How do Literacy Squared and GLAD fit with Balanced Literacy?

Balanced Literacy	GLAD: Guided Language Acquisition Design *Preparing today's youth for the future.*	Literacy Squared *Becoming biliterate better, not faster.*
About the Frameworks/Models		
Overview and Description: • Balanced Literacy is a comprehensive language and literacy framework that serves as a conceptual tool for organizing instruction. • Teachers view their students as they are, but also what they will become. High expectations foster students' self-confidence, encourage their success, and enable them to achieve high goals. • Students not only learn through oral and visual communication but also express and display their learning through these means—and in the process, learn more. At the center of the language and literacy framework, connecting reading, writing, and word study, is oral, visual, and technological communication. Students converse, present, perform, and draw, using oral language as they do so.	**Overview and Description:** • GLAD is a model of respect for diversity not only in language and ethnicity, but, also, in thinking, learning, and personal experiences. It provides support for teachers and students alike to face change effectively and confidently. • GLAD promotes a classroom environment that values the student, provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity. • In the GLAD model both languages complement each other through integrated themes. • In GLAD the amount of oral language used ti negotiatefor meaning and cross-cultural interaction is extensive.	**Overview and Description:** • The language of instruction for literacy includes both Spanish and English, and that instruction in these two languages is planned in purposeful and intentional ways to create trajectories toward biliteracy. • The planning of instruction includes direct and explicit attention to cross-language connections. • Encourages use of culturally relevant texts. • Explicit cross-language connections and metalanguage (thinking about language). • Dialogue/Language structures. • Planning with what is the language the students need in order to perform the literacy task (functions of language)
Goal/Purpose: • It contains all of the components necessary for students to master written and oral communication.	**Goal/Purpose:** • The GLAD model promotes English language acquisition, academic achievement, use of metacognition and higher order thinking skills as well as cross-cultural respect and sensitivity.	**Goal/Purpose:** • We believe that teaching children to read and write in Spanish and English involves some of the same methodologies and strategies. However, methods and strategies should also consider how the internal structure of each language is different, especially when utilizing part to whole strategies.
Areas of Emphasis: • reading • writing • speaking • listening • viewing	**Areas of Emphasis:** • Reading • Writing • Speaking • Listening • Viewing	**Areas of Emphasis:** • Oracy • Reading (Listening) • Writing (Speaking) • Metalanguage.
Texts: • Texts that explore complex topics in interesting ways, attract students, and engage their attention. They also trigger an aesthetic response to their coherent integration of illustration, text, and layout. • Provides opportunities to interpret texts in different ways.	**Texts:** • Use high level text complexity and academic vocabulary. • Provides opportunities to interpret texts in different ways.	**Texts:** • Use culturally relevant text targets to higher levels of text complexity and explicit cross-language connections. • Provides opportunities to interpret texts in different ways. (Linked Spanish and English Texts)
Focus: • To develop readers and writers in the fullest sense. Prepare students to not only read and write but also to learn the many purposes of reading and writing. The ultimate goal is to have literacy become an integral part of our students' lives.	**Focus:** • GLAD provides the scaffolds for ELLs and all learners to provide comprehensible input for academic content and access to the complex demands of the English language.	**Focus:** • To engage in the instruction of "paired literacy," a concurrent approach to biliteracy instruction in both English and Spanish that mirrors the children's simultaneous bilingual acquisition. • (Biliteracy from the Start: Literacy Squared in Action)

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Gradual Release of Responsibility (GRR)
• Whole Group
   • Reading aloud
   • Modeled/ Shared reading
   • Modeled/Shared writing
   • Interactive edit
   • Interactive vocabulary
   • Mini-lessons (reading, writing, word study)
• Small Group
   • Guided Reading
   • Literature Study
   • Guided Writing
• Individual
   • Independent Reading
   • Independent Writing
   • Investigations
*Depending on instructional purpose, several of these components can be used in multiple categories.
	Gradual Release of Responsibility (GRR)
	• Whole group
	• Small Groups (collaborative/teacher led)
	• Partners
	• Individual
	• Scaffolding
		Gradual Release of Responsibility (GRR)
		• (Emphasis on shared and collaborative approaches)
		• Modeled
		• Shared
		• Collaborative
		• Teacher led small groups
		• Independent
		• Performance

