**Texts We Use for Balanced Literacy**

*(sources: Chicago Literacy Project[Laura Beltchenko],* *NAESP : Using Read Alouds in Today’s Classrooms,[Reba M Wadsworth]*

**Anchor Text**

An anchor text is a book, story or poem you read repeatedly with your students but with a different purpose for reading each time you read the text. This may sound like a close reading, but actually an anchor text is a grade level text. The repeated readings focus on grade level skills, strategies, vocabulary and content. The anchor text is not short or extensively long but has enough content to build real knowledge about a topic.

An anchor text is a cornerstone. It builds stamina and perseverance, is age appropriate and is a published piece or contains high quality and accurate information. It is appropriately complex or challenging for the grade. Anchor texts should be easy to access.

**Supporting Texts**

Supporting texts relate to the anchor text. They are usually shorter and come in a variety of text formats and lengths (passages, articles, poems). They build vocabulary and knowledge about the topic.

**Close Reading Texts**

Close reading focuses on short, high-quality text that is appropriate for reading several times (e.g., a text with complex ideas and structure). Text can be excerpted from a longer piece of work.

**Read Aloud**

Read Aloud texts are usually above grade level but at listening level of the students. The Modeled teacher Read Aloud should actually extend from Kindergarten through High School! Reading-Aloud is a teacher directed modeled reading to develop understandings of what good fluency sounds like and application of reading skills and strategies. The common core influence in Read Aloud is teacher directed. Interactive Read Alouds are a combination of shared reading and teacher directed (Linda Hoyt).

[Read Alouds](http://www.d118.org/district/curriculum/initiatives/components-effective-read-alouds.pdf)

[Read Aloud Project K-2](http://achievethecore.org/author/86/read-aloud-project)