



# ***Literacy***

*in Ipswich Public Schools*



Presentation for the School Committee;  
Thursday, October 17, 2019

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Learning





# ***What is “Literacy” in MA schools today?***

from the “English Language Arts & Literacy”  
Massachusetts Curriculum Framework

## **“The Literate Person of the Twenty-First Century:**

Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to navigate the staggering amount of information available today both in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in **reading, writing, speaking, and listening** that are the foundation for any creative and purposeful expression in

language.”

# ***Guiding Principles for English Language Arts & Literacy Programs in Massachusetts***

#3: Select high-quality literature; read aloud in class & use inde. reading

#8: Regular practice across multiple forms & genres of writing

#4: Support students in reading complex & challenging texts

#9: View families as resources invested in students' literacy

#5: Students read diverse set of authentic texts

#10: Emphasize SEL

#1: Explicit instruction in skills (ie phonics; decoding)

#6: Discuss & write about reading to develop critical thinking

#11: "Select work of fiction & nonfiction that instill...a deep appreciation for art, beauty, & truth while broadening their understanding of the human condition from differing POV."

#2: Develop rich academic vocabulary & background knowledge

#7: Read well-crafted texts to develop effective writing skills

# ***MA Anchor Standards in ELA & Literacy***



***Reading***

***Writing***

***Speaking &  
Listening***

***Language***



# ***“Literacy” is not just in English class...***

from the “English Language Arts & Literacy”  
Massachusetts Curriculum Framework

**“** *The grades 6-12 standards are divided into two sections: one for ELA; and the other for **history/social studies, science, mathematics, and career and technical subjects.** This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills and literary understandings while at the same time recognizing that teachers in other disciplines have a particular role in developing students’ capacity for reading and writing informational text.”* **”**

*MA ELA & Literacy Frameworks*



# We follow literacy “crosswalks” in

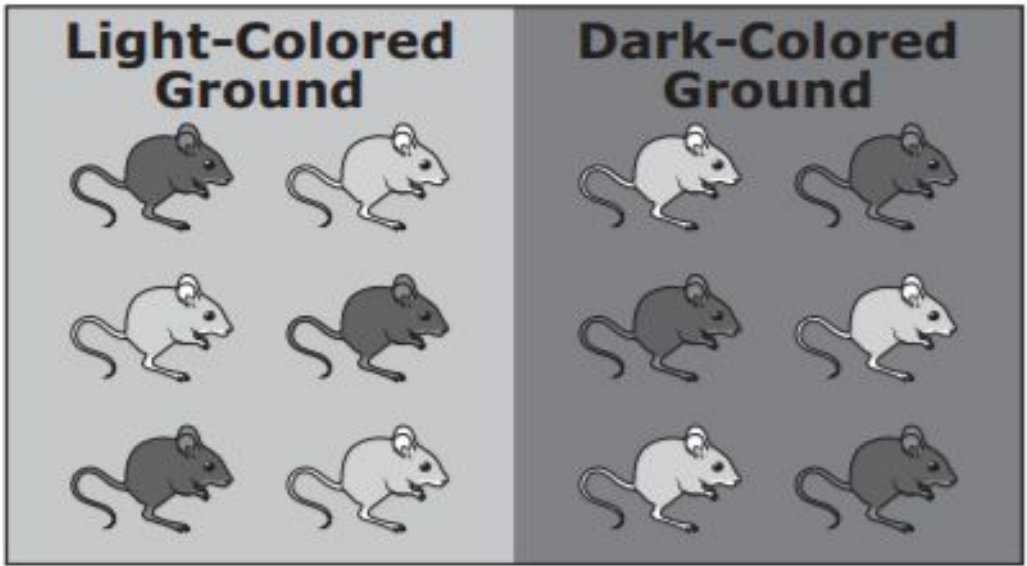
History &  
Social Sciences  
Science  
Mathematics.

