



# K-12 Literacy Curriculum

Glen Cove City School District  
Board of Education Presentation  
March 20th, 2024

Kristen Schaefer, District ELA Coordinator

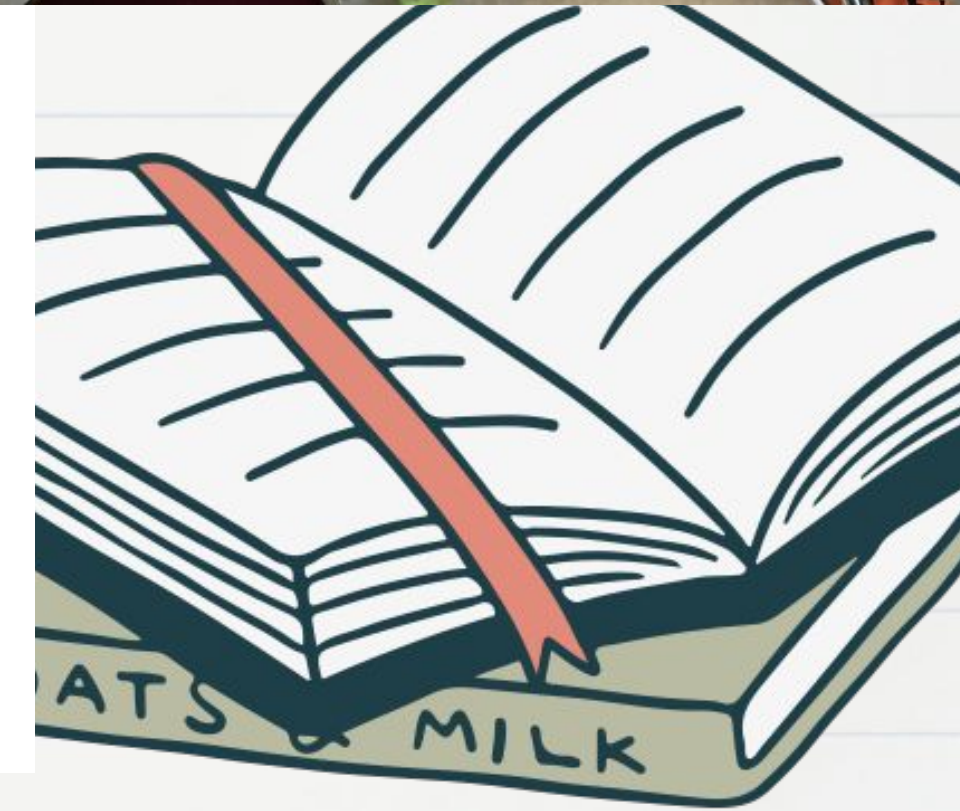
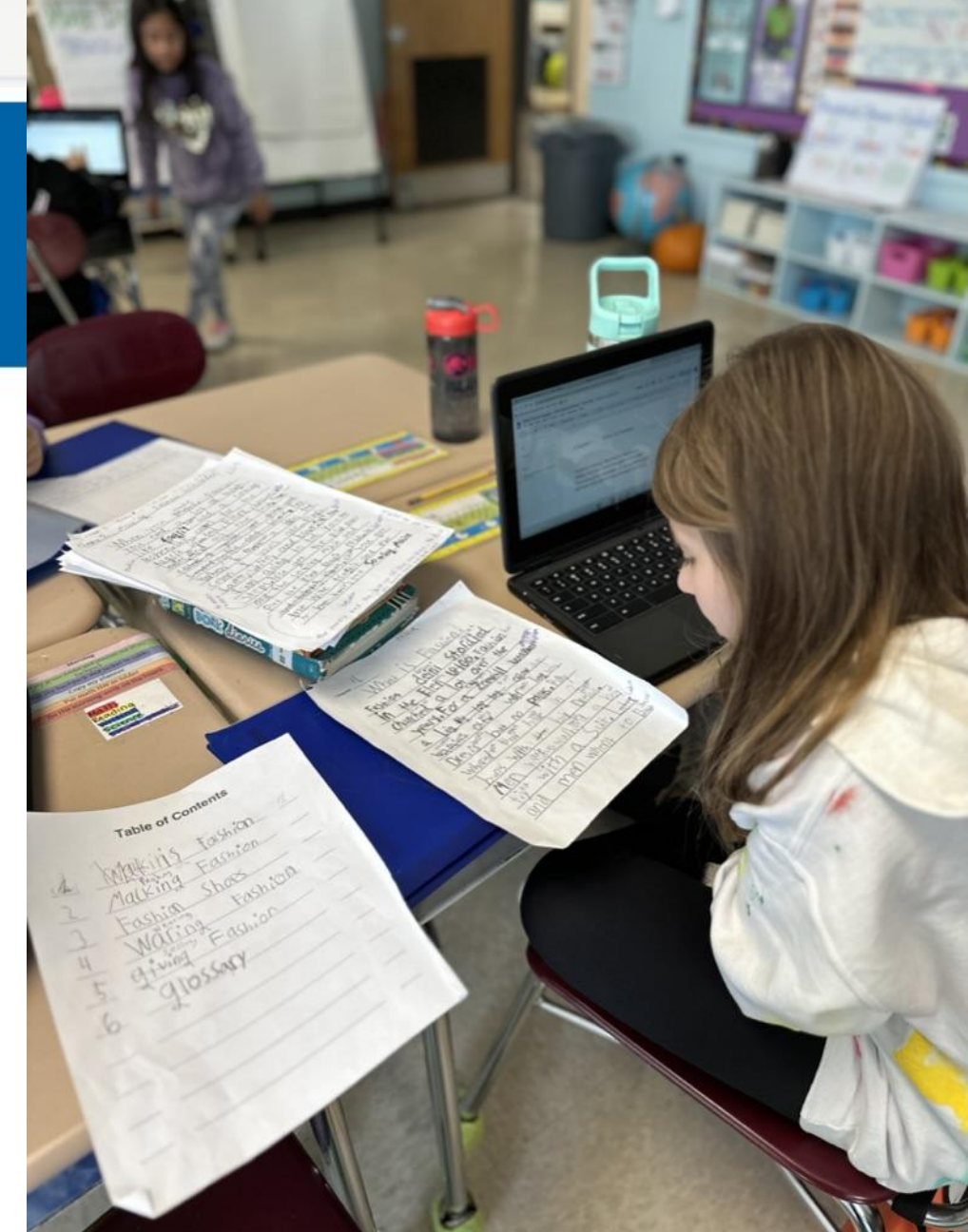






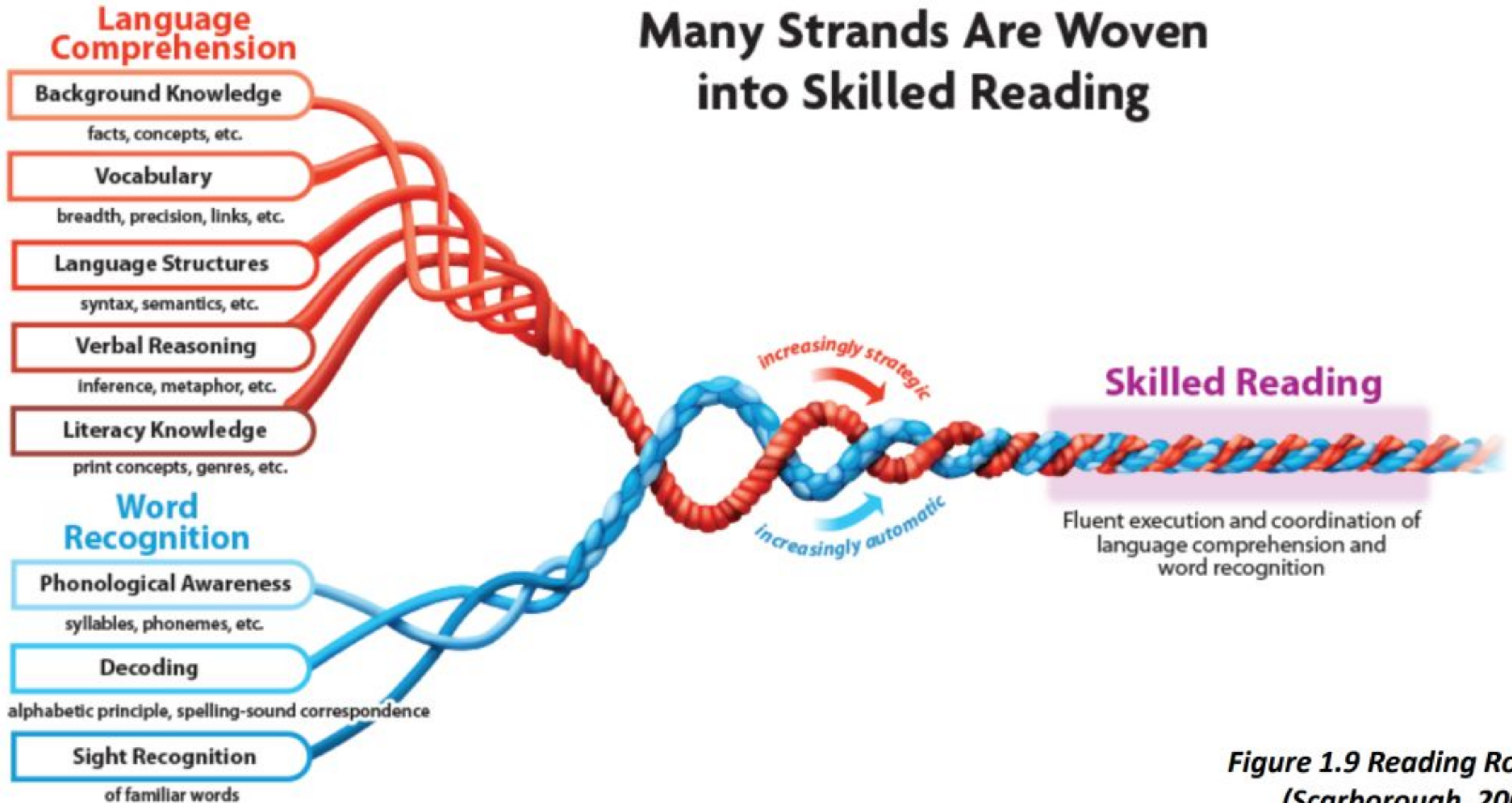
## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p><b>Readers:</b></p> <ul style="list-style-type: none"><li>• think, write, speak, and listen to understand</li><li>• read often and widely from a range of global and diverse texts</li><li>• read for multiple purposes, including for learning and for pleasure</li><li>• self-select texts based on interest</li><li>• persevere through challenging, complex texts</li><li>• enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li><li>• monitor comprehension and apply reading strategies flexibly</li><li>• make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul>	<p><b>Writers:</b></p> <ul style="list-style-type: none"><li>• think, read, speak, and listen to support writing</li><li>• write often and widely in a variety of formats, using print and digital resources and tools</li><li>• write for multiple purposes, including for learning and for pleasure</li><li>• persevere through challenging writing tasks</li><li>• enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li><li>• experiment and play with language</li><li>• analyze mentor texts to enhance writing</li><li>• strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>





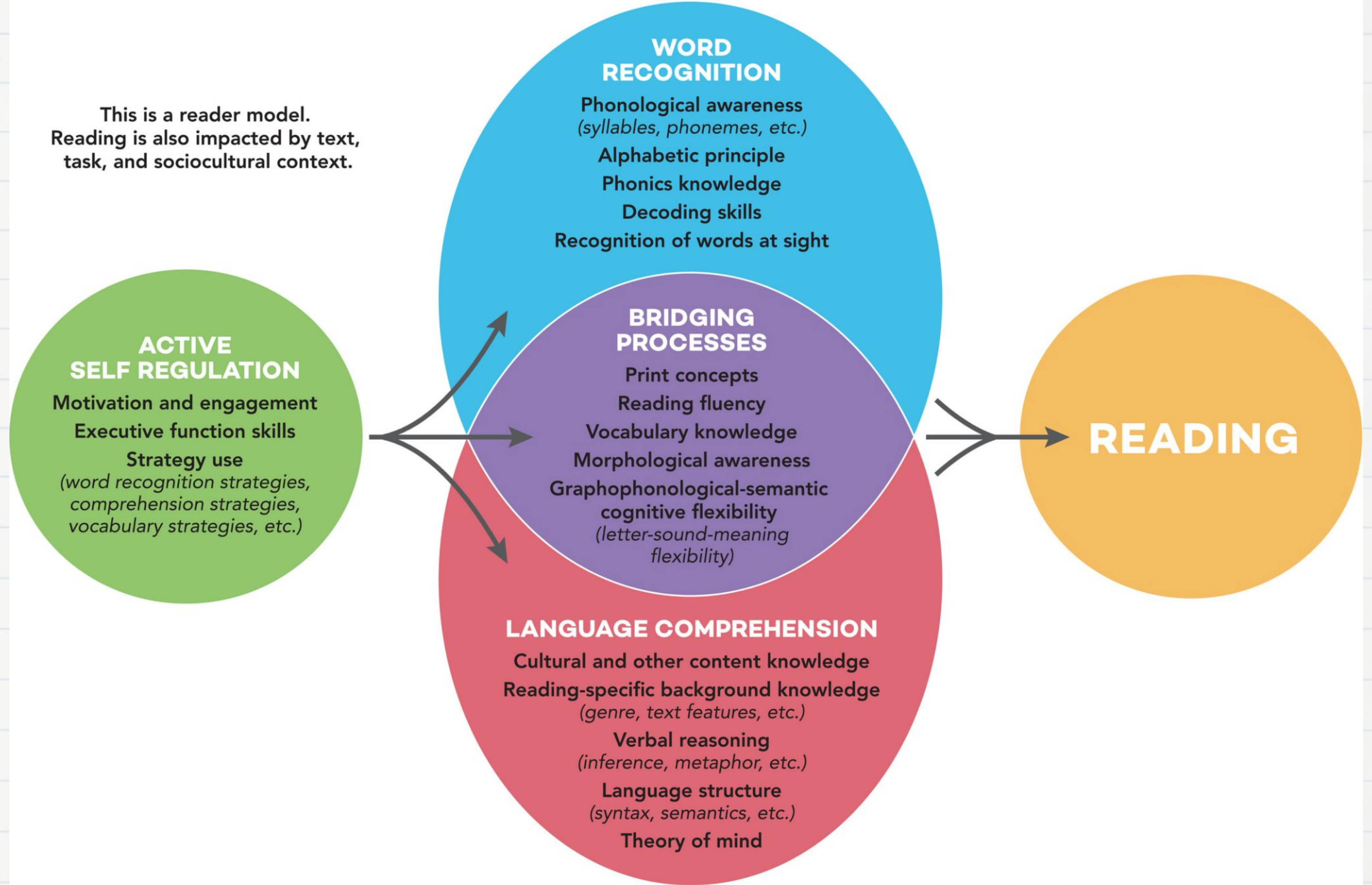
# Many Strands Are Woven into Skilled Reading



