Altera

Working Philosophy for

21st Century Community Learning Centers

After School Programming

Altera

Washington State Performance Indicators for Individual Programs

Washington State Performance Indicators measure individual program and state program success and must align to local needs and interests.

- Learning centers must provide academic enrichment activities.
- Learning centers provide students a broad array of additional services, programs and activities that align with their academic program and the needs of the students.
- Programs offer families active and meaningful ways to be involved in their children's educations including opportunities for literacy development.

Reading

Aligned with Common Core Anchor Standards

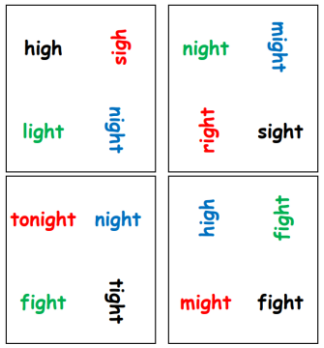
Follows OSPI Best Practices for Reading

Incorporates SIOP Techniques for All Students

OSPI – Elements of reading instruction….

HOUR 1: Phonics (20min)

- Small group instruction
- Games
- Decoding familiar text



HOUR 2: Comprehension

- Themed reading
- Picture Books
- Graphic Novels
- Discussion
- Multicultural content
- Beehive Activities

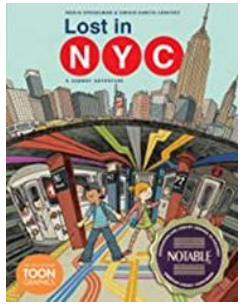
READ ON

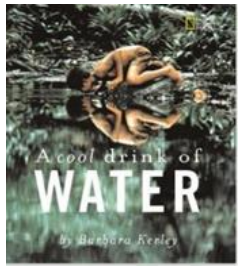
HOUR 3: Choice Reading

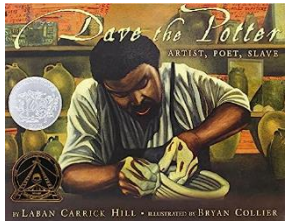
- High interest
- Hi/Lo content
- Strong visuals
- Pop culture tie-ins

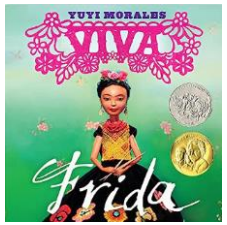
Capsules

4 Weeks of Themed Reading
3 Days a Week
1 Book each Week









Themed reading builds background knowledge and exposes students to multiple contexts for encountering academic vocabulary.

Themed reading is an OSPI best practice for reading comprehension and is a recommended SIOP technique for teaching ELL students.

1A : Water STEM	Water cycle, water scarcity
1B : Water STEM	Life in and around the water
2A : Space STEM	Space travel, lunar cycle, gravity
2B : Space STEM	Scientists, astronauts, space missions
3 : Color STEM	Color science, skin color, insects, rocks
4 : Recycle STEM	Recycled orchestra of Peru, wind power in Africa, Detroit neighborhood art, scrap metal art
5 : Using Maps	Subway maps, infographics, making maps
6 : Graphic Novels	Panels, color, expressions, text, themes
7 : Black Artists	Dave the Potter (ceramics), Horace Pippen (painter), Alma Thomas (painter), Christian Robinson (illustrator).
8 : Disabled Artists	Judith Scott (fiber art sculptor), Yayoi Kasuma (painter and sculptor), Frida Kahlo (painter), Hudson Talbott (author, illustrator)

Picture Book Read Aloud

The National Association for the Education of Young Children (Neuman, Copple, & Bredekamp, 2000) cites research revealing that in the preschool years, **"the single most important activity for ... reading success appears to be reading aloud to children"**

It **recommends that children be read to on a daily basis throughout the primary grades**.

