




Math Reads

Aligns to Title I, Part A
IMPROVING BASIC PROGRAMS

The purpose of *Title I, Part A—Improving Basic Programs* is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Title I schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Math Reads** can support a Schoolwide Title I program. The criteria are drawn from the Federal *Title I Final Rules and Regulations*, posted at:

<http://www2.ed.gov/programs/titleiparta/legislation.html>

Components of a Title I Program	Math Reads
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p>Math Reads is a math and literature program for Grades K-5. Developed by Marilyn Burns and a team of Math Solutions master teachers, <i>Math Reads</i> engages children’s mathematical imaginations and develops students’ reasoning and problem solving skills with lessons designed to support State Standards. Each of the six distinct <i>Math Reads</i> grade level programs—for Kindergarten through Grade 5—teaches the skills and concepts reflected in State Standards for Mathematical Content and Mathematical Practice at each grade level.</p>
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time 	<p>Developed by Marilyn Burns and a team of Math Solutions master teachers, <i>Math Reads</i>, Grades K-5, engages children’s mathematical imaginations and develops students’ reasoning and problem solving skills with lessons designed to support State Standards.</p> <p>Marilyn Burns is one of today’s most highly respected mathematics educators. Over the course of 50 years, Burns has taught children, led in-service sessions, spoken at conferences, contributed to professional journals, written more than a dozen books for children, and created more than 20 professional development resources for teachers and administrators.</p> <p> For additional information about <i>Math Reads</i>, visit www.mathreads.com</p> <p>STRENGTHEN THE CORE ACADEMIC PROGRAM</p> <p>Books and lessons in <i>Math Reads</i> stimulate children’s imaginations and make learning mathematics enjoyable. This provides low-achieving, as well as at-risk students with valuable motivation to increase their achievement. Students learn standards-based math skills that connect to the core math curriculum.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time <p><i>Continued</i></p>	<p>For most lessons, teachers read the books aloud. This format allows all students, including those with poor decoding skills, to be exposed to and learn math concepts and vocabulary from the literature. After the read-aloud, students solve problems by engaging in topic-related, reasoning-based activities and class discussions. Each lesson provides differentiation options; teachers have multiple opportunities to provide students with instruction that is targeted to their level of understanding, as well as to offer struggling students reassurance. Each <i>Math Reads</i> grade level program provides five copies of every title, making it ideal for small-group instruction and center work. This helps teachers differentiate instruction and provide low-achieving and at-risk students with more attention.</p> <p>PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM</p> <p>The <i>Math Reads</i> unique approach of connecting math and literature can broaden children’s perspective about learning. Students for whom math is their first love learn to look at books in a new way and appreciate literature. Students who love to read, but who are “math-wary,” experience the wonder of mathematics in the same way they already enjoy the wonder of books. Students who are not confident about their math and/or reading abilities can learn in a highly interesting and supportive environment. <i>Math Reads</i> enriches both the math and reading curricula by effectively:</p> <ul style="list-style-type: none"> ▪ Teaching children important and basic math concepts and skills ▪ Motivating students to think and reason mathematically ▪ Engaging students in problem-solving experiences ▪ Building children’s appreciation for both math and literature ▪ Exposing students to a variety of content-area vocabulary, story themes, and literature genres <p>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</p> <p>Each <i>Math Reads</i> lesson specifies which math standards and topics it covers, making it easy for teachers and staff members to coordinate the lesson sequence with the districts’ core math programs. The <i>Math Reads</i> design allows lessons to be flexibly incorporated into a learning environment within the regular school day.</p> <ul style="list-style-type: none"> ▪ The books and lessons can be used in small or large groups, depending on students’ needs and the format of the learning program. ▪ After reading a book aloud, teachers can immediately proceed to the mathematics lesson or delay it until the next time students will be in attendance. ▪ Lessons have enough mathematical potential to last for a series of investigations. ▪ Teachers can reread and revisit the book to fit students’ needs.

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards</p>	<p><i>Math Reads</i> provides effective instruction and enriching materials that can help close the achievement gap between high- and low-performing students, including those who are minorities and/or disadvantaged. Marilyn Burns, a classroom teacher, children’s book author, and professional development designer, chose the books for each <i>Math Reads</i> collections based on the appropriateness of the math content to address important grade-level topics. She also evaluated books for the quality of their content and illustrations. The classroom-tested lessons provide an engaging forum for students to learn essential math skills.</p> <p><i>Math Reads</i> lessons address three essential aspects of arithmetic instruction—computation, number sense, and problem solving. Students learn skills in an interactive, supportive environment that can be instrumental in increasing low-performing students’ achievement. Teachers can assess students’ progress by evaluating individual assignments. Throughout the read-aloud time, instruction, and activities, teachers who are using <i>Math Reads</i> scaffold students’ learning.</p> <p><i>Math Reads</i> provides disadvantaged children, many of who do not have access to books at home, with exposure to high-quality literature during read-aloud sessions. The lessons and literature support students with different learning styles and needs.</p> <ul style="list-style-type: none"> ▪ The read-aloud format aids auditory learners and those with below-level reading proficiency. ▪ Visual learners and struggling students benefit from visual representations of concepts, when possible, and quality illustrations that connect to the text. ▪ Engaging hands-on activities provide kinesthetic, tactile, and visual experiences. ▪ English-language learners develop their oral language from listening to vocabulary- and concept-rich text, as well as by participating in class discussions and activities.
<p>High-quality and ongoing professional development for teachers and principals</p>	<p><u><i>Math Reads</i> Implementation Training</u></p> <p>This training helps teachers get started using <i>Math Reads</i> in their classrooms. Focus is on the appropriate grade-level collection of books and instructional strategies aligning the books with related lessons.</p> <p><u>In-Classroom Support</u>—RECOMMENDED, at an additional cost</p> <p>Scholastic consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. They build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction. A year-long customized plan of in-classroom visits provides teachers with in-person, individualized support and focused strategies for the classroom. For the best results, Scholastic recommends monthly visits for all teachers.</p>

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Involve parents in the planning, review, and improvement of the schoolwide program plan	Each <i>Math Reads</i> grade level program contains 125 high-quality books (25 individual titles, 5 copies of each) that children can take home and share with their families. In addition, every <i>Math Reads</i> lesson includes Home Connection ideas that feature activities children can do at home or ideas for how children can share what they've learned.
Coordination and integration of Federal, State, and local services and programs	<p><i>Math Reads</i> can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title IA—Improving Basic Programs ▪ Title I—School Improvement Grants (SIG) ▪ Title I—Supplemental Education Services (SES) ▪ Title III—English Language Acquisition ▪ 21st Century Community Learning Centers (21CCLC) ▪ Race to the Top—District (RTT-D)