**Figure 1.9 Reading Rope**  
(Scarborough, 2001)

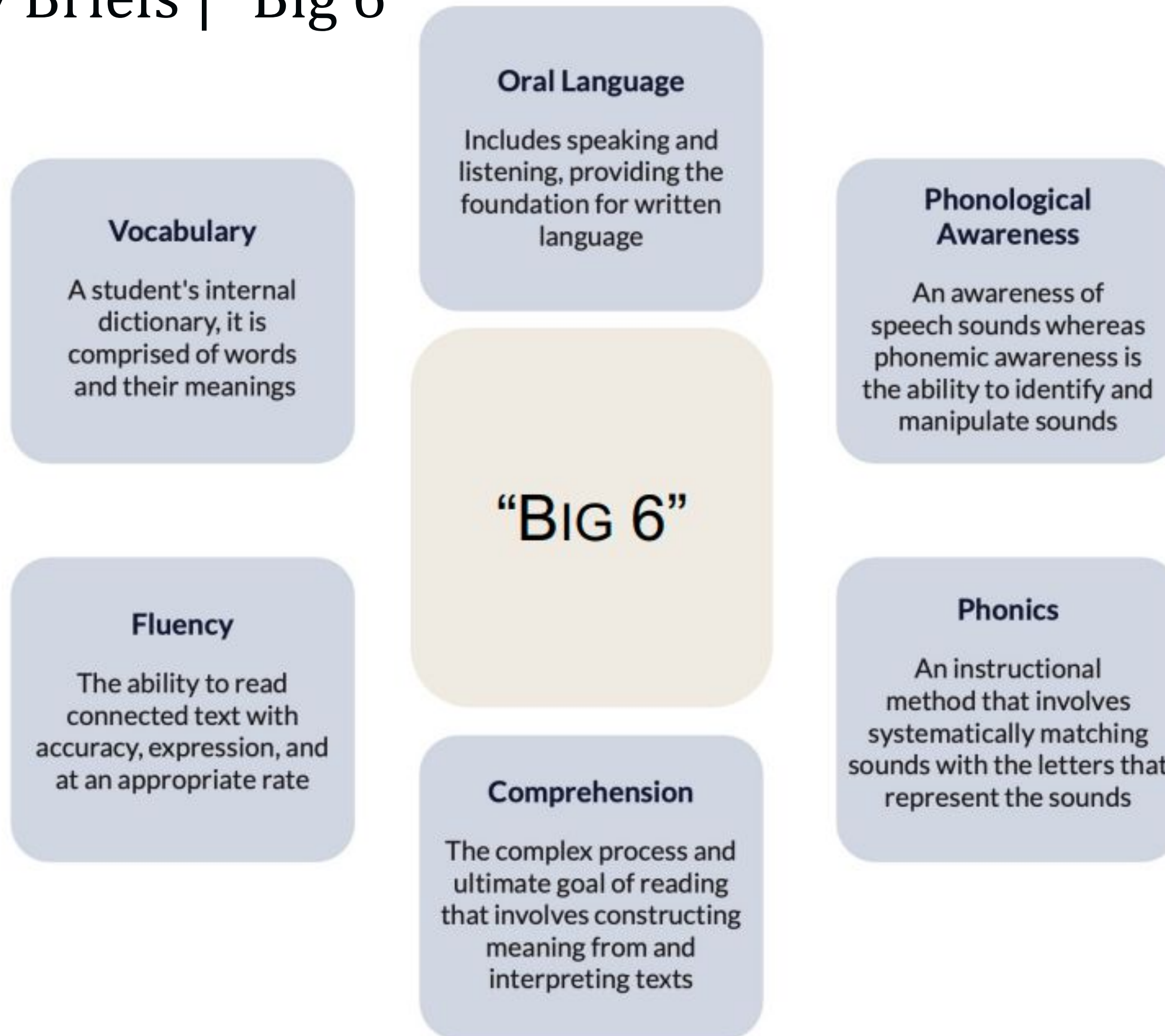


This is a reader model.  
Reading is also impacted by text,  
task, and sociocultural context.





# NYSED Literacy Briefs | “Big 6”





# NYSED Literacy Briefs | Throughline

## HIGH-IMPACT PRACTICES

Text-Based Discussions  
and Writing  
Opportunities

Engagement with a  
Variety of High  
Interest, Diverse, and  
Complex Texts

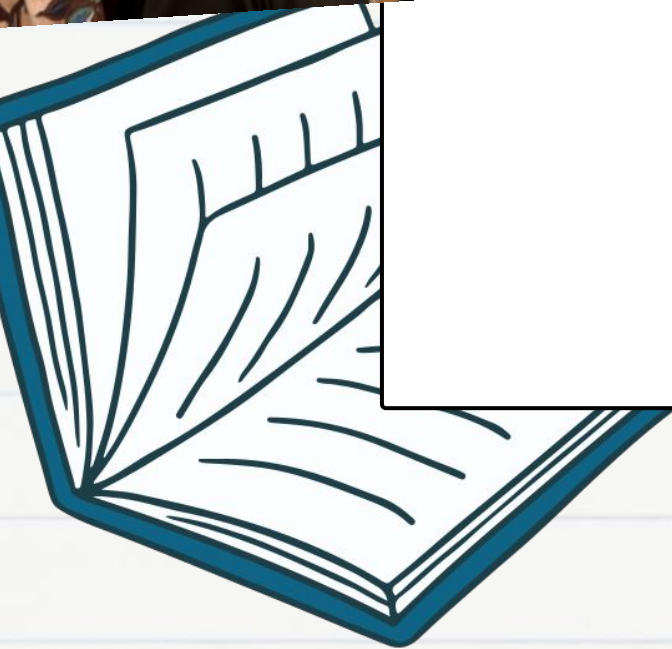
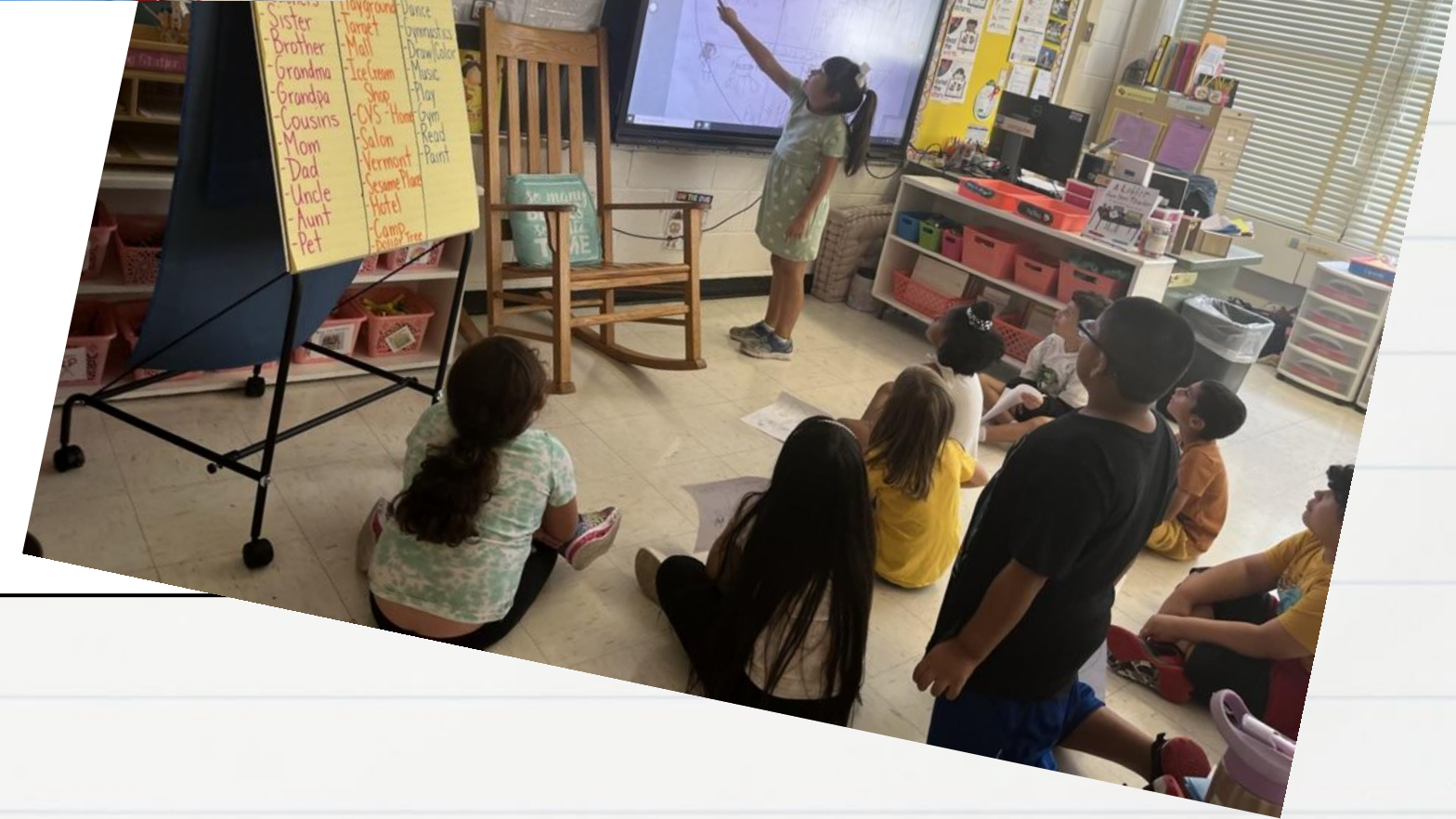
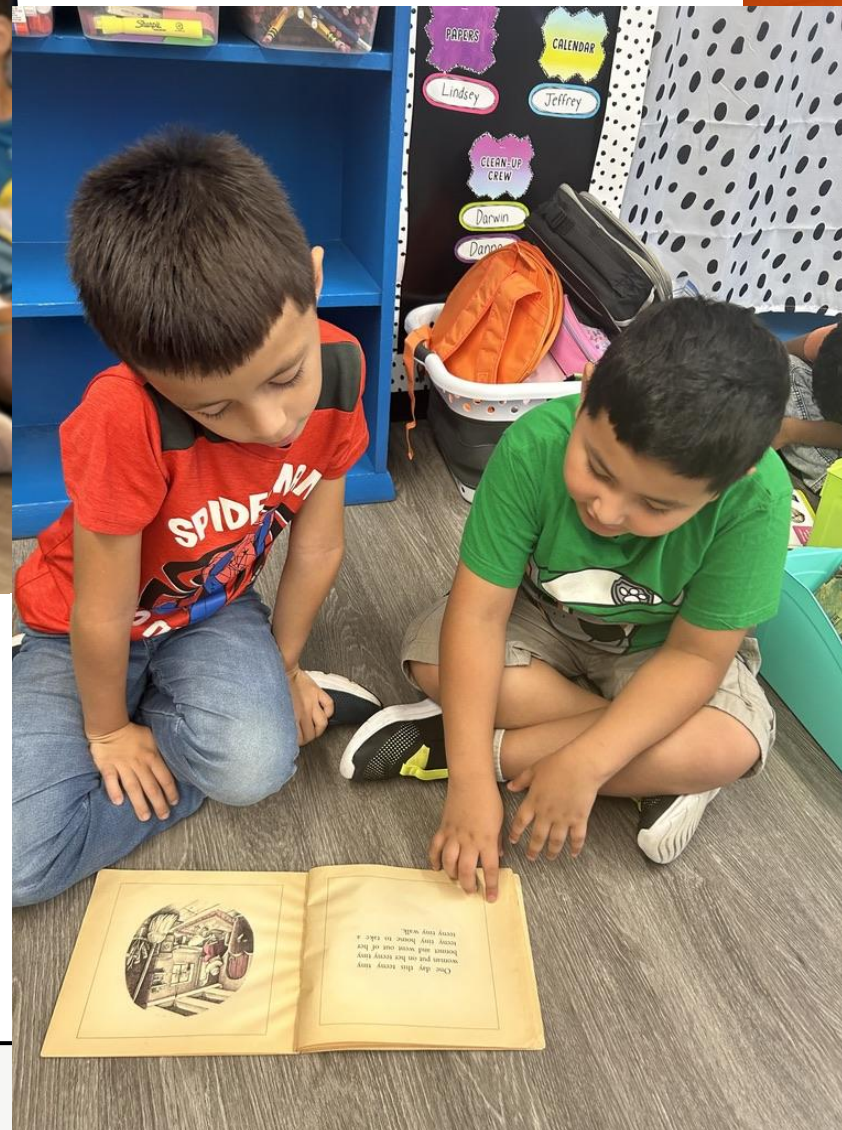
Phonological  
Awareness, Phonics,  
Spelling and Word  
Study Skill-Building

