



Boston Public Schools Early Childhood Literacy

OG Task Force Presentation
June 27, 2023
4:45-5:25pm

Karla Jenkins, Principal Higginson Inclusion School
Brooke Childs, Director of Equitable Early Literacy



LINGUISTICS

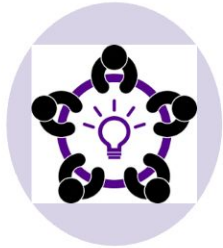
The “Science of Reading”



COGNITIVE
PSYCHOLOGY AND
NEUROSCIENCE

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

- From the [Reading League’s Defining Guide](#)

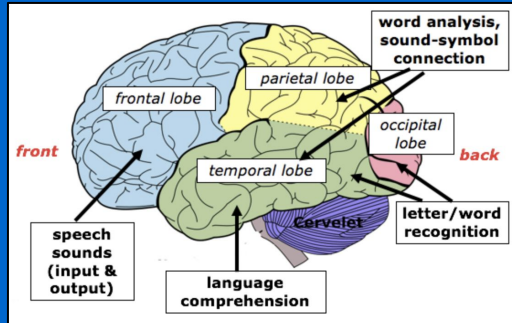


CULTURALLY
SUSTAINING
PEDAGOGIES



EDUCATIONAL
RESEARCH

The Reading Brain



The Active View of Reading

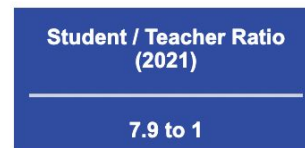
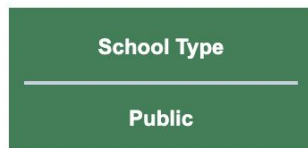


[Read here](#) to learn more about how BPS curriculum aligns to the science of reading

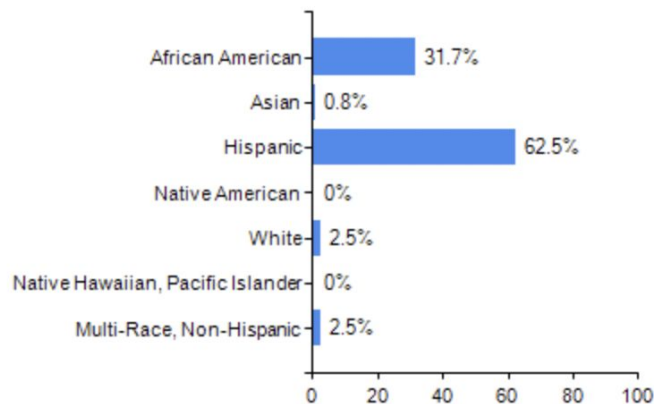
[See full article](#)

Higginson Demographics

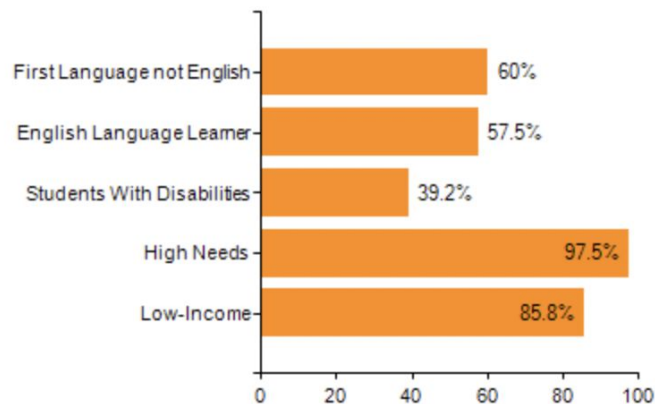
2022-23 Enrollment



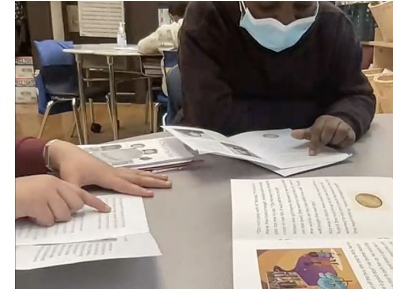
Student Race and Ethnicity



Selected Populations



Higginson Inclusion Instructional Framework and Practices



Instructional Focus:

If educators explicitly plan and implement strategic whole and small group instruction grounded in mastering foundational literacy skills tailored to Higginson student data, using grade level scope and sequence, then students will be able to use grade-level, standards aligned language and literacy skills to critically engage with complex text and tasks both orally and in writing