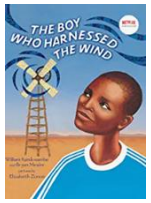
Research shows that **"simply reading or being read to is usually as good as or superior to direct instruction..."** for vocabulary development. McQuillan, J. (2019). *The impact of extended instruction and storybook reading on vocabulary acquisition. Language and Language Teaching, 8(1), 22-34.*

Picture books are shorter, and designed to be read aloud ***to*** children so they use **higher level vocabulary** for interest level.

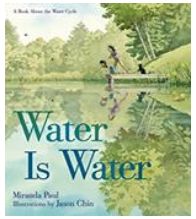
Picture books **improve comprehension of science and literary terms** for students in high school and are recommended as an intervention tool for struggling readers.

SCIENCE

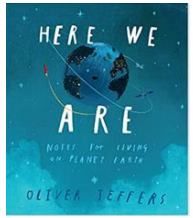
Biography

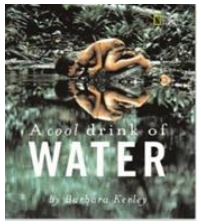


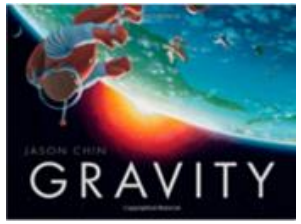
Poetry



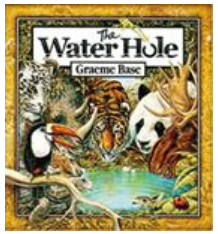
Non-fiction

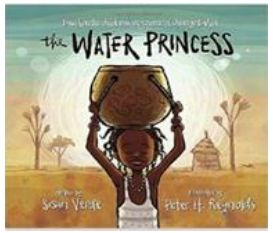






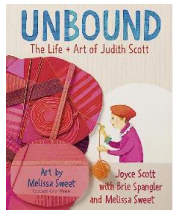
Fiction

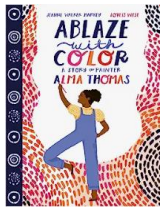


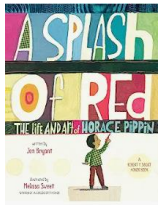


ART

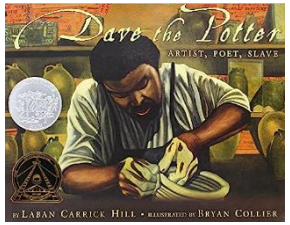
Biography

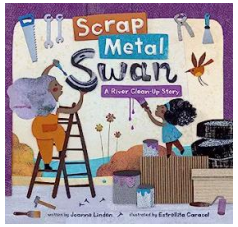




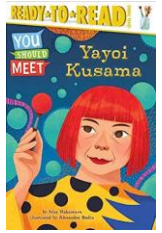


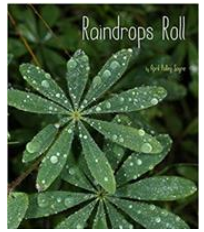
Poetry



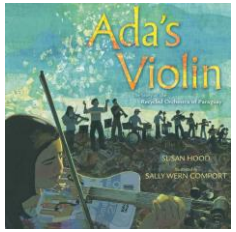


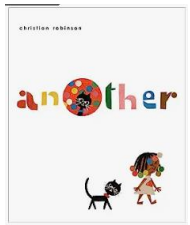
Non-fiction

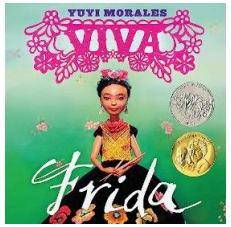




Fiction







Graphic Novel
Small Group Reading

Research from Northwestern University shows that **students have better comprehension with graphic novels than with traditional text.**

Students use text and images to **make inferences and synthesize information**, both of which are abstract and challenging skills for readers.

When students read visual narratives, the activity in the brain is similar to how readers comprehend text-based sentences. However, **when students learn to read graphic novels with an analytical eye, depth and complexity are added to the reading process**.