Fostering  
Understanding of Print  
Conventions, Features,  
and Functions

Collaborative and  
Culminating Projects,  
Performances, and  
Celebrations



# K-2 Literacy Curriculum





# K-2 Literacy Curriculum

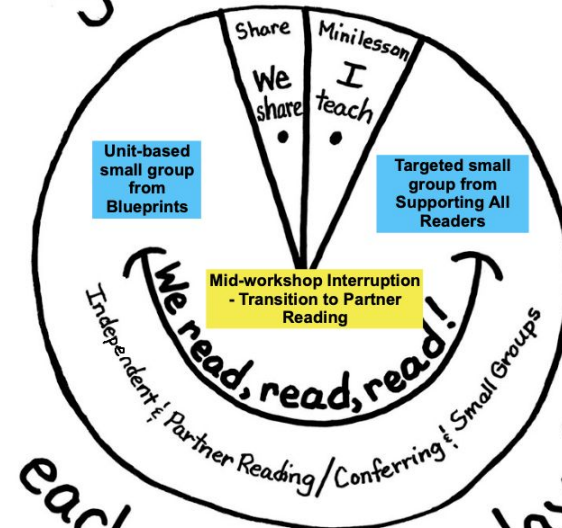


## Reading Workshop

- Responsive Literacy Curriculum
- Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened
- Supports explicit instruction in reading skills and strategies and offers extended time for reading
- Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work



Reading Workshop  
goes this way

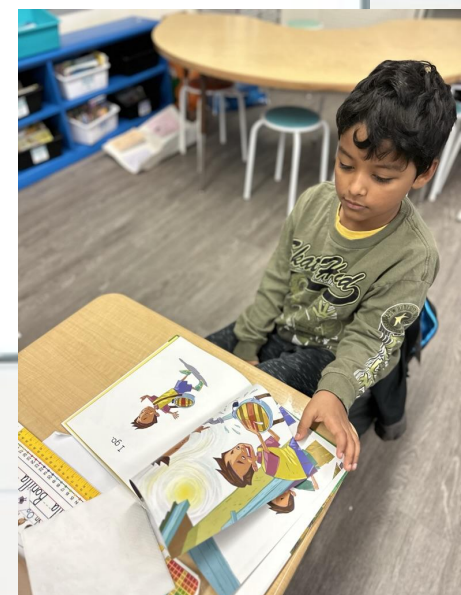


each and every day!

Two target small groups from Supporting All Readers during intervention

## Assessments

- Concepts about Print
- Letter Sound
- Phonemic Awareness
- High Frequency Words
- Phonic Decoding
- Decodable Running Records
- F&P Assessments
- STAR Assessment





# K-2 Reading Workshop





# K-2 Literacy Curriculum



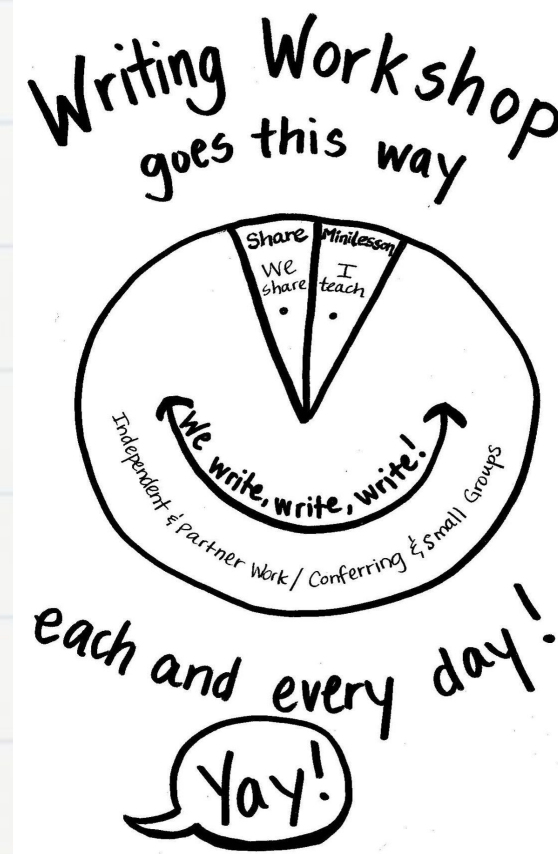
## Writing Workshop

- Explicit instruction in opinion/argument, information, and narrative writing and provide rich opportunities for practice
- Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and set them on trajectories of growth



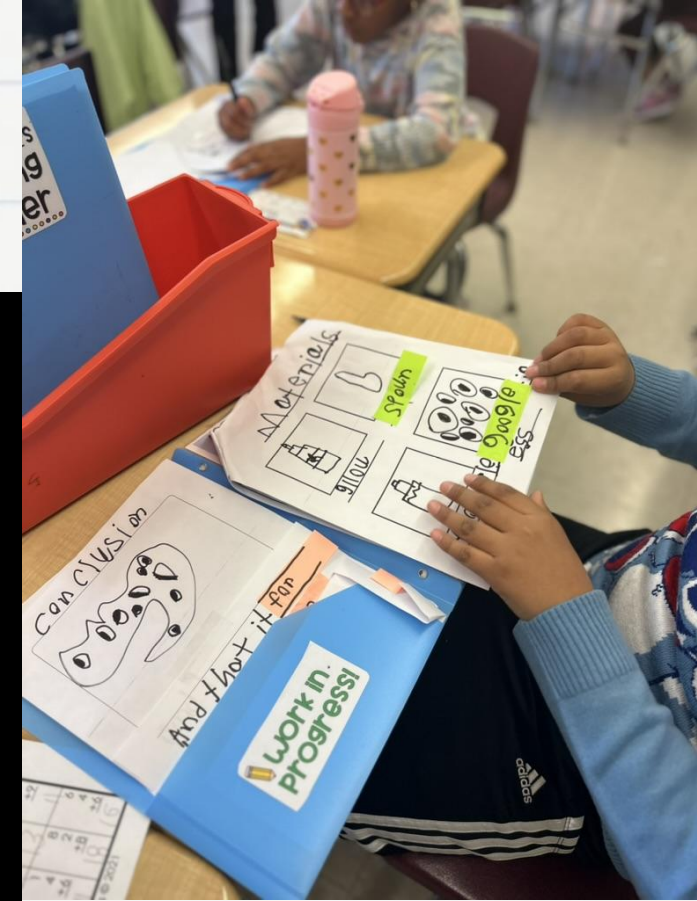
## Assessments

- On-demand writing at beginning of each unit
- Ongoing Conferring & Small Groups as Formative Assessments



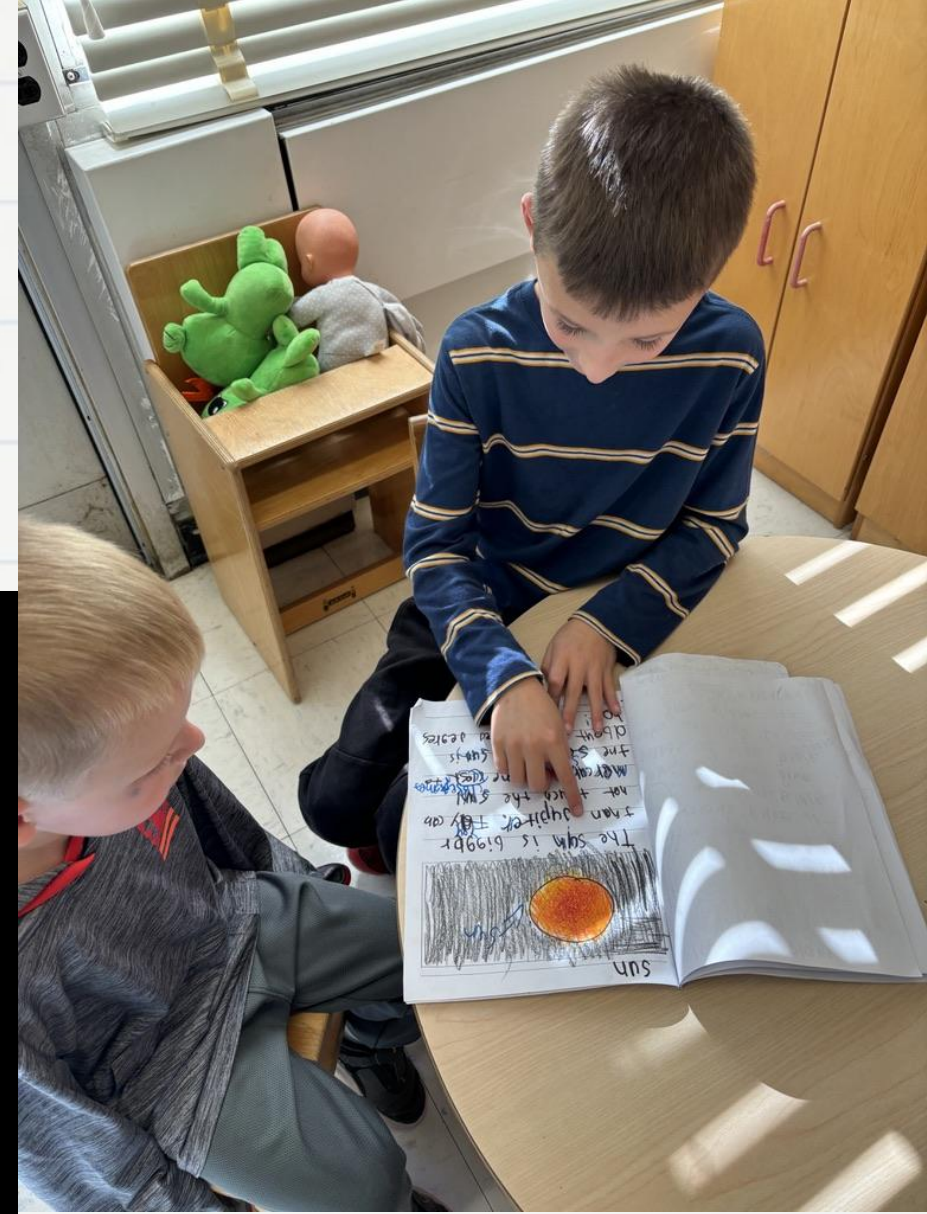


# K-2 Writing Workshop



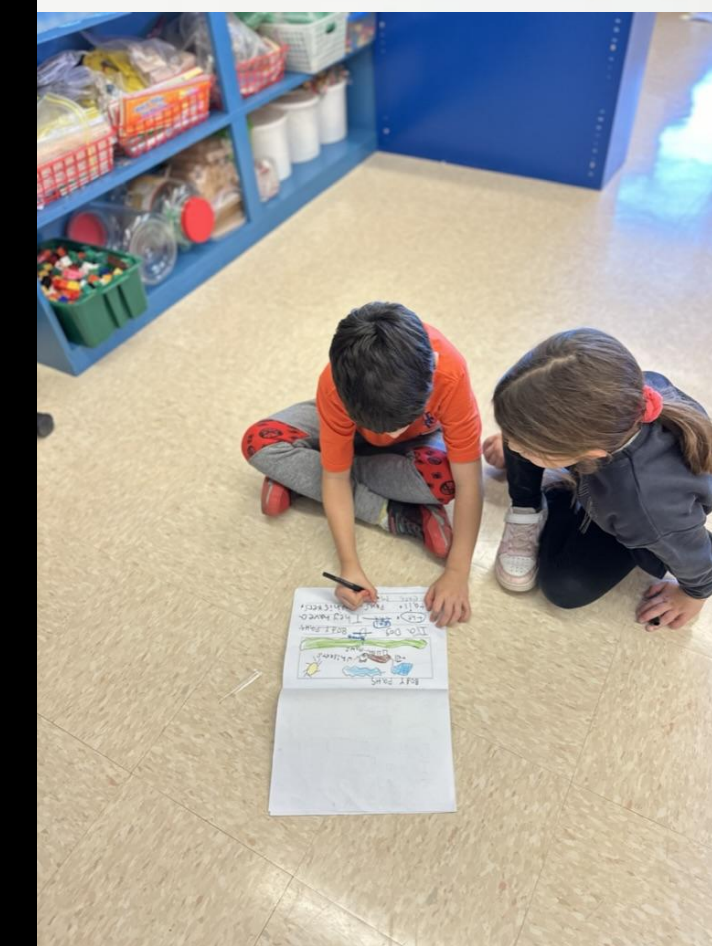
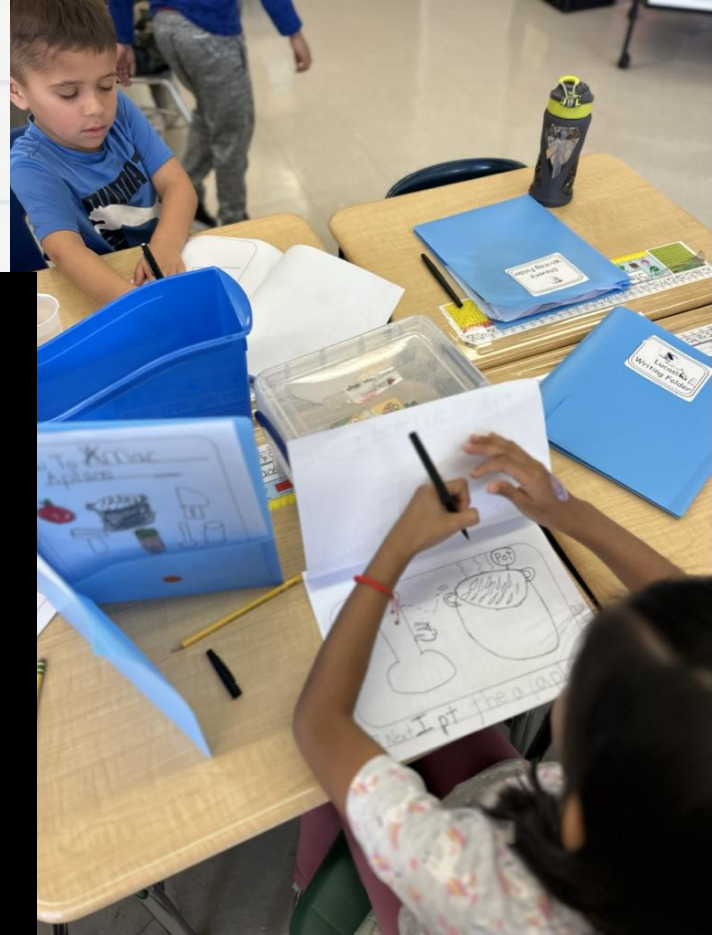