Planning: • Planning for the language/word study, reading and writing workshop blocks should be across a week to be sure instructions is well-sequenced and cohesive for teaching and learning. • Instruction is aligned to grade level standards and students' needs (based on their stages of reading and writing)	**Planning:** • Washington State Learning Standards • English Language Proficiency Standards • Understanding by Design: Wiggins and McTighe • Year-long backwards planning • Thematic (conceptual) integrated units	**Planning:** • Backwards planning using the CCSS- in both languages with a focus of ELA.
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Visuals: • Texts for young readers usually have pictures that provide an additional resource for checking and confirming. • Good readers read for meaning with "divided attention," focusing on the meaning but simultaneously paying attention to visual information.	**Visuals:** • Picture File Cards • Pictures are used anytime to make vocabulary or text comprehensible. • Total Physical Response (TPR) Gestures and movement are used as an aid to comprehension.	**Visuals:** • Picture cards to make vocabulary comprehensible when introducing an oracy lesson. • Gestures/acting out to make concepts comprehensible

Created by Shannon Lockard: Nov. 2009   Modified 2014 by: Amy Kohn- Literacy TOSA, Maria Sandoval-Literacy Squared Coach/GLAD Trainer and Vickie Kaufman-GLAD TOSA

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Oral Language/Oracy Development: • Interactive Edit • Interactive vocabulary • Handwriting mini lesson • Current events • Modeled or Shared Reading/ Writing • Readers' Theatre/ Process Drama • Choral Reading • Poetry Share/ Response • Word Study • Interactive Read Aloud	**Oral LangIntuage/Oracy Development:** • Sentence Frames • Forms and Functions of Language • Oral repetition through choral and shared reading.	**Oral Language/Oracy Development:** • Dialogue and language structures

Direct Instruction
• Mini-lessons
  o Reading
  o Writing
  o Word study
  o Handwriting
	Direct Instruction
	• Input Charts
	  • Information lightly penciled and organized information becomes part of the language functional environment providing for neurological imprinting (color chunking, gestures, intonation).
	• Comparative Inputs
	  • A visual representation for the function of comparing and contrasting.
		Direct Instruction
		• To introduce vocabulary, set the stage for the story, provide a scaffold for retells, or writing own stories.
		
		• In both informational and literary text can be used to compare characters, settings, books, text features, etc.

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Academic Vocabulary • Word study (mini-lesson) Letter and word • Interactive Vocabulary • Interactive Spelling • Interactive Editing • Reading and Writing are language based	**Academic Vocabulary** • Cognitive Content Dictionary (CCD) • An ongoing dictionary which can be used to teach word study for example, Greek & Latin affixes and roots. The focus is on Tier 2 and Tier 3 words. Cognates are taught and gestures and sketching are used to aid in. Students practice forming oral sentences. This can be scaffolded with sentence frames. This strategy includes metacognition and metalanguage.	**Academic Vocabulary** • Could have a transition word in which a word study is done and can be done through the use of the CCD. (ex. different forms of a verb) Focus on Tier 2 and Tier 3 words

Assessment
• Performance Assessment
  o Rubric
• Evaluations of Reading
  o Observation of oral reading
  o Measure of word-solving (within continuous texts and word lists)
	Assessment
	• Observation charts
	  • Strategy used as a pre-assessment of what students already know, and can be used as a closing as to what students have learned. Composed of high interest pictures which will elicit dialogue.
	• Inquiry Chart
	  • A strategy used to have students stating what they know about a
		Assessment
		Have a question and a language structure to engage in dialogue about an observation chart.
		
		• Oral language assessment of how students compose statements, and ask questions.