*And so  
does  
MCAS:  
  
Grade 5  
STE*

Science and Technology/Engineering

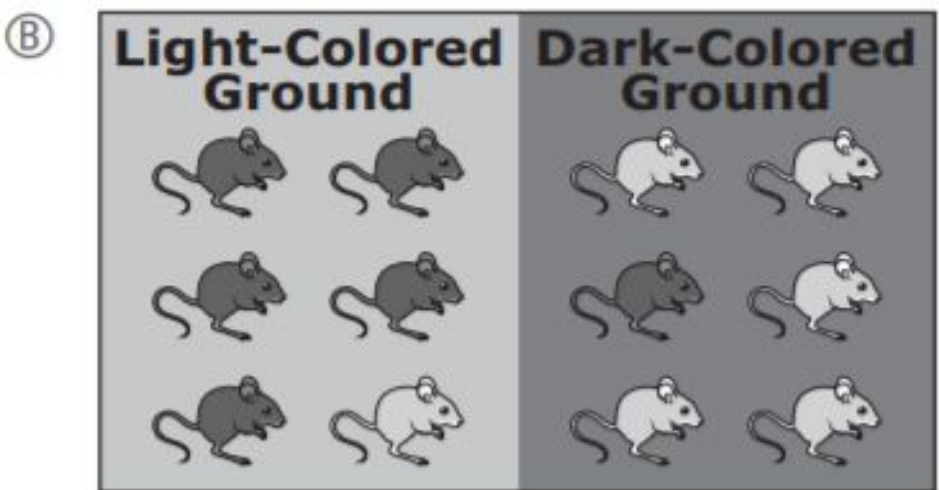
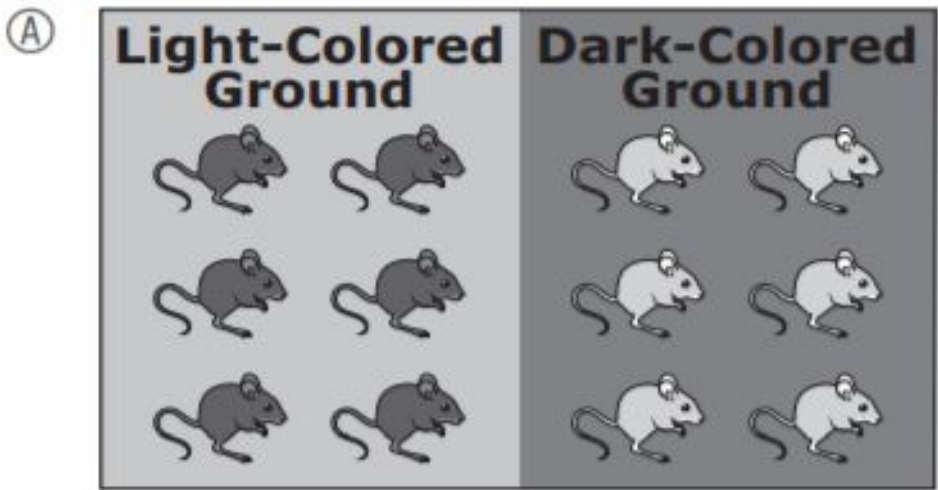
Session 2

- 12 A certain mouse species lives in the desert. These mice can have light fur or dark fur. The mice live in an area where some of the ground is dark colored and some is light colored. Light-colored mice and dark-colored mice live on both types of ground, as represented in the diagram.



A population of hawks moves into the area, and the hawks prey on the mice. Many generations after the hawks move into the area, the mouse population changes.

Which of the following shows how the population most likely changed?





# *We follow literacy “crosswalks” in*

History &  
Social Sciences  
Science  
Mathematics.