# K-2 Writing Workshop





# K-2 Writing Workshop





# K-2 Literacy Curriculum



## Phonics Workshop

- Explicit, sequenced instruction aligned to a research-based scope of phonics principles
- Letter / Sound → Multisyllabic Words
- Lessons support transference to reading & writing, including range of strategies to apply
- Phonemic Awareness - *Heggerty* (Pre K + Grade K)



## Assessments

### *Tied to Reading Assessments*

- Letter Sound
- Phonemic Awareness
- High Frequency Words
- Phonic Decoding
- Decodable Running Records



# Phonics Scope & Sequence

1. CVC Words with Short Vowels a, i, o
2. CVC Words with Short Vowels a, i, o, u, e
3. Consonant Blends
4. Consonant Digraphs ch, sh, th, ck, ng
5. Silent e Words
6. Inflectional Endings -s, -es, -ing, -ed
7. Vowel Teams ea, ee, ai, ay, oa, ow
8. Vowel-R ar, or, er, ir, ur
9. Special Vowels ou, ow, oi, oy, au, aw, oo
10. Two-Syllable Words consonant-LE, closed syllables, open syllables
11. Two-Syllable Words all syllable types
12. Three-Syllable Words

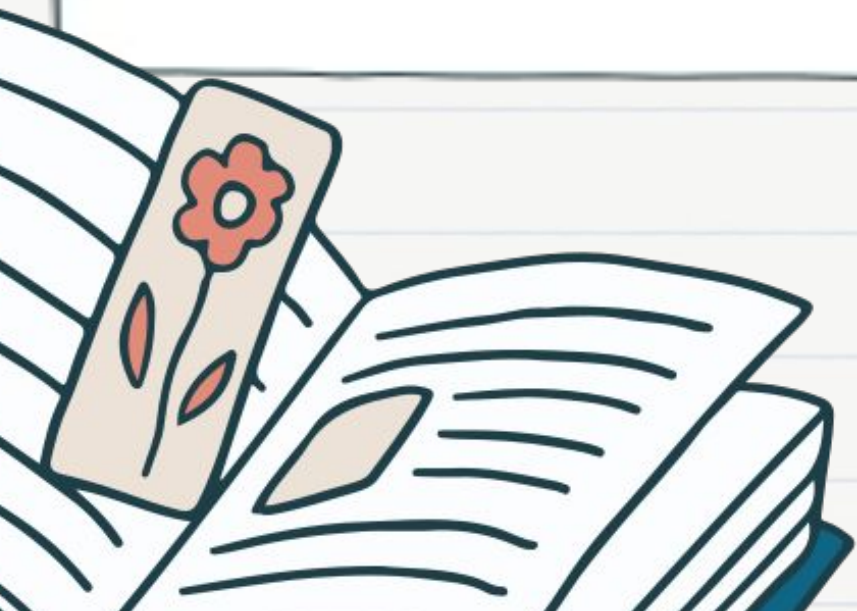


# Focus on Phonemic Awareness | Heggerty



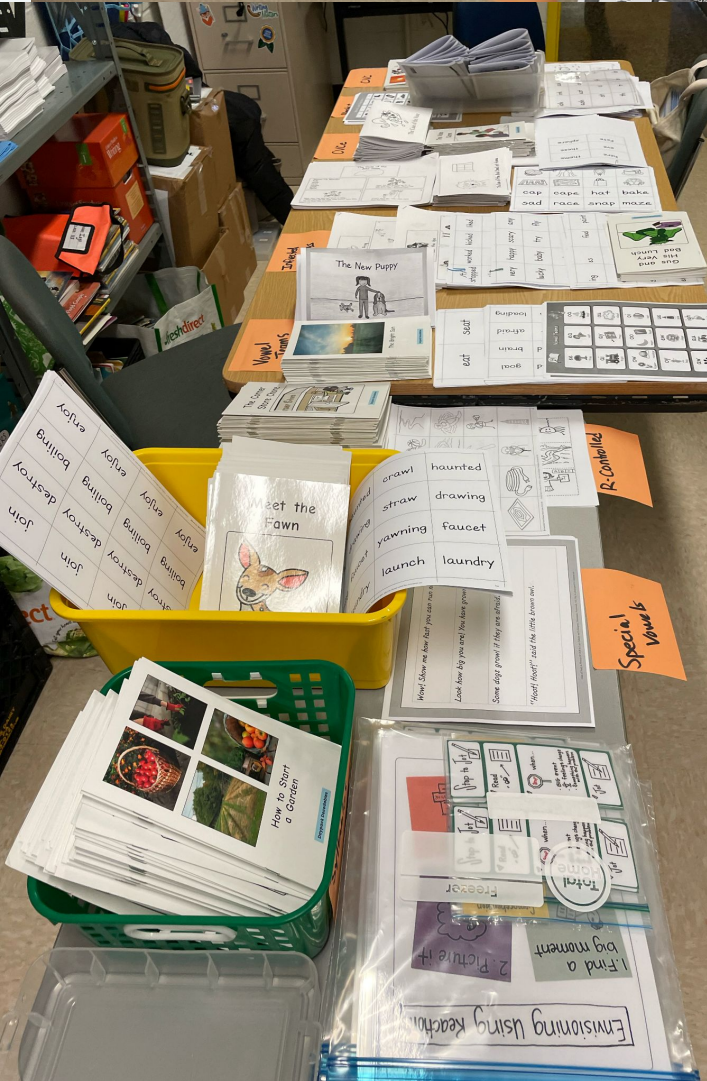
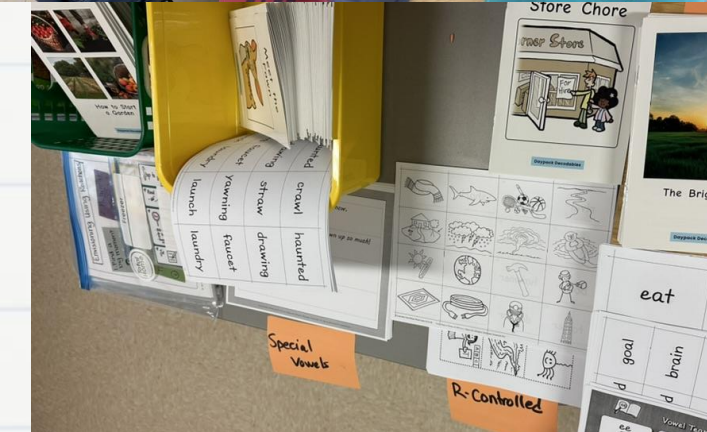
## Daily Lessons

- Pre-K & Kindergarten
- instruction in phonological awareness, progressing to the phoneme level through language play activities.
- Covers all consonants, short vowels, digraphs, blends, and rime patterns, with hearing words with long vowels being introduced in the later weeks of this curriculum



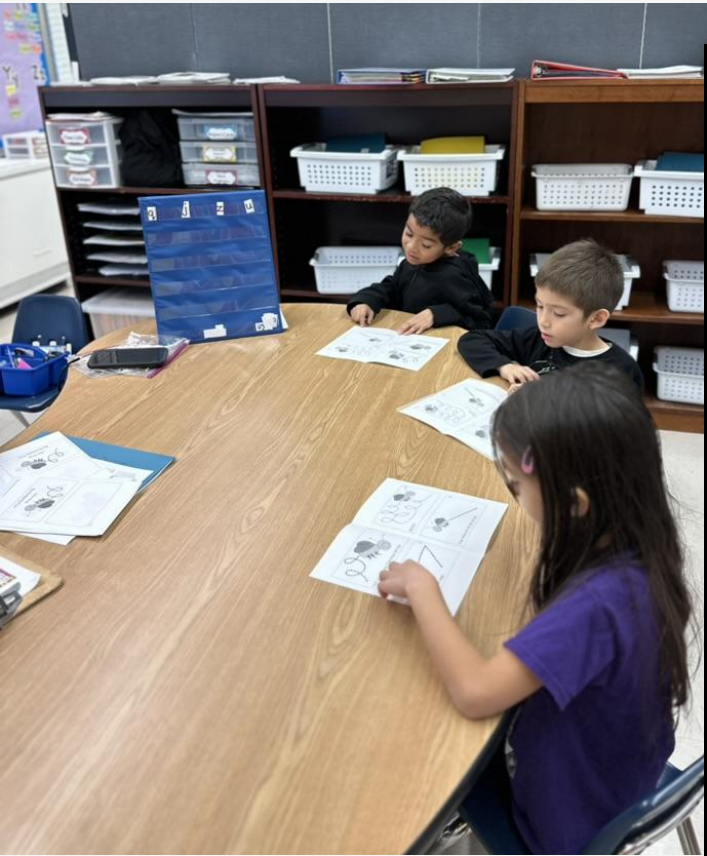
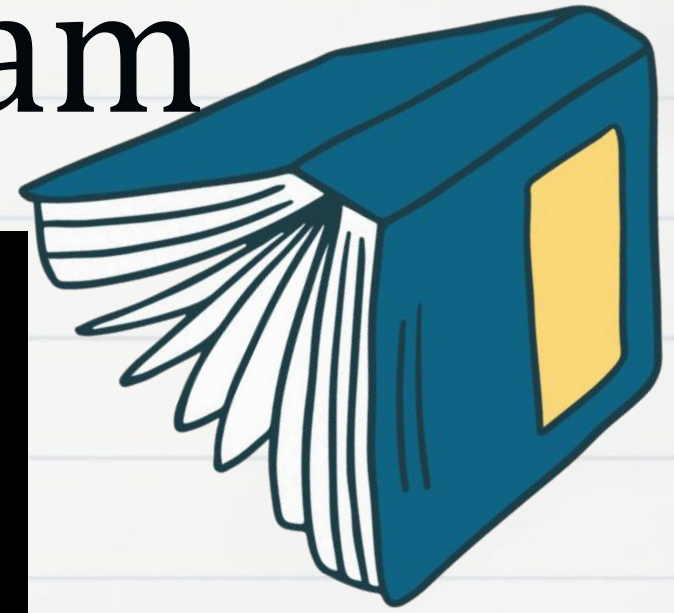