- o Informal reading inventories (accuracy rate, reading rate, and fluency) - o Miscue analysis - o Running records - o Checklists of reading behaviors - o Assessment of fluency - Assessing comprehension - o Observing students thinking aloud - o Prompting retells - o Consulting reading journals (intermediate and secondary readers) - o Cloze reading - Assessing the amount, kind of, and quality or reading - o Reading list (in intermediate and secondary readers' journals) - Assessing the level of reading progress - o Record of book reading progress - o Conferences with benchmark book - Assessing response to literature - o Writing about reading (intermediate and secondary readers' journals) - o Observations during literature discussions - o Anecdotal notes taken during guided reading - o Reading conferences with students about books they're reading - Evaluation of writing - o Rubrics - o Recording frequently used works - o Developmental spelling analysis - Assessing Writing Records - o Samples from writers' notebooks (amounts and type of texts produced) - o Writing projects - o Writing checklists - o Student writing reflections and goals - Literacy Portfolios *See Chapter 28 in Guiding Readers and Writers for more assessment options	subject and what they would like to know. Serves as a pre-assessment of current knowledge. Can be revisited and added on to throughout the unit. It provides a low-affective filter, because students are encouraged to participate and statements or questions are written as stated. Later on these can become mini-lessons based on grammatical aspects of the laotenguage.	• A way to process at the end of a literacy unit. Can use to produce mini-lessons on grammatical aspect of the language.
Reading Interactive Read-aloud	**Reading** • Narrative Input Chart • A strategy where the pictures can be copied from the text and the	**Reading** • Way to read-aloud the story. • Can add vocabulary words pertinent to the theme or message of the

	text pasted on back (if you own a copy for copyright purposes), and it is another form of telling a story.	story so students have the vocabulary accessible to them. If using a chapter book can have picture file cards with text on the back.
• Shared Reading • Choral Reading • Interactive vocabulary • Visual communication	Songs/Chants • Provide the opportunity to use academic language in a low affective environment. Brain imprints information due to pattern and rhyme.	• Lotta Lara • Echo Read • Choral Read Partner Read
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• Shared reading • Guided reading • Guided writing (note-taking)	• Expert Groups • Strategy provides comprehensible input for reading expository text. Allows small groups to negotiate for meaning and practice guided oral language.	• Can be used as an annotative piece of text, whole group, then eventually independently, can serve as a scaffold for Close Reading.
• Handwriting mini-lesson	• Interactive writing-modeled writing	• El Dictado
• Shared writing • Writing mini-lessons • Shared reading • Word study • Mini-lessons • Interactive Edit	• Sentence Patterning Chart • A strategy that uses patterning to teach parts of speech and descriptive English sentence patterns. Can be used to teach different sentence openers, writing simple and complex sentences.	• Visual representation for the grammatical structures.
• Guided Writing • Shared writing • Independent writing • Interactive vocabulary	• Found Poetry and Poetry Frames • Develops oral language skills. Allows students to embed concepts and high level academic vocabulary with comprehensibility.	• Providing a frame in Spanish to students can write a poem, providing the color chunking or coding to provide the scaffold for students to be able to do independently. Can do in both languages.
• Interactive Edit • Shared writing • Writing mini-lessons • Shared reading	• Cooperative Strip Paragraph • Used to model expository text and the writing process. Revising and editing become visual.	• To model the writing process, can link to rubric, and what are the elements you want to see in their writing.
• Guided writing • Independent writing • Shared writing	• Story map • Strategy which teaches story elements, sequencing, beginning, middle and end. Can be used with a narrative, later on can be used as a pre-write.	• Can use the graphic organizer as a visual to retell a story, or use in writing to develop the characters and events for their own story. (First modeled in Spanish then used during the Literacy-based ELD time)

• Modeled writing • Shared writing • Independent writing • Oral communication	• Process Grid • Strategy promotes classifying/categorizing, retrieval and transfer of information leads to expository writing. Can also be used for literature when organizing and classifying with certain standards in mind.	• This graphic organizer can be used in Literacy Squared to organize the stories of the information students are gaining through text. Once up you have a resource where students can produce opinion, comparative, contrasting or narrative pieces of text.