*And so  
does  
MCAS:*

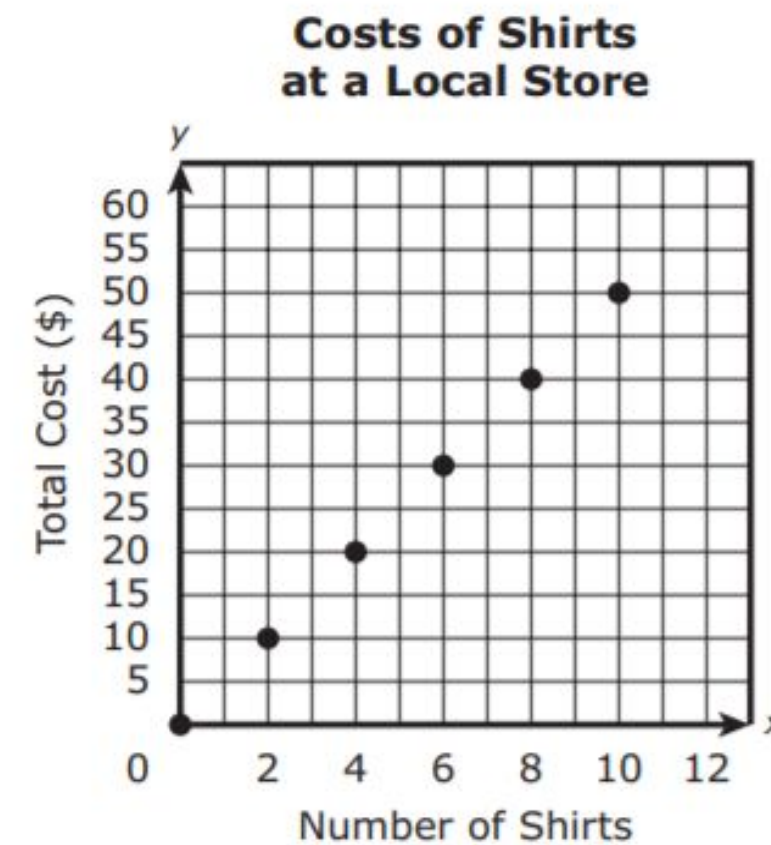
*Grade 8  
Math*

## Mathematics

## Session 1

**This question has four parts. Be sure to label each part of your response.**

- 5** An art teacher needs to buy 20 shirts for a class project. She can buy the shirts at a local store or online. This graph shows the costs, in dollars, for different numbers of shirts at a local store.



- A. Based on the graph, what is the cost, in dollars, for each shirt at the local store? Show or explain how you got your answer.
- B. Write a function that can be used to find  $y$ , the total cost, in dollars, of buying  $x$  shirts from the local store.
- C. The teacher could buy the shirts online for \$3.50 each. She would also pay a fee of \$9.50 for shipping the shirts. Write a function that can be used to find  $y$ , the total cost, in dollars, of buying  $x$  shirts online.
- D. The teacher wants to spend the least amount of money. Should she buy the 20 shirts from the local store or online? Show or explain how you got your answer.



# We follow literacy “crosswalks” in

History &  
Social Sciences  
Science  
Mathematics.

And so  
does  
MCAS:

Grade 10  
ELA

English Language Arts

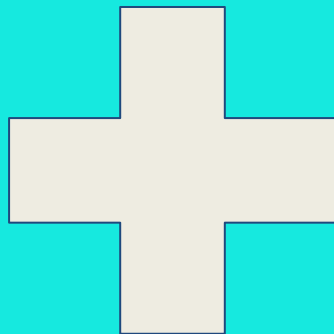
Session 1

Read the excerpts about the effects of different types of trash. Then answer the questions that follow.

This excerpt from *Plastic: A Toxic Love Story* examines the impact of discarding large amounts of plastic into the world’s oceans.

from *Plastic: A Toxic Love Story*  
by Susan Freinkel

1 Plastic makes up only about 10 percent of all the garbage the world produces, yet unlike most other trash, it is stubbornly persistent. As a result, beach surveys around the world consistently show that 60 to 80 percent of the debris that collects on the shore is plastic. Every year, the Ocean Conservancy sponsors an international beach cleanup



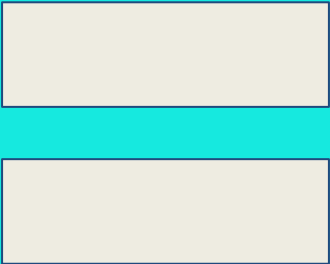
English Language Arts

Session 1

This excerpt from *High Tech Trash* discusses how discarding old and broken electronics can have a significant impact on the environment.

from *High Tech Trash*  
by Elizabeth Grossman

1 Thanks to our appetite for gadgets, convenience, and innovation—and the current system of world commerce that makes them relatively affordable—Americans, who number about 290 million, own over two billion pieces of high-tech consumer electronics: computers, cell phones,



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Next month, your congressperson will be voting on an environmental protection bill. Based on *Plastic: A Toxic Love Story* and *High Tech Trash*, write a letter to your congressperson explaining the harmful effects of plastic waste **and** e-waste. Also, explain what immediate actions should be taken and why those actions are necessary. Be sure to use evidence from **both** excerpts to develop your letter.