# Small Group Instruction



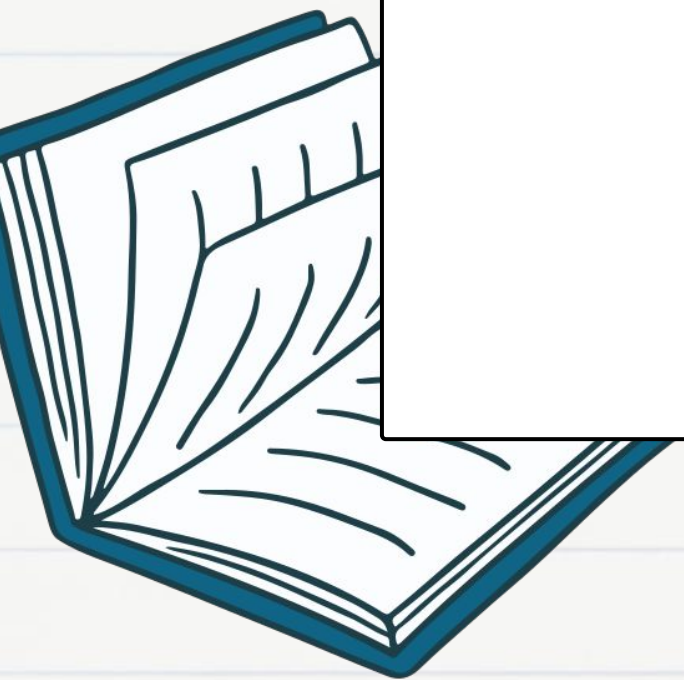
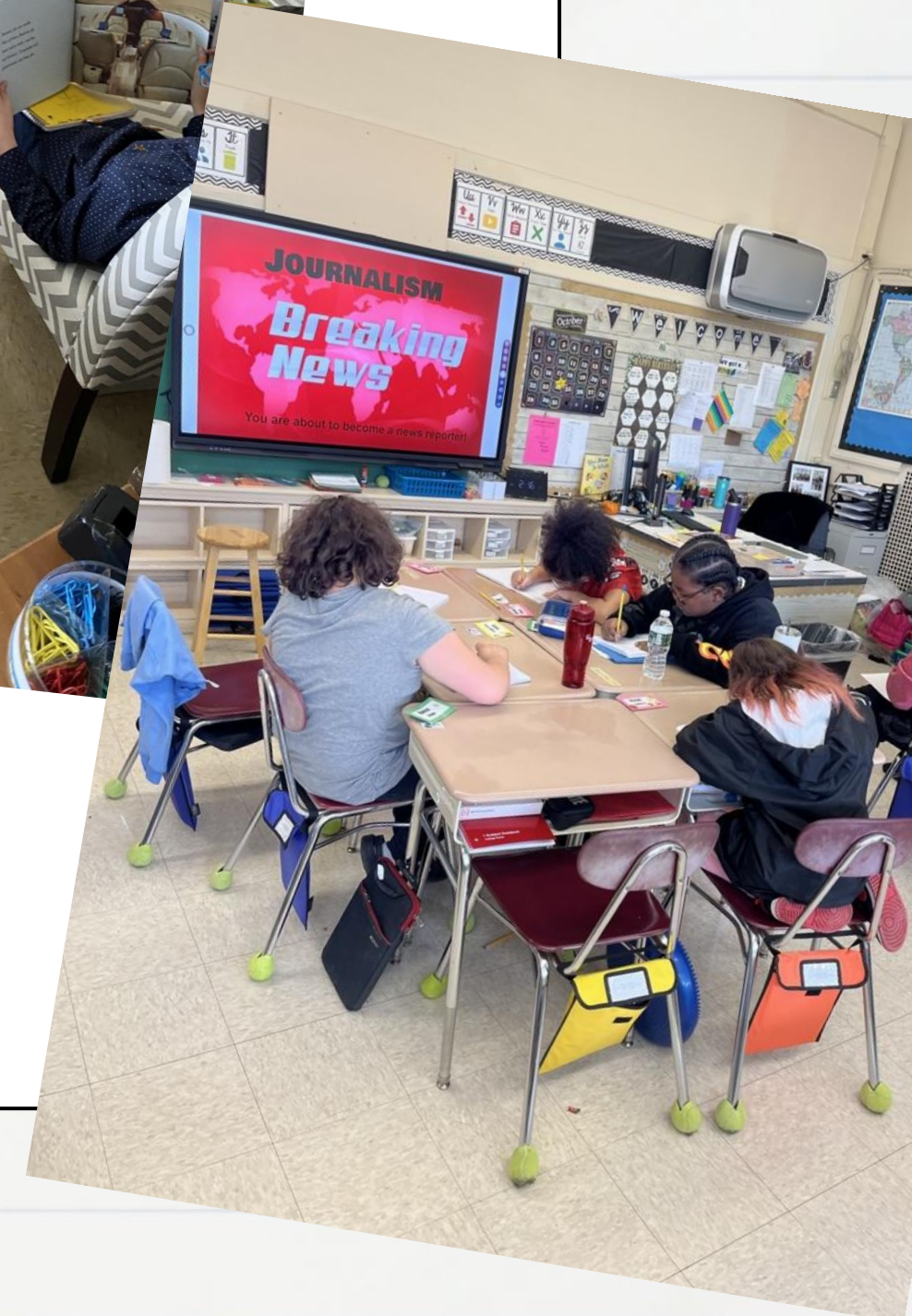
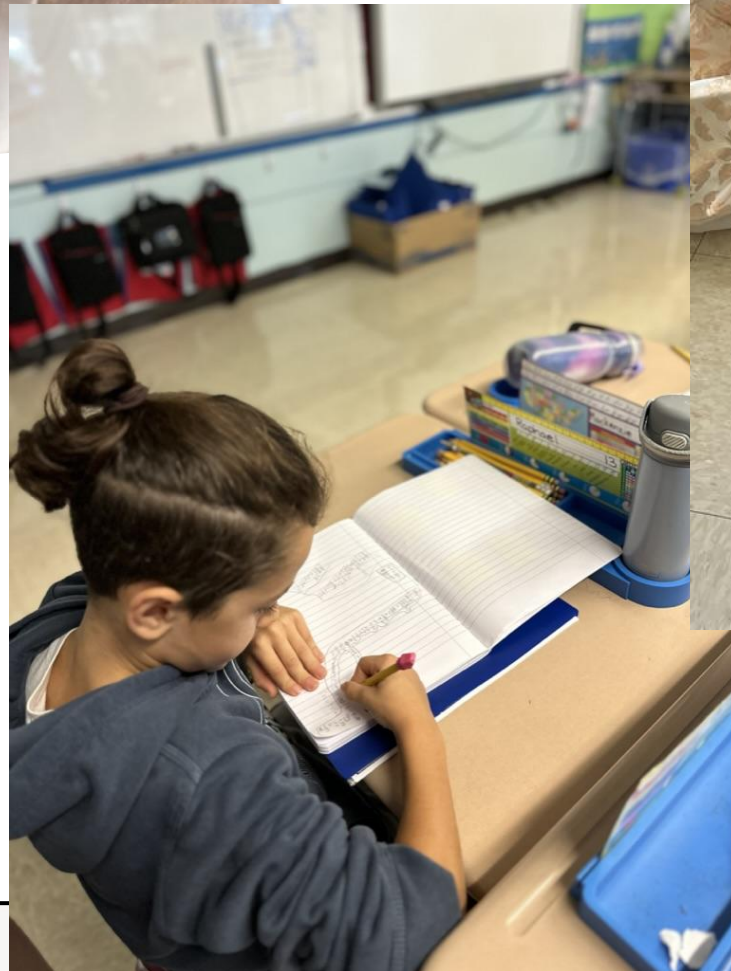


# K-2 Reading Intervention Program





# 3-5 Literacy Curriculum



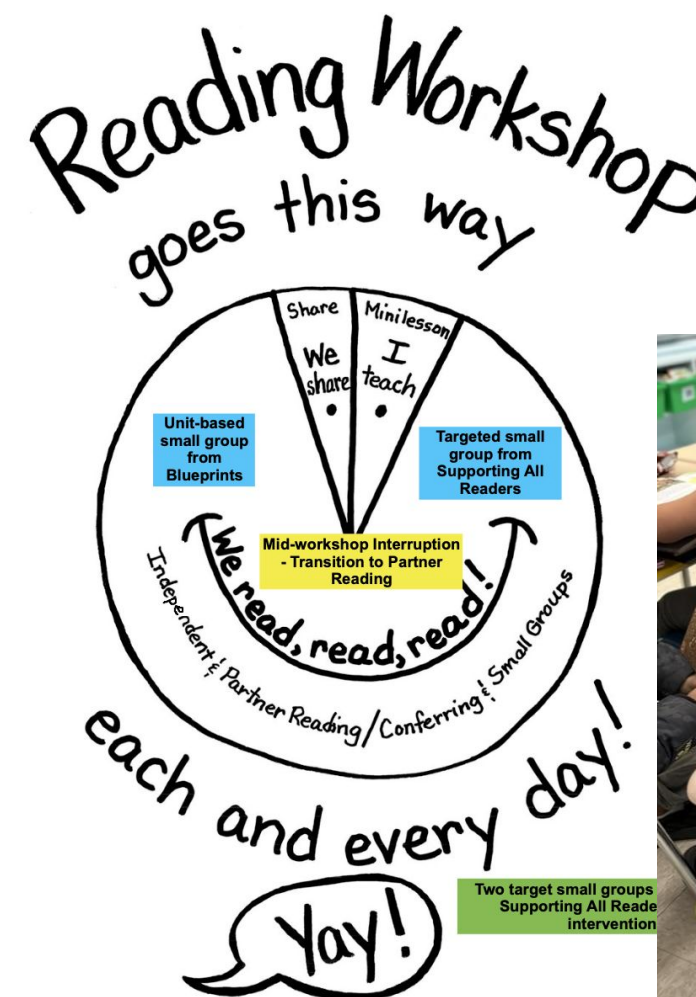
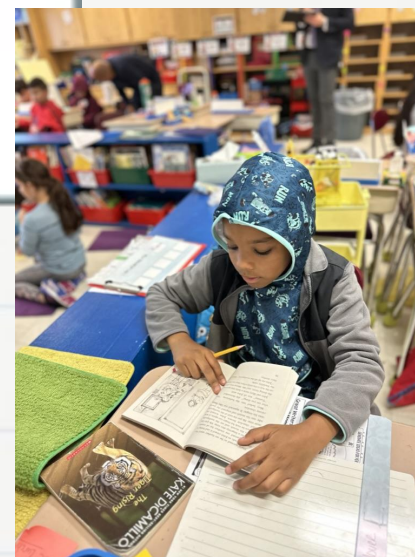
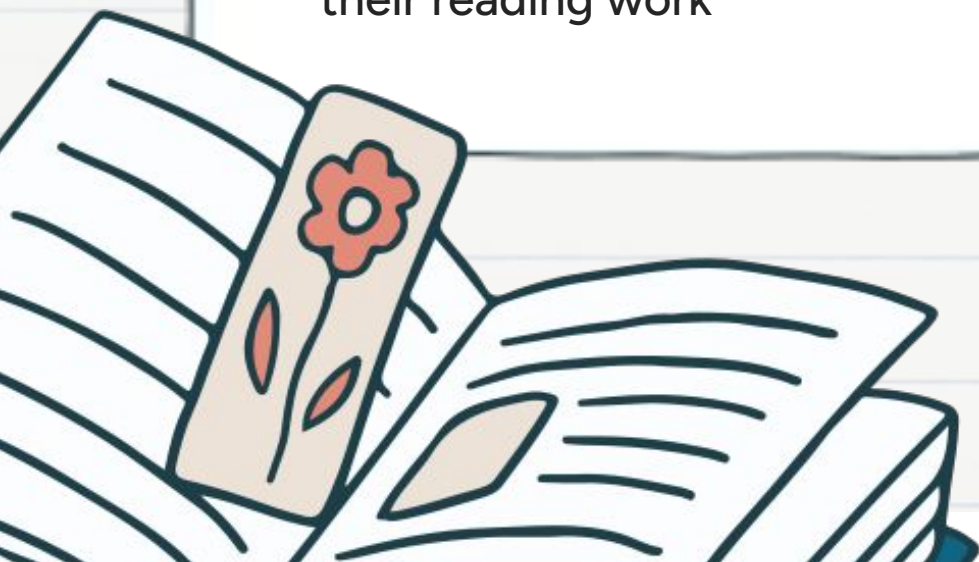


# 3-5 Literacy Curriculum



## Reading Workshop

- Responsive Literacy Curriculum
- Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened
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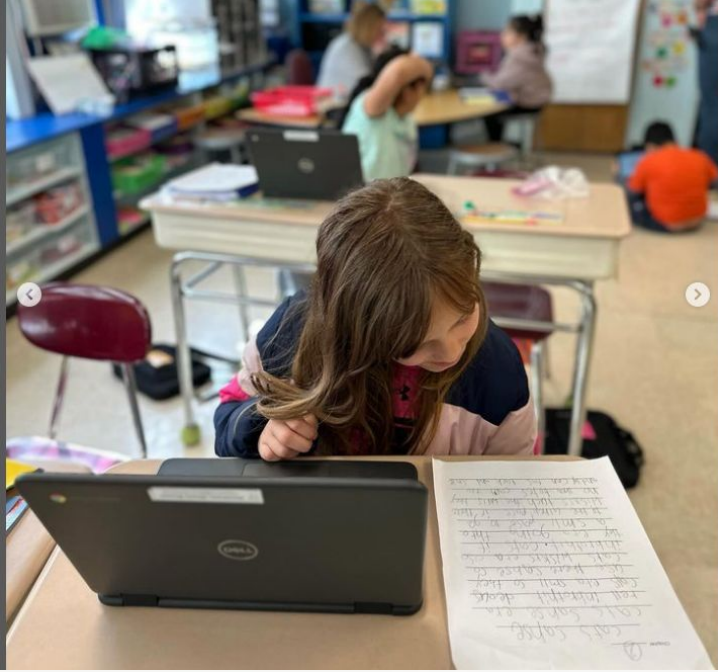


## Assessments

- F&P Benchmark Assessments
- STAR Reading Assessment
- Strategic Use of K-2 Assessments, where appropriate