Comprehensive Literacy Framework, Pre-K- 2nd grade (see [Flyer](#))

Genre-based Writing Instruction

- Disciplinary writing curriculum, informed by SFL theory
- Standards-aligned objectives
- Direct instruction in genre-specific language systems and functions
- Connected to science and social studies content, with compelling, real-world purposes
- Teaching and Learning Cycle: deconstruction of mentor text, joint and individual construction
- Teacher and peer feedback

Story-telling/ Story Acting

Centers / Studios

- Activating knowledge and language through projects and play
- Embedded literacy
- Content-specific and academic vocabulary and language practice
- Formative assessment

Read Aloud / Text Talk

- Close read aloud and shared reading of complex and enabling text of a range of genres and media
- Standards-aligned objectives
- Visual Thinking Strategies
- Science- and social studies-aligned text
- Targeted and explicit vocabulary and language instruction
- Evidence based writing and discourse

Guided Independent Reading

- Culturally sustaining classroom libraries
- Genre and content connections through child-selected text
- Libraries organized to build knowledge, engagement, and motivation
- Conferring and feedback

Literacy Stations

- Vocabulary
- Reading
- Word Work
- Science Literacy
- Listening and Speaking

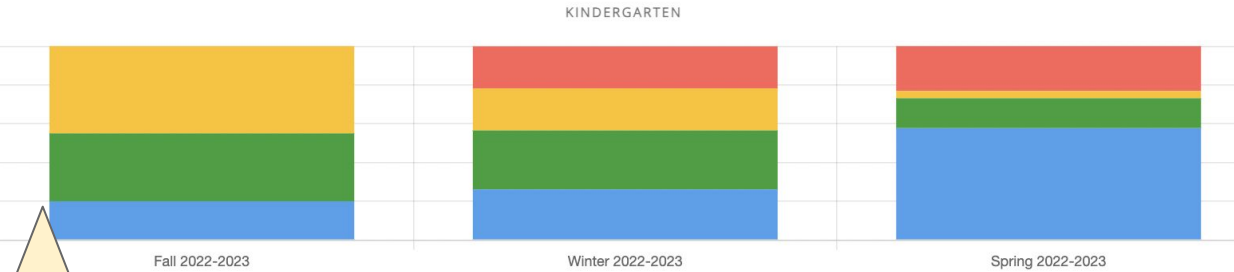
Strategic Small Group Instruction

- Driven by data
- Skill-focused, temporary groupings
- Targeted instruction in foundational literacy skills, language and vocabulary, fluency, and comprehension
- Strategic text choice (decodable, grade-level or complex text)
- Evidence-based prompts and coaching

Foundational Literacy Skills (Enhanced Heggerty & Foundations)

- Explicit and systematic phonological awareness and phonics
- Application in content-rich, decodable text
- Standards-aligned scope and sequence
- Frequent progress monitoring
- Poems and songs for print concepts and phonological/phonemic awareness (K0/K1, K2, 1)

Student Outcomes at the Higginson Inclusion



Bright Spot #1

K2 MAP Fluency Data

Fall 2022: 50% of students meeting expectations in phonics/word recognition

Spring 2023: 73% of students meeting or exceeding expectations phonics/word recognition

2nd Grade Growth in the SEI Classroom:

Under 20% of students entered working on grade-level phonics skills. About 65% of 2nd grade multilingual learners are leaving the Higginson Inclusion with grade-level phonics skills (as measured by the CORE Phonics Survey).

Bright Spot #2

Instructional Leadership Strategy

- ★ Equity driven instructional vision with clear curriculum & assessment expectations - focus on tier 1 instruction with access to high-quality materials and opportunities for aligned professional learning
- ★ Coaching Strategy
 - District support for first two years, then gradually released by hiring a school-based coach who had gone through the district training around the science of reading
- ★ MTSS
 - Ensured all reading interventionists and ESL teachers trained and working towards certification in Orton Gillingham
 - Ensured aligned schedule
 - Student Success Team multiple stakeholder approach to meeting student needs
- ★ Inclusion
 - 8:10 classrooms are full inclusion, 2 ABA classrooms where students are provided partial inclusive opportunities throughout the instructional day
 - Over 3 year we have moved 6 students from ABA sub-separate to inclusion, with one student exiting special education services
 - Participated in year cohort for Inclusive Education

Q & A