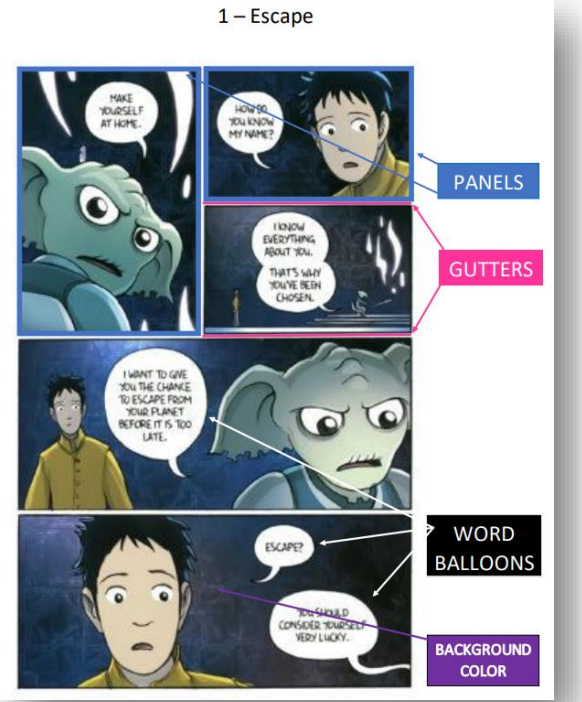
WEEK 1	Chapter Topic/Theme	Resources
Explorer The Mystery Boxes 1	Under the Floor Boards	Picture Prompt 1

Dive in! Let students explore the first story. They should find the last page and mark it with a sticky note. Give them **5 minutes** to explore however they like.

Discussion - Reading Style: How do you read a graphic novel? Do you look at the images and words together, panel by panel? Do you read all the text on the page and then go back and look at the pictures? Do you look at the pictures first and then go back and read the words? There's no right way to read a graphic novel, and many readers go through them differently. Compare how you read an assigned graphic novel with how your neighbor does, and see if how you read it is different or the same.

Activity - Elements: Explorer Pic # 1 Can you find all the elements that make up graphic novels: panels, word balloons, sound effects, motion lines, narration, and background colors? If you take out any one of these, what do you lose? Can you still understand the story?

Reading the Story - How you read the story depends on your students. They can read alone - with a friend - or in a group with the tutor reading aloud. Watch your time. Finish the story then move on to discussion for more "deep dives".



Discussion

The Foundation for Learning & Literacy states that **oral language is the foundation of literacy**.

It is the **means through which we learn "higher psychological functions"** (Vygotsky, 1978), which is most of what students learn in school.

The research on small group discussion in elementary classrooms supports the notion that such interaction **engages students in the co-construction of knowledge,** advances student learning, and provides opportunities for students to **learn important interpersonal skills while conversing, interpreting, and negotiating** in active and constructive ways.

What do you think? Can somebody have a pet nobody else likes?

Aaron Rodriques with a pet death's-head cockroach, at home in the Bronx. Credit - Elias Williams for The New York Times

CHAPTER 14 – BATTLEFRONT

Take a look at page 200. Zoe's eyes show a different emotion in every panel. Can you use words to describe how she is feeling?

SAY: Today we are going to be looking at the pictures in Chapter 14. I want you to see what parts of a character tell the most about what they are thinking or feeling. Many of the characters are not even human – but you can tell if they are scared, or brave, or sad, or worried.

ACTIVITY: With a partner, choose a character and study how that character feels over the course of this chapter.

1 – Choose a character – either Chomp or Zoe.

2 – Find different panels that show how a character is feeling – how do you know?

3 – Draw three versions of the characters face to illustrate what you found.

4 – Share with the group.

Culturally Responsive Reading for Motivation

75% of the texts chosen for the 8 Capsules are multicultural literature – many "own voices" works by authors from the same background or culture as those in the book.

"Social interaction in homes and classrooms as well as the larger sociocultural context **influence motivation** and participation in literate communities and help **construct students' identities as readers**, thus influencing their access to text."

- Multicultural Literature
- Co-construction of meaning through discussion
- Understanding differences
- Expressing identity through writing, art, and personal reflection in small groups.