# Ipswich Public Schools

## Pre-K - 12 Curriculum Review & Successful Habits of Mind Cycle, 2018-2023

Guided by the Habits of Mind & DESE's timeline of new/revised standards, this plan is a view of district-level facilitation of the IPS curriculum review cycle. The Compass Committee will have subcommittees focusing on the areas in the "Review, Unpack and Plan" & "Develop and Implement" parts of the cycle. Come join the conversation!

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Habit of Mind Focus:	Critical Thinking & Creativity II	Critical Thinking & Self Management I	Critical Thinking & Self Management II	Critical Thinking & Perseverance I	Critical Thinking & Perseverance II
★ Review, Unpack & Plan	History & Social Sciences World Language	Arts English Language Arts & Literacy	Comprehensive Health	English Language Development	Mathematics Science & Technology Engineering
★ Develop & Implement	Digital Literacy & Computer Science	History & Social Sciences World Language	Arts English Language Arts & Literacy	Comprehensive Health	English Language Development
★ Develop & Implement	Mathematics Science & Technology Engineering	Digital Literacy & Computer Science	History & Social Sciences World Language	Arts English Language Arts & Literacy	Comprehensive Health
Develop & Implement		Mathematics Science & Technology Engineering	Digital Literacy & Computer Science	History & Social Sciences World Language	Arts English Language Arts & Literacy
Assess & Revise			Mathematics Science & Technology Engineering	Digital Literacy & Computer Science	History & Social Sciences World Language
Assess & Revise				Mathematics Science & Technology Engineering	Digital Literacy & Computer Science

**Review, Unpack & Plan:** Match up current IPS curriculum with MA standards to identify areas of need.

**Develop & Implement:** Provide time, resources & PD to cultivate & create needed curriculum. Bring to classrooms; share in Learning Cycles for feedback; gather data.

**Assess & Revise:** Analyze a variety of data to check in on how curriculum facilitates student learning. Revise as is needed to best support all our learners.

Through the above procedures, IPS ensures that individual teachers in the district review educational materials for simplistic & demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin & sexual orientation. Appropriate activities, discussions &/or supplementary materials are used to provide balance & context for any such stereotypes depicted in materials (DESE, Tiered Focused Monitoring).



Perseverance



Collaboration



Critical Thinking



Creativity



Self-Management



Communication

*What does  
literacy  
support &  
facilitation  
look like  
at the  
district level?*



## ***Subcommittee SMART Goal Planning Form***

Ipswich Public Schools

Subcommittee Name: English Language Arts

Subcommittee Members: Toni Mannette, Susan Moore, Kara McLeod, Jennifer Kane, Becky Slawson, Jenny Killian, Marty Daignault, Melissa D'Andrea, Jennifer Kane, Andy Sargent, Lisa Nylen, and Cindy Welch

Step in IPS Curriculum Review Cycle:

### ***Specific and Strategic:***

What would you like to do? What are ideas for how you will do this? Who will be involved? How will student learning increase and be enriched as a result? Write in present tense and be very detailed.

Initiate (and continue) inventory. Create a shared document (spreadsheet) that clearly shows progression, allows us to identify gaps, and aligns to standards. The entire committee will be involved. Student learning will increase because all students will have been exposed to all the standards.

***What does  
literacy  
support &  
facilitation  
look like  
at the  
district level?***

***2019-2020 Compass ELA &  
Literacy Subcommittee Goal***



***What does  
literacy  
instruction &  
development  
look like at the  
building levels?***

Elementary  
Schools

Middle School

High School



## *Questions?*

Contact Tracy Wagner at  
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[@twagnerips](https://twitter.com/twagnerips)