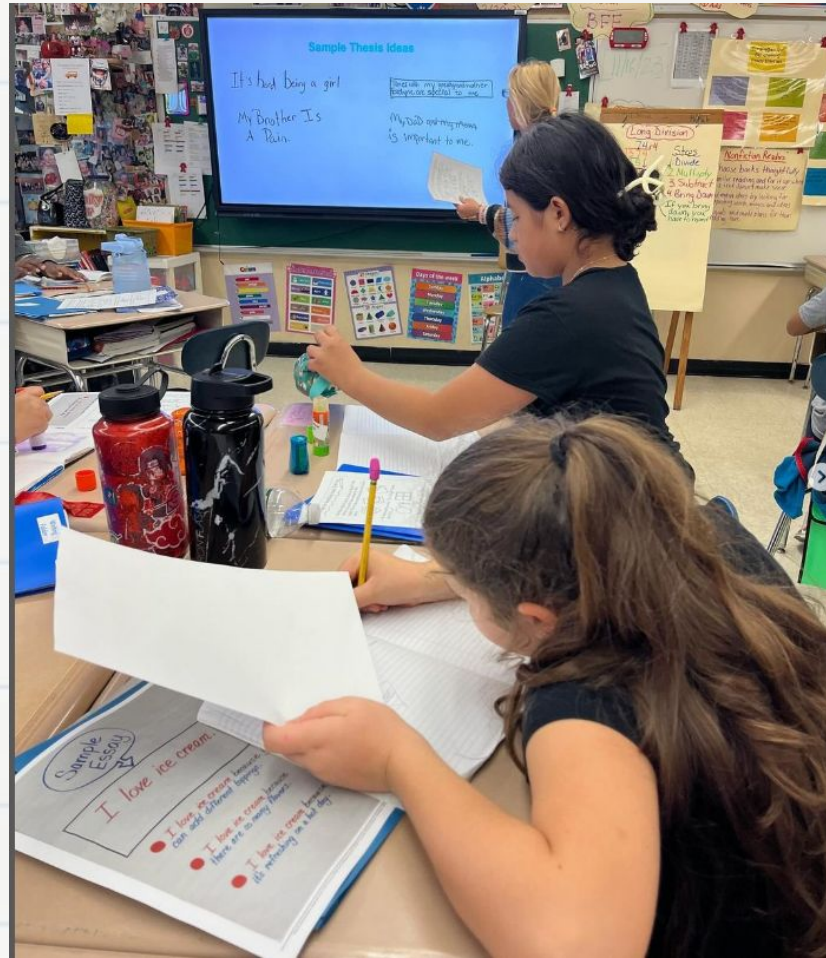


# 3-5 Literacy Curriculum

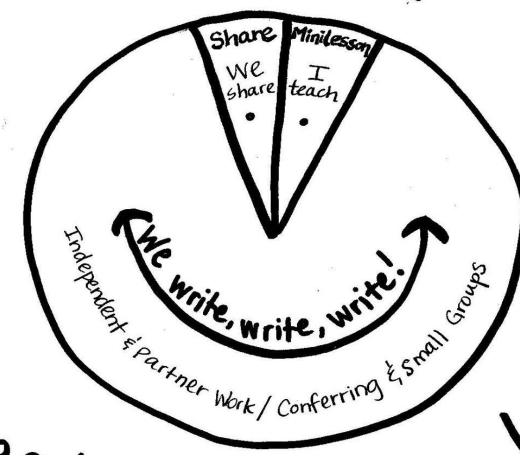


## Writing Workshop

- Explicit instruction in opinion/argument, information, and narrative writing and provide rich opportunities for practice
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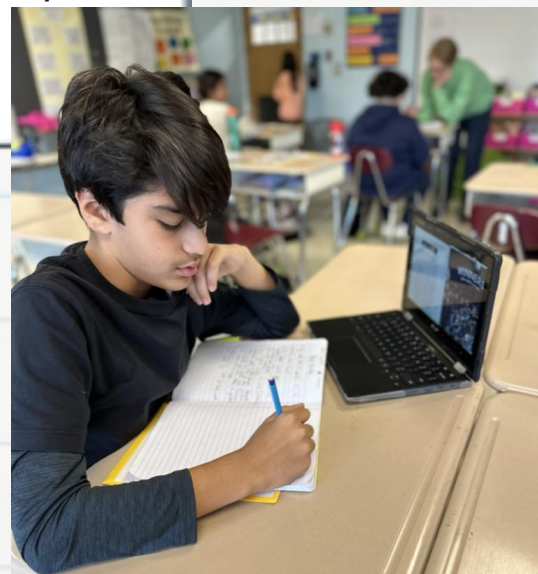


Writing Workshop  
goes this way



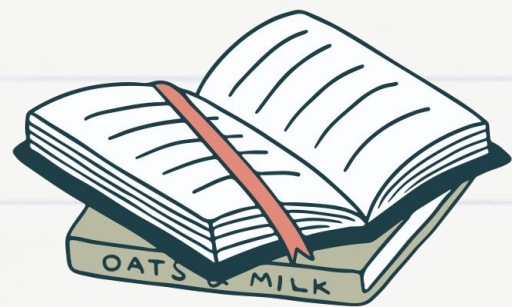
each and every day!

Yay!



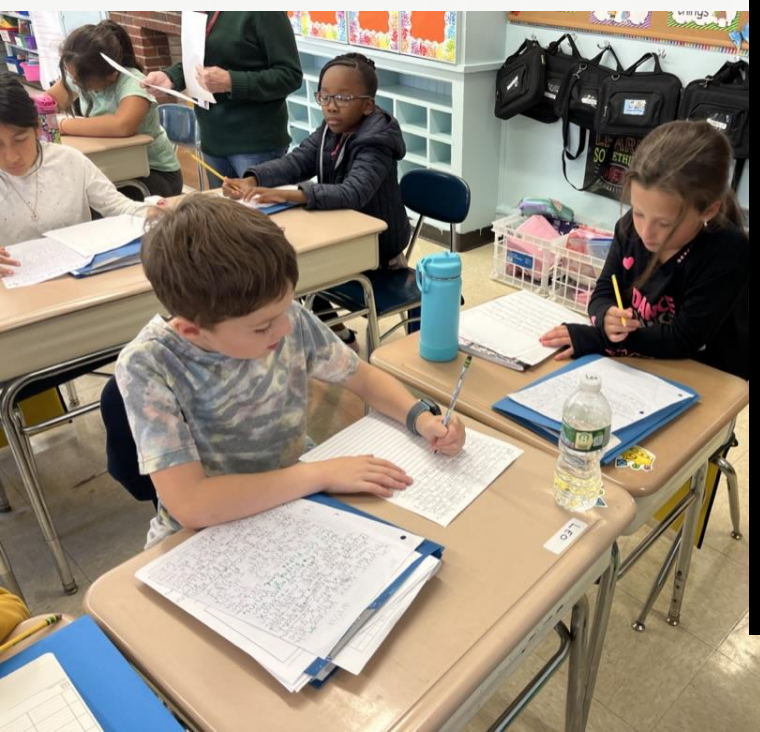
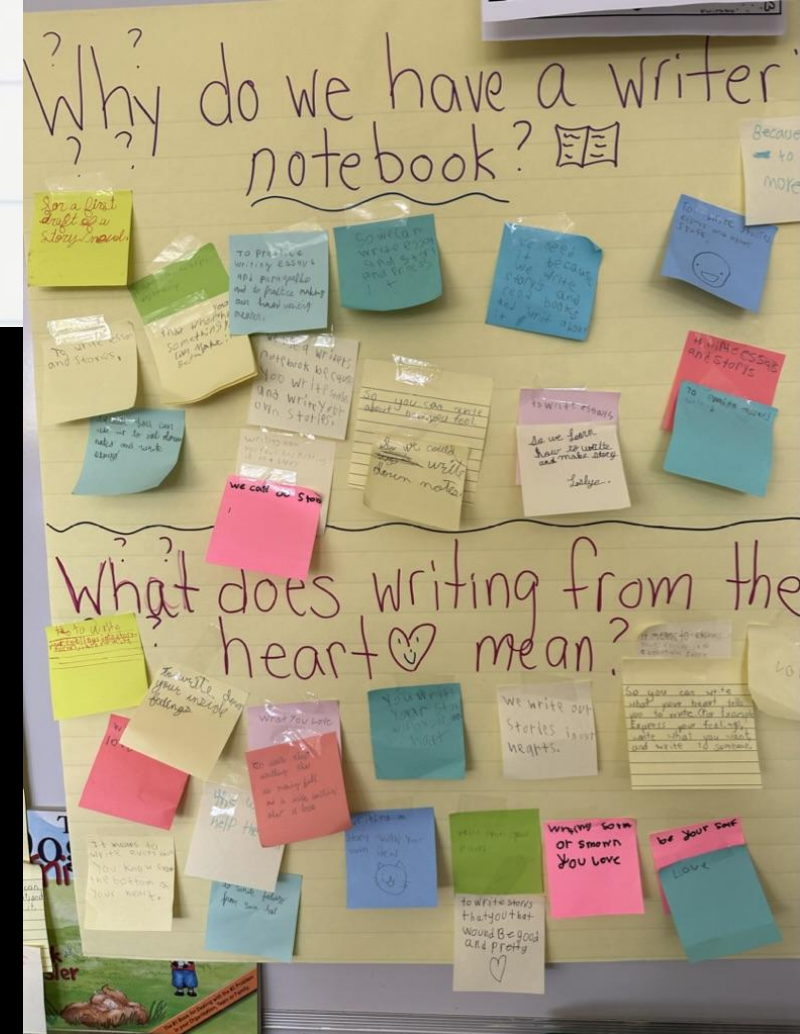
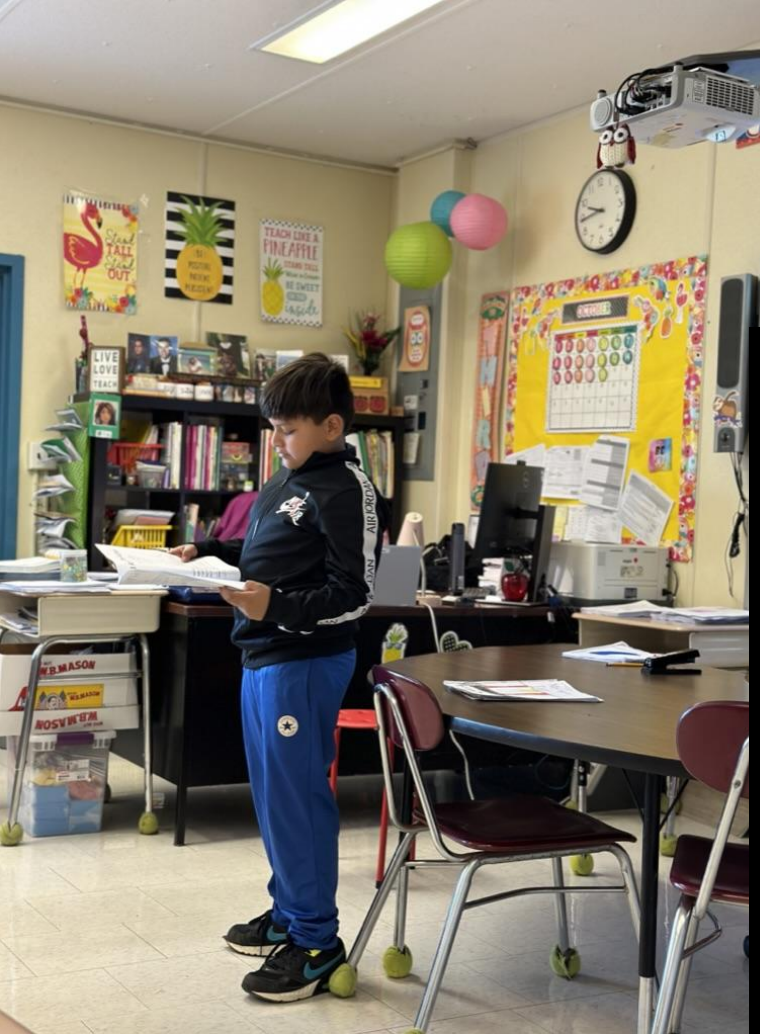
## Assessments

- On-demand writing at beginning of each unit and end of each genre
- Ongoing Conferences & Small Group Formative Assessment





# 3-5 Writing Workshop





# 3-5 Writing Workshop

I think people need to stop throwing garbage on the ground. I think throwing garbage on the ground is illegal because it's hurting the environment. It can also make animals sick.

I think throwing garbage on the ground needs to stop because it's making the ground very dirty. I think throwing garbage on the ground needs to stop because animals are eating it, and they can die from it.

I think throwing garbage is hurting the environment. When there was a car in a wrapper out of the window.

I think throwing garbage looks very very dirty. For example, juice boxes all over the ground make it look dirty.

I think throwing garbage because animals can see food on the ground.

As you can see, throwing garbage on the ground is bad.

I think big sisters are annoying. Because we always fight. Big sisters are annoying because they blame everything on little sisters and big sisters are annoying because when you play hide and seek with your sister, they leave you outside.

One reason big sisters are annoying is because they always fight. For example, on Monday we fought over my favorite yummy cookie. It was the last cookie.

Another reason big sisters are annoying is that they blame everything on little sisters. For example, yesterday she blamed me for nothing. I was so sad.

The final reason big sisters are annoying is that they play hide and seek and she left me outside. For example, on Sunday me and my sister played hide and seek and she left me outside. They think they are the boss of the house.

That's why I think big sisters are annoying.

I think people are bad because it's not safe.

## Class Pets By Ed

Do you feel anxious in school? Do you wish there was a pet you can go to so you can calm down? I feel like every class in every school should have a class pet! This is important because every pet is great in every way. Pets are good for comfort, they cheer up kids when they are down and they can teach responsibility.

