What’s guiding you?

Technology activities introduced in isolation will have little impact on improving reading and writing in the classroom. Formal and informal frameworks help guide our teaching, and help us see where technology can be introduced to help support students learning.

Here are some of the things I do to support literacy acquisition in my classroom:

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Use the space below to create a graphical representation of your ideas, organizing your thoughts into bigger themes or concepts. Share your visual map with a partner or with a small group. (Follow-up: Use Inspiration with the whole group to gather and organize ideas).
As an example of a literacy framework, the following graphic outlines components of a Balanced Literacy framework for grades K-3, from The Ohio State University’s Literacy Collaborative Framework.

**What is Balanced Literacy?**

- **Read Aloud/Modeled Reading**
  - demonstrates proficient reading
  - expands access to text beyond child’s abilities
  - exposes children to a variety of genres

- **Shared Reading**
  - models reading strategies
  - teaches reading strategies
  - extends understanding of the reading process
  - teacher reads

- **Interactive Reading**
  - teacher & child choose text
  - teacher & child share reading
  - teacher encourages child to read when able

- **Guided Reading**
  - teacher reinforces skills
  - teacher engages child in questioning & discussion
  - teacher acts as a guide
  - child does the reading
  - child practices strategies
  - child builds independence

- **Independent Reading**
  - child chooses the text
  - child practices at his or her independent level
  - time to practice demonstrates the value of reading

- **Write Aloud/Modeled Writing**
  - demonstrates proficient writing
  - expands access to writing beyond child’s abilities
  - exposes children to a variety of genres

- **Shared Writing**
  - models writing strategies
  - teaches writing strategies
  - extends understanding of the writing process
  - teacher scribes

- **Interactive Writing**
  - teacher & child choose topic
  - teacher & child share pen
  - teacher & child compose together

- **Guided Writing**
  - teacher reinforces skills
  - teacher engages child in questioning & discussion
  - teacher acts as a guide
  - child does the writing
  - child practices strategies
  - child builds independence

- **Independent Writing**
  - child chooses topic
  - child practices at his independent level
  - time to practice demonstrates the value of writing

*Source: http://www.rigby.com/classroom/balancedlit.htm*

In the Literacy Learning Strand, you will learn how to use technology to support different components of a literacy program. Although the framework you subscribe to might be different than the one pictured above, we believe that you will be able to adapt what you learn in this learning strand to fit your own needs. Therefore, as you engage in the different activities over the next few weeks, keep thinking about your classroom, your students, your teaching, and see if you can think of ways to use technology to help students develop into competent readers and writers.