

**Boston Public Schools**  
**Pk-5 Literacy Expectations for All Schools**

**Essential Literacy Expectations Aligned to the Massachusetts Curriculum Framework**

**Daily Literacy Instruction**

In order for students to develop literacy skills, they must engage in rigorous learning each day in the following ways:

**Close Reading of Complex Texts**

- All students must have access to grade level texts
  - **Academic Language:** All students are proficient with academic language, including complex sentence structures and academic vocabulary expressed orally and in writing
  - **Reading Fluency:** All students read grade level complex text with appropriate rate, expression and accuracy based on type of text and purpose
  - **Build Knowledge:** All students experience frequent read alouds with texts that are rich and *beyond* grade level in complexity. (Prioritized in PK-3) Texts read aloud must contain more complex vocabulary and syntax than texts students can read independently. The focus should be on asking text dependent questions and including repeated oral readings of difficult sections in order to develop strong aural comprehension, enhance knowledge, and support learning of academic words and complex syntax
- Texts reflect the complexity required at each grade as well as a balance of literature and non-fiction genres
- Texts are compelling and spur high levels of engagement and thinking
- Texts focus on explicit teaching of the MCF Reading Anchor standards with a focus on Standard 1: “Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text”

**Differentiated Small Group Work**

- Students are strategically and flexibly grouped to target specific skills and strategies
- Skills vary based on fluency, decoding, vocabulary and comprehension needs for **both** remedial and enrichment needs not addressed in other components of the literacy block
- Texts used include instructional leveled texts for guided reading, or repeated readings or previews of complex texts
- Focus on explicit instruction of MACF Anchor Standards (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity) tailored to the needs of students

**Accountable Independent Reading**

- Every student must increase the volume of texts read in order to build word and background knowledge.
- All students have time to read and apply the strategies learned to comprehend with stamina matched to their independent reading level based on the reading inventory assessments
- All students independent reading levels are consistently monitored and promptly increased to ensure appropriate challenge and growth
- Collection of leveled texts are both self-directed and aligned to content being learned in order to build engagement and emphasize “reading to learn”
- There is evidence of comprehension work through writing about reading using graphic organizers, post-its, or reading notebooks
- Focus on applying MACF Reading Anchor Standard 10: “Read and comprehend complex literary and informational texts independently and proficiently”

**Curriculum Embedded, Text-Based Writing Tasks**

- In order for students to demonstrate evidence of comprehension of complex texts and in preparation for PARCC, students will write in response to text-based tasks that require them to compose a text (argument, informative/explanatory, narrative) across a short period of time based on evidence from text(s)
- Focus on MACF Writing Anchor Standards of Text Types and Purposes

**Foundational Reading Skill Development**

- Systematic and sequential phonics and phonemic awareness instruction will be emphasized in grades K1-2
- Focus on MACF Reading Standards: Foundational Skills Pre-K-5 (Print concepts, phonological awareness, phonics and word recognition, fluency)

**Explicit Writing Instruction**

- In addition to routine writing (Focus on MACF Writing Anchor Standard 10: Range of Writing) that takes place throughout the day in all content areas and writing accomplished through tasks, daily dedicated writing instruction must take place to build ideas and fluency
- Incorporate language instruction in alignment with writing products (Focus on MACF Language Anchor Standards of Conventions of Standard English and Vocabulary Acquisition and Use)
- Focus on MACF Writing Anchor Standards of Production and Distribution of Writing, Research to Build and Present Knowledge