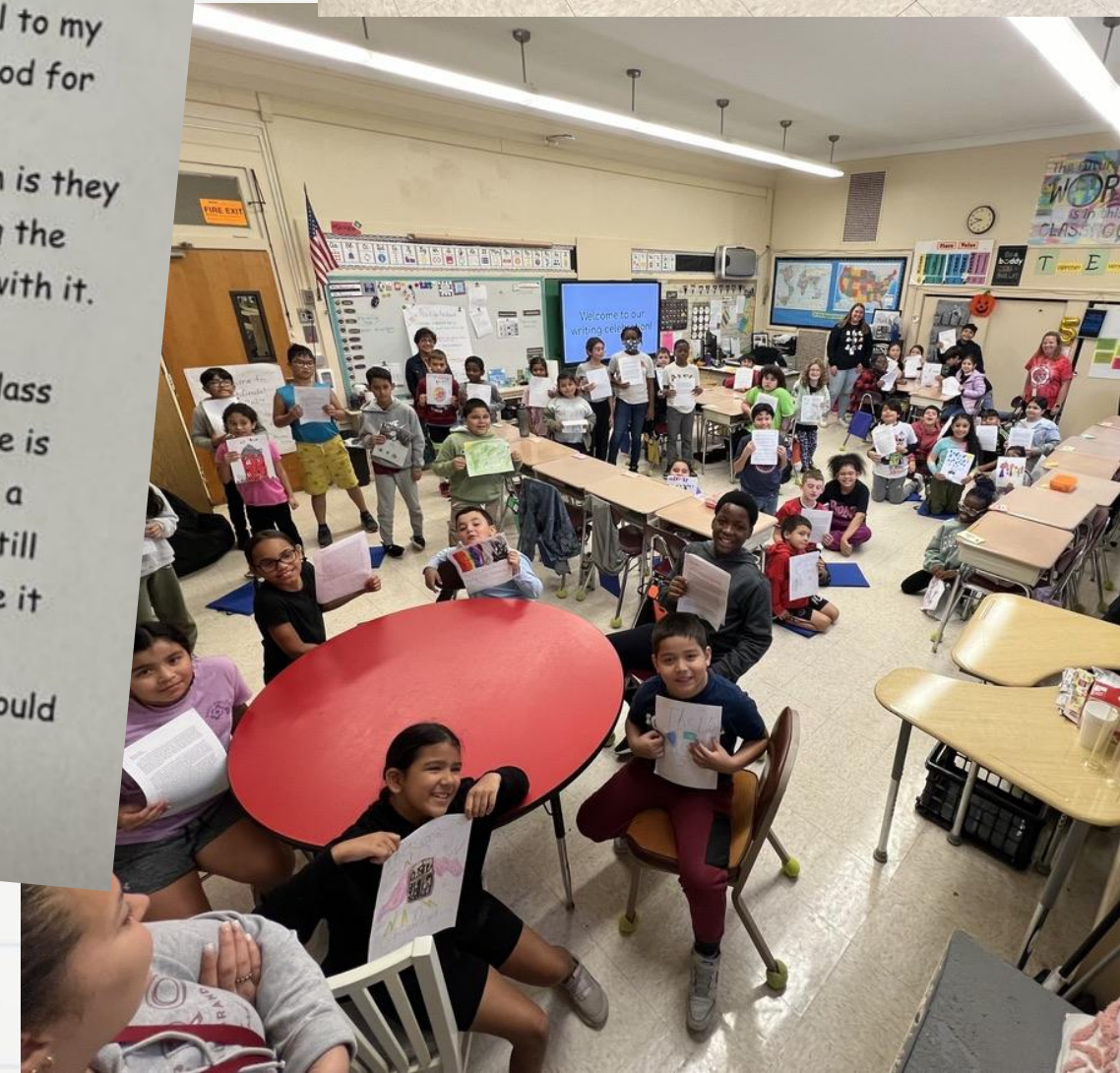
One reason why every class should have a class pet is because they are good for comfort. They're good for comfort especially when you feel down. One way you can touch them, for example, if you have a dog, they are very friendly, you can pet them so you feel comfortable.

Another reason that pets can be good for helping kids with anxiety, they can cheer you up by playing, like if I throw a ball to my dog, he can run very fast and this makes me happy. Pets are good for helping with anxiety.

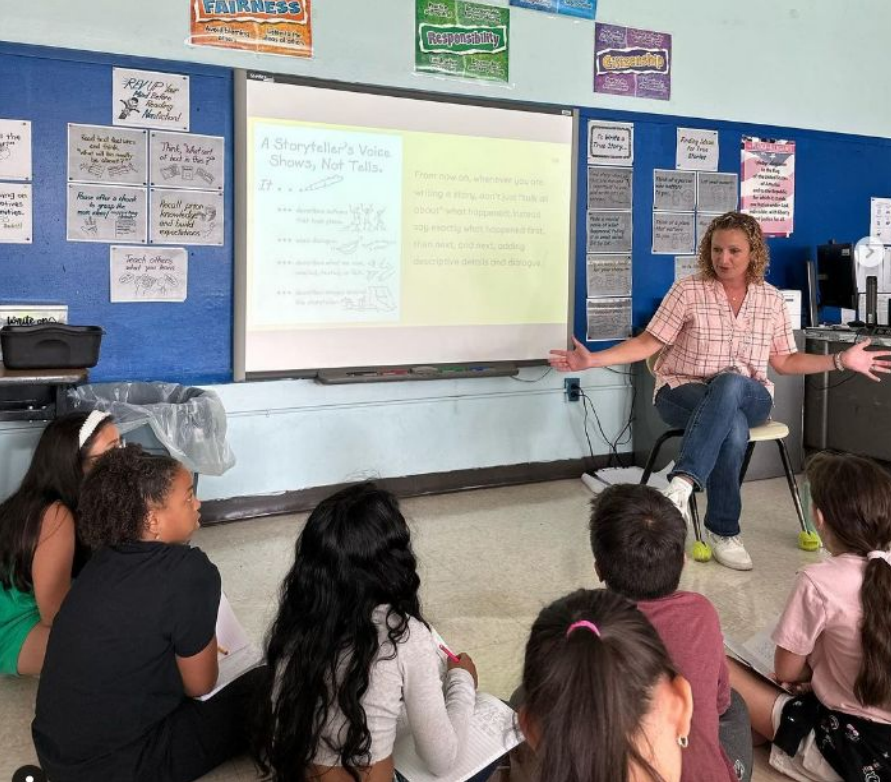
My final reason why I feel pets should be in the classroom is that they teach responsibility. Students would be responsible for feeding the pet. Students can take the pets out of the cage to spend time with it. Maybe even bring it out to the field.

I asked 14 students if they felt classrooms should have a class pet. All of them said that they should. Madison said, "If someone is feeling stressed, but can pet them." Kelsie said, "We should have a class pet because if someone in your family has allergies, we can still have a pet." Julie said, "I think we should have a class pet because it can comfort students."

As you can see, most people want a class pet so I think you should get one.