What does "friend" mean in the story? How does having friends make you feel? How do you make new friends? Is it different from the way Alicia and Pablo become friends?

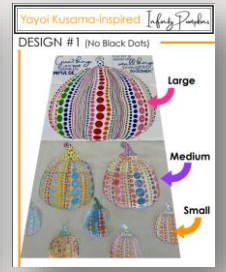
How often do the characters use the words "lonely" and "friend?" What do these words mean, and how are they connected to the story and its themes?

DISCUSSION

Beehive Activities

Evidence-based practices from the OSPI ELA Menu for after-school programs.

- Design activities around **literacy themes, author's work, or games**.
- Design literacy enrichment activities that **incorporate the arts, fitness, and technology, which can motivate student attendance and engagement** while impacting literacy skill development.
- Focusing on the CCSS-ELA Habits of Mind, after school programs can align the **literacy skills necessary for students to be college and career ready** while developing their individual skills in leadership, **"problem-solving, perseverance, independence, and understanding other cultures"** (Marten, Hill, & Lawrence, 2014).



Note: Three target standards are highlighted for each lesson.	All the Colors of the	My Colors My Worl	Rocks and Minerals	Bugs Bugs Bugs
Reading: Key Ideas and Details				
CCSS.ELA-LITERACY.CCRA.R.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.	X	X	X	X
CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	X	X		
CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text				
S.ELA-LITERACY.CCRA.R.4 pret words and phrases as they are used in a text, including mining technical, connotative, and figurative meanings, and analyze ecific word choices shape meaning or tone.	X	X	X	X
A-LITERACY.CCRA.R.5 the structure of texts, including how specific sentences, phs, and larger portions of the text (e.g., a section, chapter,			X	X

Math

Aligned with Common Core Anchor Standards

Follows OSPI Best Practices for Math

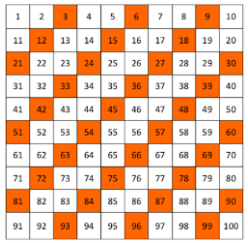
Incorporates SIOP Techniques for All Students

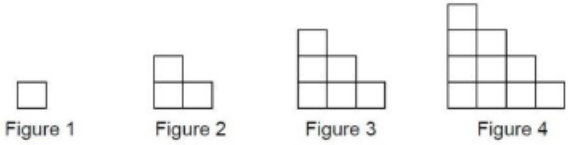
Number Sense

Teachers should help students develop math facts, ***not* by emphasizing facts for the sake of facts or using 'timed tests'** but by encouraging students to use, work with and explore numbers.

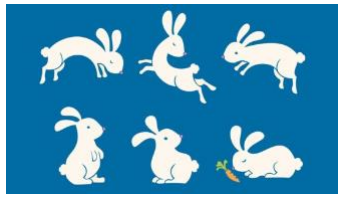
Fluency is 'knowing how a number can be composed and decomposed and using that information to be flexible and efficient with solving problems.

- **Number Talks**



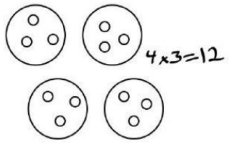


- **Addition Fact Activities**



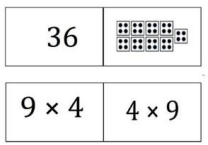
Leo the Rabbit is climbing up a flight of 10 steps. Leo can only hop up 1 or 2 steps each time he hops. He never hops down, only up. How many different ways can Leo hop up the flight of 10 steps? Provide evidence to justify your thinking.

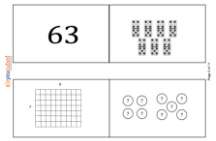
- **Multiplication Fact Activities**



Ask students roll a dice twice.
The first roll tells them how many pizzas to draw.
The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, "How many pepperonis in all?"

