



Present by: Parent University

What should I look for in my child's Literacy and Mathematics Education?


Presented by

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Language Arts and Mathematics



At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. Each child should have the same unfettered access to every conceivable resource to unlock the greatness within them

BPS Strategic Vision, Preamble to BPS Opportunity Gap Policy



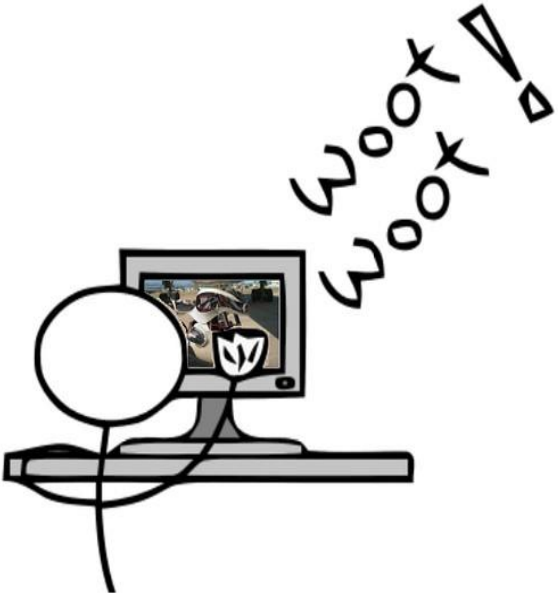
Stacie Withington:
Elementary
Program Director

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Who are we ?

- Teacher with BPS for over twenty-three years.
- Currently Program Director for Elementary English Language Arts
- Mother (understands the demands on parents)
- Understands.....

Session Objective for Literacy:



- Introductions
- Essentials and Boston Public Schools commitment to standards
- Look For session
- Break-out room
- Read-aloud
- Questions and Answers

**Getting to
know who is
with us:
Complex Texts,
Not Just the
Standards: Let
us get to know
each other.**

- ❖ What is one of your favorite books? Why?
- ❖ “The dress I wore was lavender taffeta, and each time I breathed it rustled, and now that I was sucking in air to breathe out shame it sounded like crepe paper on the back of hearses.” *I Know Why the Caged Bird Sings*, Maya Angelou



Vision for Equitable ELA Instruction

- Black and Latinx students, English Learners and Students with Disabilities are able to read grade level texts critically and are able to convey their ideas orally and in writing.
- Black and Latinx students, English Learners and Students with Disabilities are prepared for success in secondary school and are proficient in dominant discourses/discourse of power

Equitable ELA Instruction

Equitable ELA Instruction is standards-aligned and includes explicit and systematic instruction in decoding (phonics, phonological awareness, fluency), intentionally building a body of knowledge (content, academic language, vocabulary), and use of Enabling Texts (texts that encourage and empower marginalized students to take action in their own lives and in the lives of others (Tatum, 2009).

Equitable ELA Instruction

Equitable ELA Instruction is guided by the individual needs of students, is culturally affirming, and builds on the existing schema and funds of knowledge that all students bring to the classroom. Equitable ELA Instruction is delivered by teachers, who understand the science of teaching reading, language acquisition, and C.L.S.P.

Equitable ELA Instruction

Equitable ELA instruction helps students build the skills needed to make meaning of complex text and use language as a resource for communication and expression of self. Students will be empowered to use their literacy skills in service of themselves and their community.

Standard 1

Read and comprehend complex literary and informational texts independently and proficiently.

BACKGROUND

Standard 1

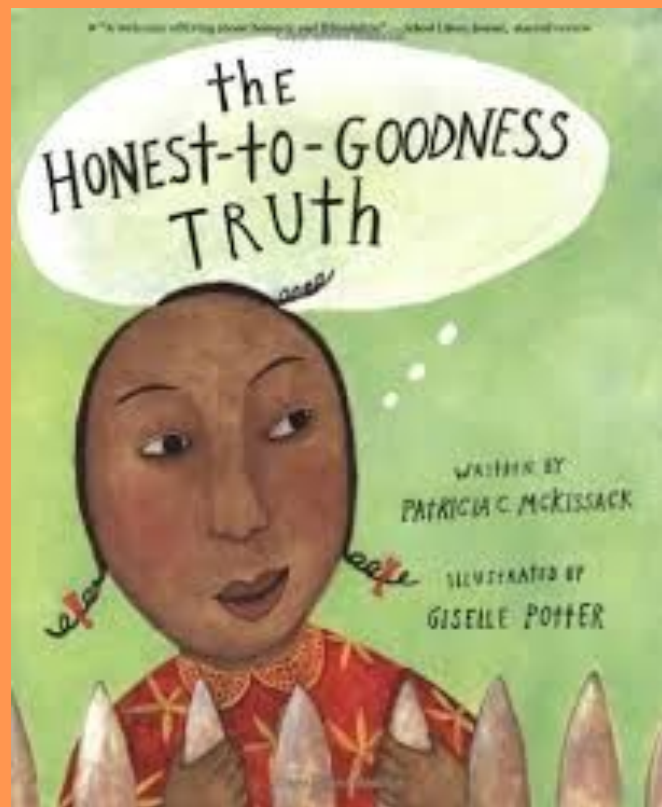
Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence when writing or speaking** to support conclusions drawn from the text.

- This website on the bottom of the slide will help you understand the exact standards and look fors that teachers are making sure that your students are learning this year.
- The look fors will also help you to understand the assignments that your children are completing.



<https://www.doe.mass.edu/frameworks/observation/>

Break-out room



| Level of Text Specificity | CCS Anchor Standard Close Reading Skill | Text Dependent Question |
|---------------------------|--|--|
| Word / Phrase | Analyze how specific word choices shape tone (STANDARD 4) | Why wasn't Alice "burning with curiosity" when she initially saw the rabbit? What subsequent events led to her feeling this way? |
| Sentence | Assess how point of view shapes content (STANDARD 6) | In the opening paragraph Alice states "what is the use of a book... without pictures or conversation?" What does that sentence reveal about her? |
| Paragraph | Summarize key supporting details (STANDARD 2) | What does Alice observe about the rabbit in the third paragraph? |
| | Investigate the structure of specific sentences, paragraphs, and sections of text (STANDARD 5) | Around what word or phrase does the meaning of the third paragraph pivot? |

Non-Text Dependent Questions

Are books without pictures or conversations useful?

How would you react if you saw a talking rabbit?

Would Alice have followed the rabbit down the hole had she not seen it look at a watch?

What do you know about Lewis Carroll?

Text Dependent Questions

What kind of books does Alice find useful?

How did Alice react when she saw a talking rabbit?

Why did Alice follow the rabbit down the hole?

What does the reader know about the rabbit?

