



Hartford Performs
2018-2019
Hartford Public Schools
Literacy Major Actions

November 19, 2018

Hartford Performs

3:30-5:00

Teaching Artist Professional Learning

District Goals

District Model For Excellence

STRATEGIC PLAN 2018-2022

MISSION

Inspire and prepare ALL students to create their own success in and beyond school.

VISION

HPS students will transform their world.

DISTRICT PRIORITIES



Teaching & Learning

Guarantee that students are provided rigorous instruction and the skills, knowledge, voice and social emotional support they need to graduate ready for college.



Family & Community Partnerships

Guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education, and the community.



Operational Effectiveness

Guarantee that resources, initiatives and operations minimize redundancies, maximize efficiencies, and support excellent teaching and learning.



School Culture & Climate

Guarantee that ALL students feel safe and valued at school.

MAJOR GOALS

1. Increase ELA proficiency in grade 3 at or above grade level 22 percentage points by 2022
2. Increase graduation rate 9 percentage points by 2022

3. Progressively work towards creating community schools at all school sites by 2022

4. Work towards a balanced and equitable district budget for long-term financial sustainability by 2022

5. Decrease chronic absenteeism 7 percentage points by 2022
6. Increase student perceptions of feeling safe and valued at school by 2022



District Major Actions

- K-5 Guided Reading (small group instruction/workshop model)
- 6-12 Close Reading
 - Text Evidence (pulling out pieces of evidence to defend a claim)
 - Word Choice (why did the author/artist/composer use a certain element?)
 - Text Structure (form/ patterns)
- Data Teams (looking at student work/progress and determining next steps)
- How can we align to these initiatives in Arts and Wellness classrooms in an authentic way?

PK-5 Guided Reading

For the teacher, **guided reading means** taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading.

(Fountas & Pinnell, 1996).

Targeted small-group instruction based on level.

PK-5 Guided Reading

- **Compare/Contrast (Grade 3 assessed standard for SLO)**

CCSS 3.9 – Compare and contrast the most important points and key details presented in 2 texts on the same topic.

Other ways to connect to Guided Reading Strategy

- Targeted Teacher feedback
- Workshop Model (centers)

Let's Practice Compare / Contrast



Guiding Questions

- What is the text?
- What is the subject of both of these texts?
- What are the important points of this text?
- How are the important points similar?
- How are the important points different?

Let's Do It!

Link 1 – “Come to Play”

<https://www.youtube.com/watch?v=aPVu-2MNtZ0>



Link 2 – “Come to Play”

<https://www.youtube.com/watch?v=mI2f17gzSPk>

Teacher: “Watch and listen to the 2 versions of “Come to Play,” the song we will be singing and playing on the recorder this year. Number your post-it with #1 and #2. Write your answers on your post-it. Turn and talk to your partner about your answers. Hand me your post-it as you line up at the door.”

1. How are the 2 versions similar?
2. How are the 2 versions different?

- Think –Pair-Share
- (3 minutes)
- With a partner, think of one way you can use comparing/contrasting in your program?

6-12 Close Reading

- **Close reading** is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's **form, craft, meanings**, etc. It is a key requirement of the Common Core State Standards and directs the **reader's** attention to the text itself.
- Citing Text Evidence
- Word Choice
- Text Structure

TEXT

Let's Practice – Close Read



2nd Read

Title: *Kadija the Rapper*



Specific Questions

- Re-“READ” (2, 3, times)
- What type of TEXT is this?
- What can you infer from the title or the artwork?
- What is the subject of this piece
- What details from the text support the idea that this girl is dreaming of something?

Student Artist Statement

“My artwork is a play-off of Chance the Rapper’s album cover. I used my basic knowledge of photography and Photoshop to make my art from scratch. “

- Think –Pair-Share
- (3 minutes)
- With a partner, think of one way you can use close reading in your program?

How Does this Fit?

Making Connections



Thank You!