- **Math Cards**





Growth Mindset Rubric

It is really important to communicate "growth mindset" messages to students. Help them know that everyone is a math person and that the latest research is telling us that students can reach any levels in math because of the incredible plasticity of the brain - *Jo Boaler, Professor of Mathematics Education, Stanford University*

Connections:
I am curious about other people's ideas, and their different ways of thinking. I ask questions about what I am learning to reach new understandings.

Strategies:
If I try a method of approach that does not work, I try a different approach, and think about the problem in a new way.

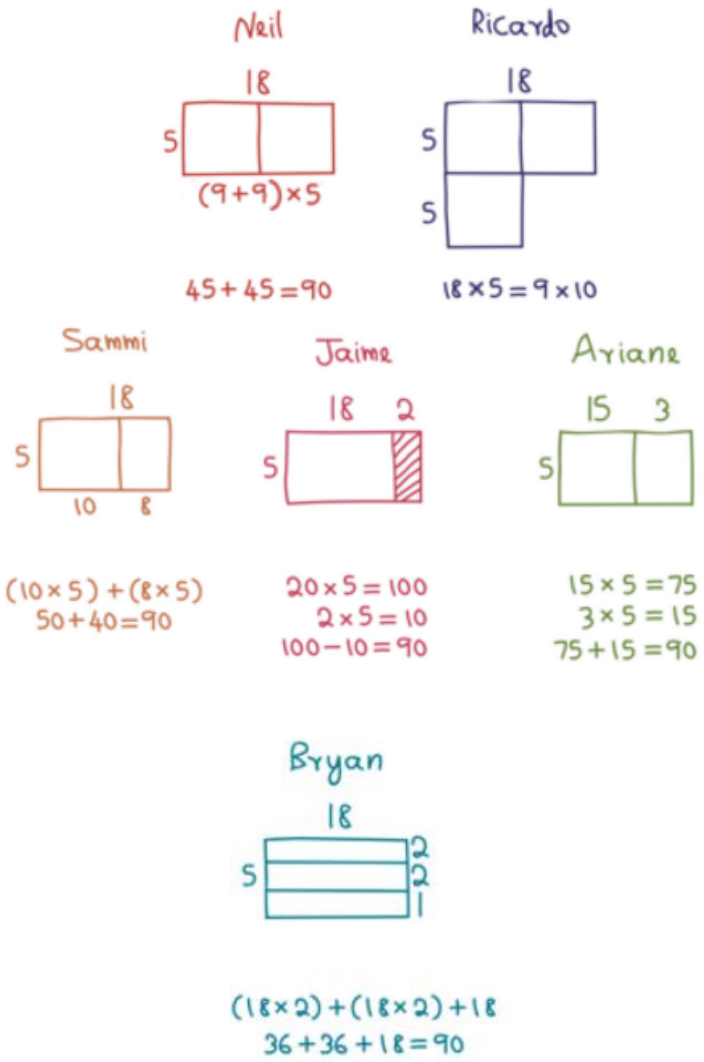
I like to investigate ideas, search for patterns, and think in different ways – visually, verbally and physically as well as numerically.

