and process related to that text. Teachers explain aloud their reasons for choosing certain ideas and/or conventions.

9. Students play co-writing and co-editing roles. They are responsible for content, textual structure, planning for writing, revision and corrections, negotiating these elements among themselves.

10. They include not only opportunities to discuss texts that have been read and written but also to implement and consolidate, in an authentic context, certain speech acts, vocabulary, structures and grammatical points specific to the writing theme. Two main categories can be identified: 1. planned and 2. unplanned.