

Balanced Literacy Description	Balanced Math Description
<p><u>Interactive Read Aloud and Discussion:</u></p> <p>Teacher reads aloud a text and interacts with students by focusing on comprehension and conversation strategies</p>	<p><u>Problem Study</u> and Discussion:</p> <p>Teacher reads aloud a math problem or a real-life scenario with mathematical implications and interacts with students by considering the mathematical elements presented in the problem through think aloud, questioning, and discussion</p>
<p><u>Shared Reading:</u></p> <p>Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)</p>	<p><u>Shared Problem Comprehension / QFT Model:</u></p> <p>Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, question and notice specific elements of a math problem (context, terminology, action, numerals, etc.)</p>
<p><u>Readers-Writers Workshop:</u></p> <p>A brief 7-10 minute teacher-directed minilesson followed by a chunk of independent work time for students and/or partner work that then ends with a whole-class share</p>	<p><u>Math Workshop:</u></p> <p>A brief teacher-directed minilesson followed by a chunk of independent work time for students and/or partner work that then ends with a whole-class share</p>
<p><u>Word Study:</u></p> <p>The study of words -- including phonemic awareness, phonics, spelling and vocabulary. Typically this is done in a meaningful context and by looking for generalizations and patterns across words. <i>Essentially, studying how words work</i></p>	<p><u>Number Sense & Fluency:</u></p> <p>The study of numbers including numeral names, subitizing, composition, decomposition, representation, etc. Typically this is done in a meaningful context and by looking for generalizations and patterns across math. <i>Essentially, studying how numbers work and strategies for working with them.</i></p>
<p><u>Shared Writing:</u></p> <p>The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of writing (meaning, structure, focus, elaboration, conventions).</p>	<p><u>Shared Problem Solving:</u></p> <p>The teacher and students compose or consider a math problem together orally and the teacher physically documents the process. The focus is on the qualities of problem solving (understanding, precise language, documenting thinking, drawn or written representations, etc.).</p>
<p><u>Interactive Writing:</u></p> <p>The teacher and students compose a text together orally and they share the pen to write it down. The focus is on the qualities of conventional writing and on getting ideas on the page.</p>	<p><u>Interactive Problem Solving:</u></p> <p>The teacher and students compose or consider a math problem orally and they “share the pen” to begin solving. The focus is on articulating mathematical thinking in order to construct viable arguments and participate in the process of problem solving.</p>
<p><u>Book Clubs:</u></p> <p>A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.</p>	<p><u>Math Talks:</u></p> <p>A small group of students (typically 3-5) read the same problem, prepare to discuss a part of it, and then meet to comprehend and solve a problem. They often meet several times and pursue a line of thinking or big idea.</p>
<p><u>Guided Reading:</u></p> <p>During reading workshop the teacher gathers a small group of students with similar areas of readiness and uses a common text at the instructional level. The purpose is to teach skills needed to access more complex texts.</p>	<p><u>Guided Math:</u></p> <p>During math workshop the teacher gathers a small group of students with similar areas of readiness and uses a common “text” (word problem or math scenario). The purpose is to teach skills needed in an upcoming math problem or concept.</p>
<p><u>Strategy Lesson:</u></p> <p>During the workshop the teacher gathers a small group of students who are all ready to work on the same strategy. The teacher leads a small group minilesson with just these students</p>	<p><u>Strategy Lesson:</u></p> <p>During the workshop the teacher gathers a small group of students who are ready to learn the same strategy. The teacher leads a small group minilesson with just these students.</p>

*adapted from *Balanced Literacy Components Description* by Gravity Goldberg, LLC