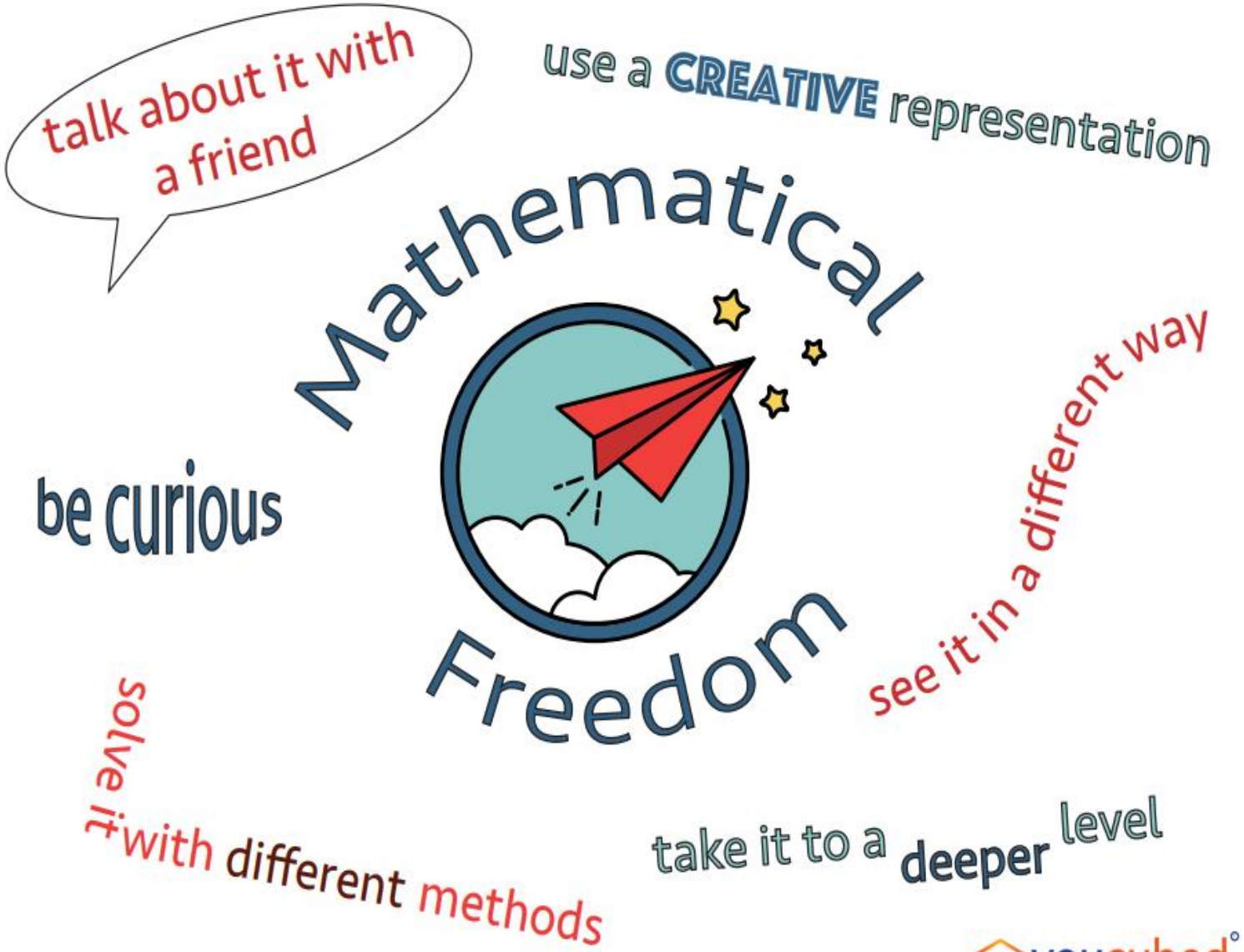
Reflection:
I think reflection is a valuable learning practice. When I get a lot of feedback, even if it looks overwhelming, I know it will be helpful and I use strategies to incorporate it into my own work.

Struggle:
When I find work difficult and I struggle, I keep going, knowing that I am developing my brain. I am not afraid to take risks, try something new and get it wrong.

Beliefs:
I believe in myself.
I know I can learn anything as I have unlimited potential.
I know that my brain is flexible, and it is developing, strengthening and /or connecting pathways all the time.

Work out 18 x 5 and show a visual solution.





Family Partnerships

Asset Based Approach

Culturally Responsive Lens

Parents are Childrens' First Teachers

AUGMENTING the FAMILY PARTNERSHIP CYCLE

Students bring assets to school from family and the home environment.

Families do not have to be invited to learning spaces, they are part of program design.

Students strengths should inform positive learning moves at all levels.

Students are given opportunities to identify their strengths and to contribute to school, after school & community spaces.

Student and family voices are highlighted in Altera after school partnerships.

FAMILIES ARE OUR PARTNERS IN EDUCATION

Academic success starts at home and it consolidates at school, with the continuous partnership and support of families. Families and schools must build trusting relationships and keep ongoing two-way communication for the partnership to work.

STUDENT SUCCESS STARTS AT HOME

ALTERA'S GOLD STANDARD FOR FAMILY PARTNERSHIPS

School has a welcoming learning environment to engage all families. Families are aware of opportunities to participate in school-related activities.

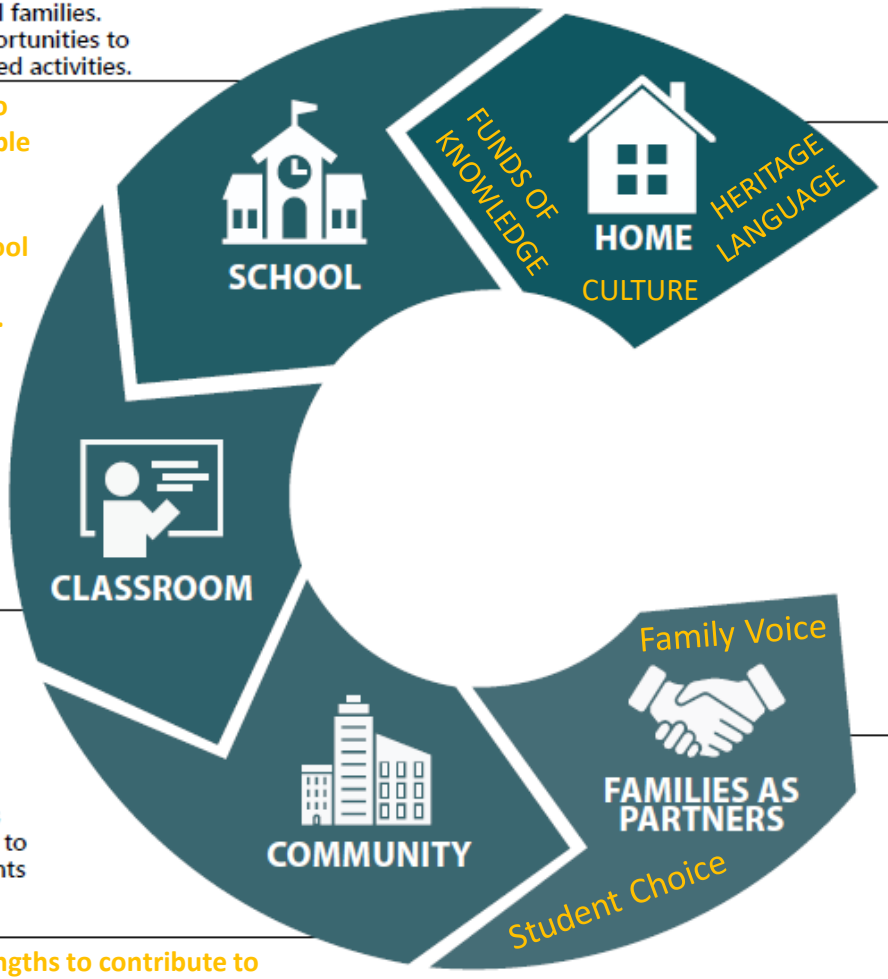
Altera wants families to know they make valuable contributions to their child's experience in school and in after school programs. Families are part of program design.

Teachers and parents share student concerns of the whole child. Families are ready to support the education of their child in the classroom in different ways.

Student strengths should inform positive learning moves.

The LEA identifies and integrates community resources to enhanced school programs. Families use community programs to increase child's skills, talents and/or obtain needed services.

Students use their strengths to contribute to school, after school, families and communities.



Family provides an environment supportive of developmental needs of children. The student builds awareness of the importance of education.

Altera recognizes the assets students bring from their home environment and uses an equity lens to support families in growing in-home resources.

LEA and families recognize the importance of school-family partnerships in school improvement efforts. Both know that families' perspectives can help the school system in their efforts to increase student academic success.

Student and family voices are highlighted in Altera after school partnerships.

Washington Office of Superintendent of PUBLIC INSTRUCTION