# K-5 Writing Genres



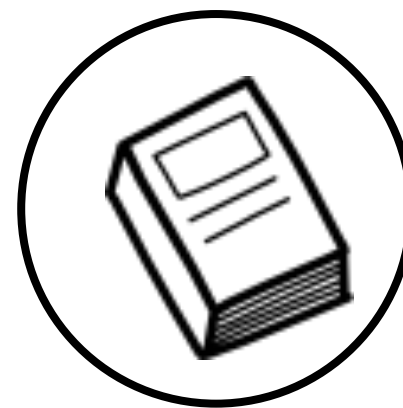
## Narrative Writing

Small Moments Stories

Realistic Fiction

Gripping True Stories

Graphic Novels

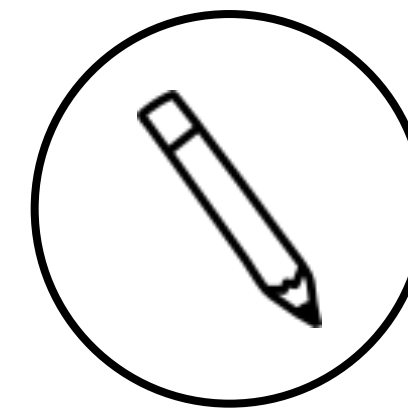


## Informational Writing

How-to

Nonfiction Chapter Books

Research-based Non-fiction



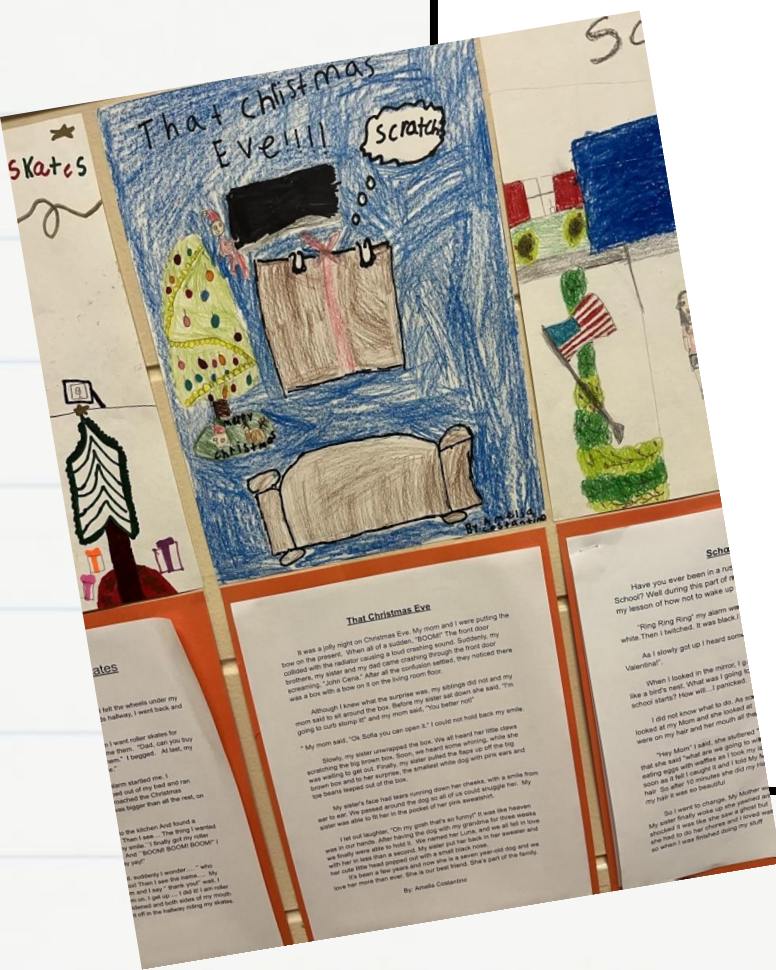
## Opinion Writing

Reviews

Finding Awesome Everywhere

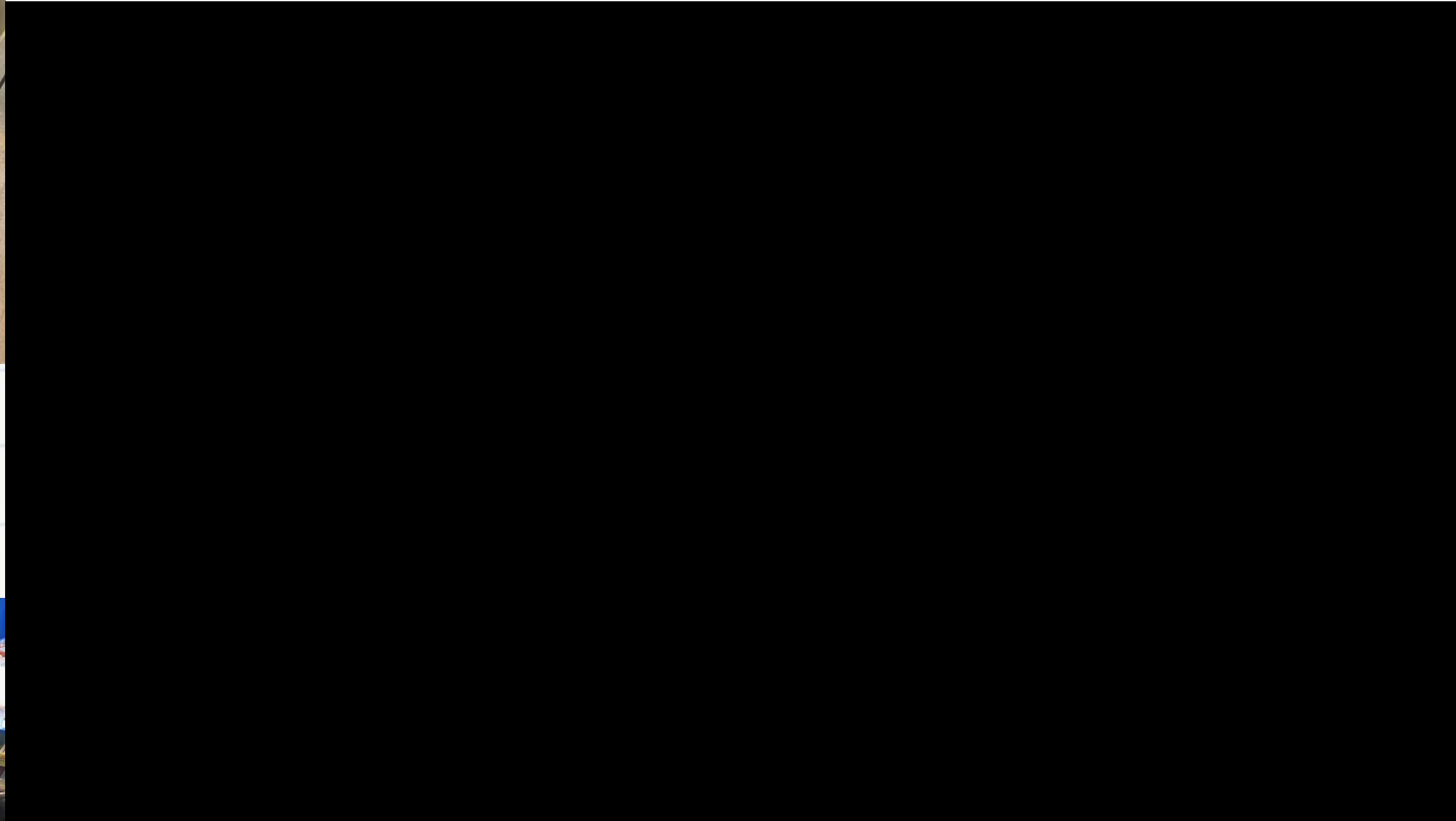
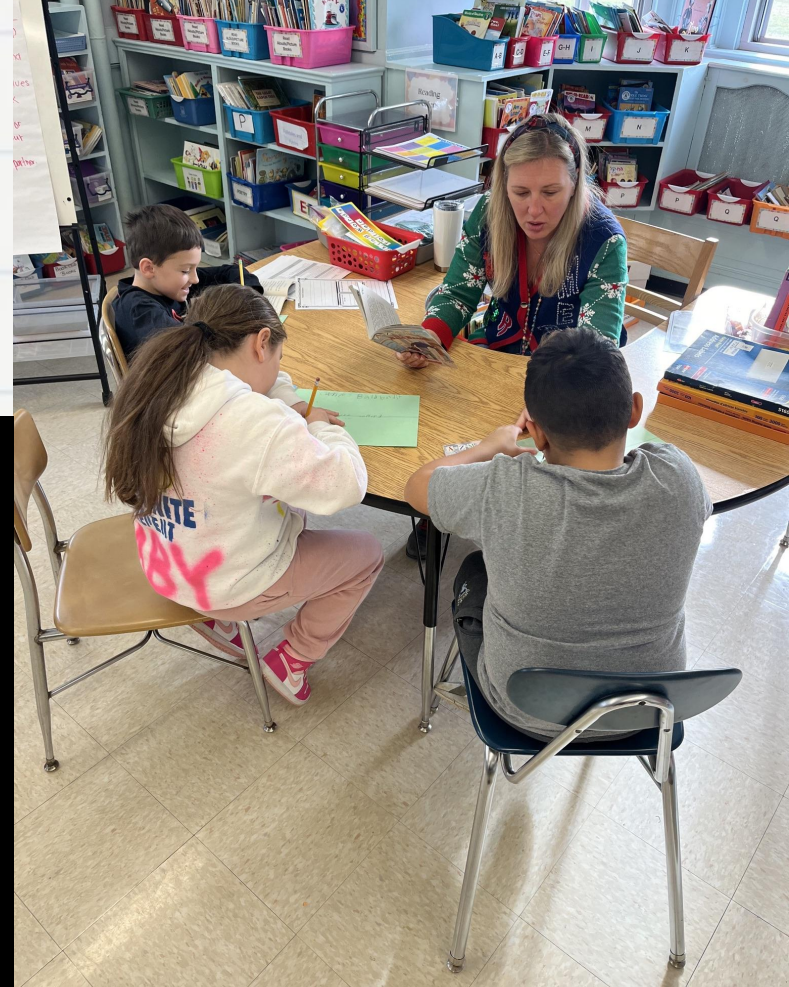
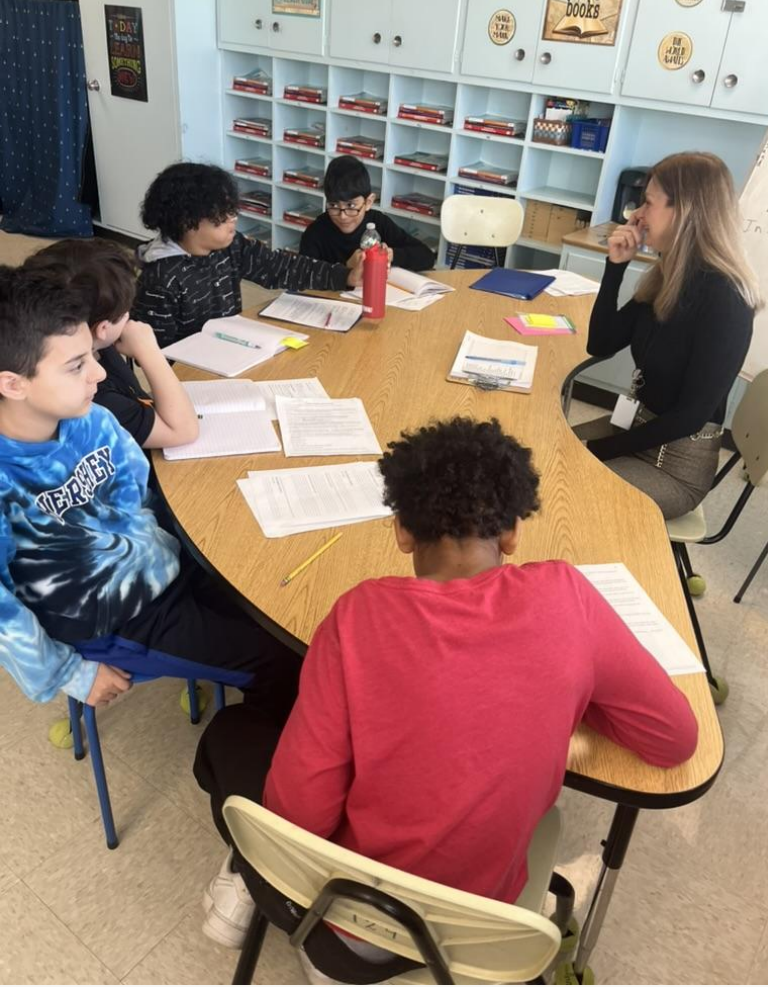
Speeches

Literary Essays





# 3-5 Small Group Instruction

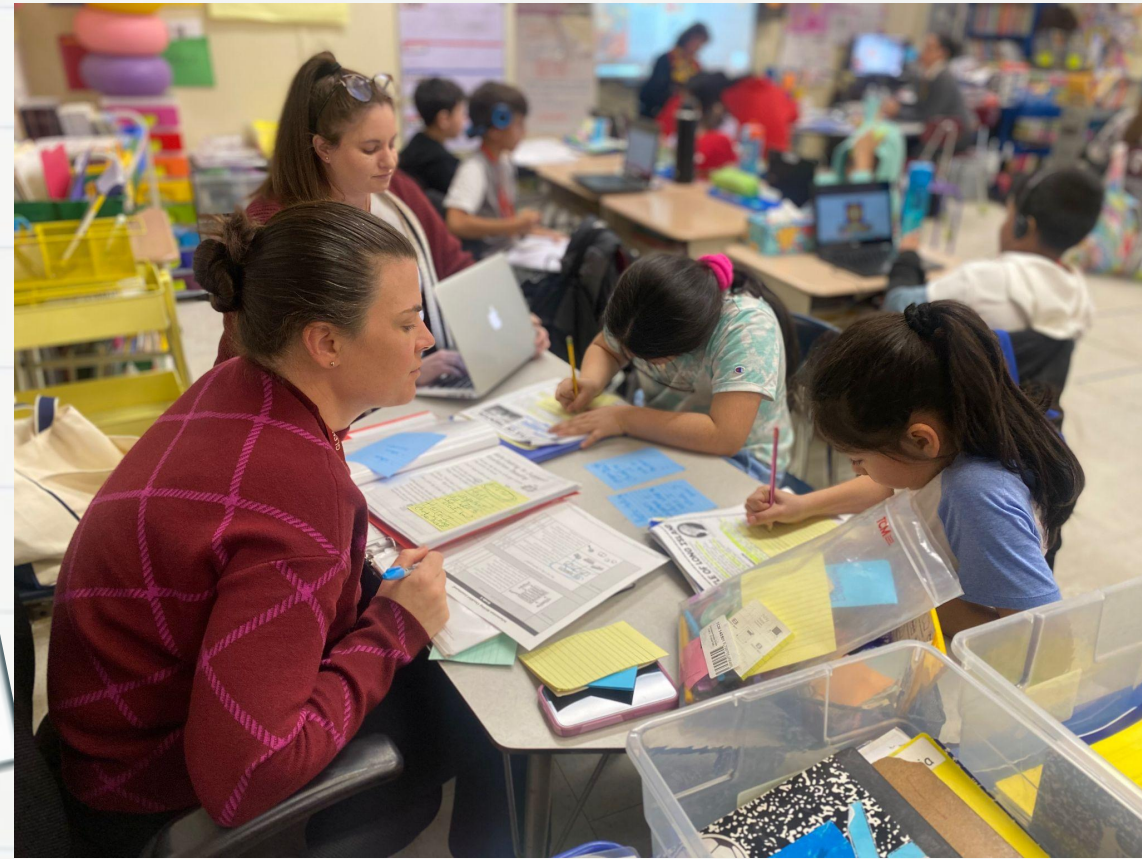




# Coaching Structures & Supports

- Unit Unpacking
- Coaching Cycles
- Modelling & Demonstrations
- Resource Development & Organization
- Family Engagement

# Literacy Coaches







# Professional Learning

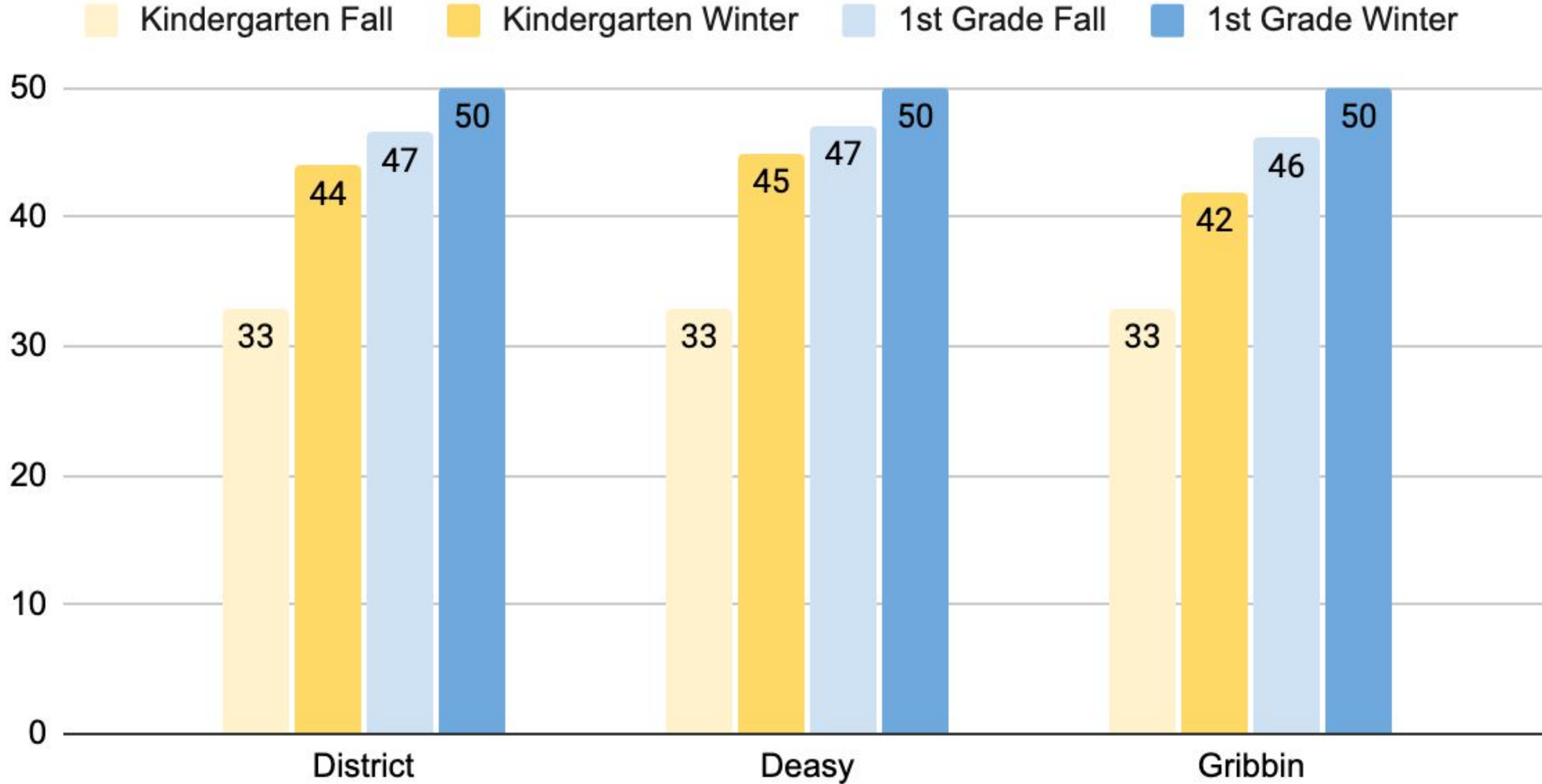


- Partnership with Advancing Literacy at Teachers College, Columbia University
- Monthly K-5 Reading & AIS ELA Teacher Meetings
- In-Service & Superintendent's Conference Days



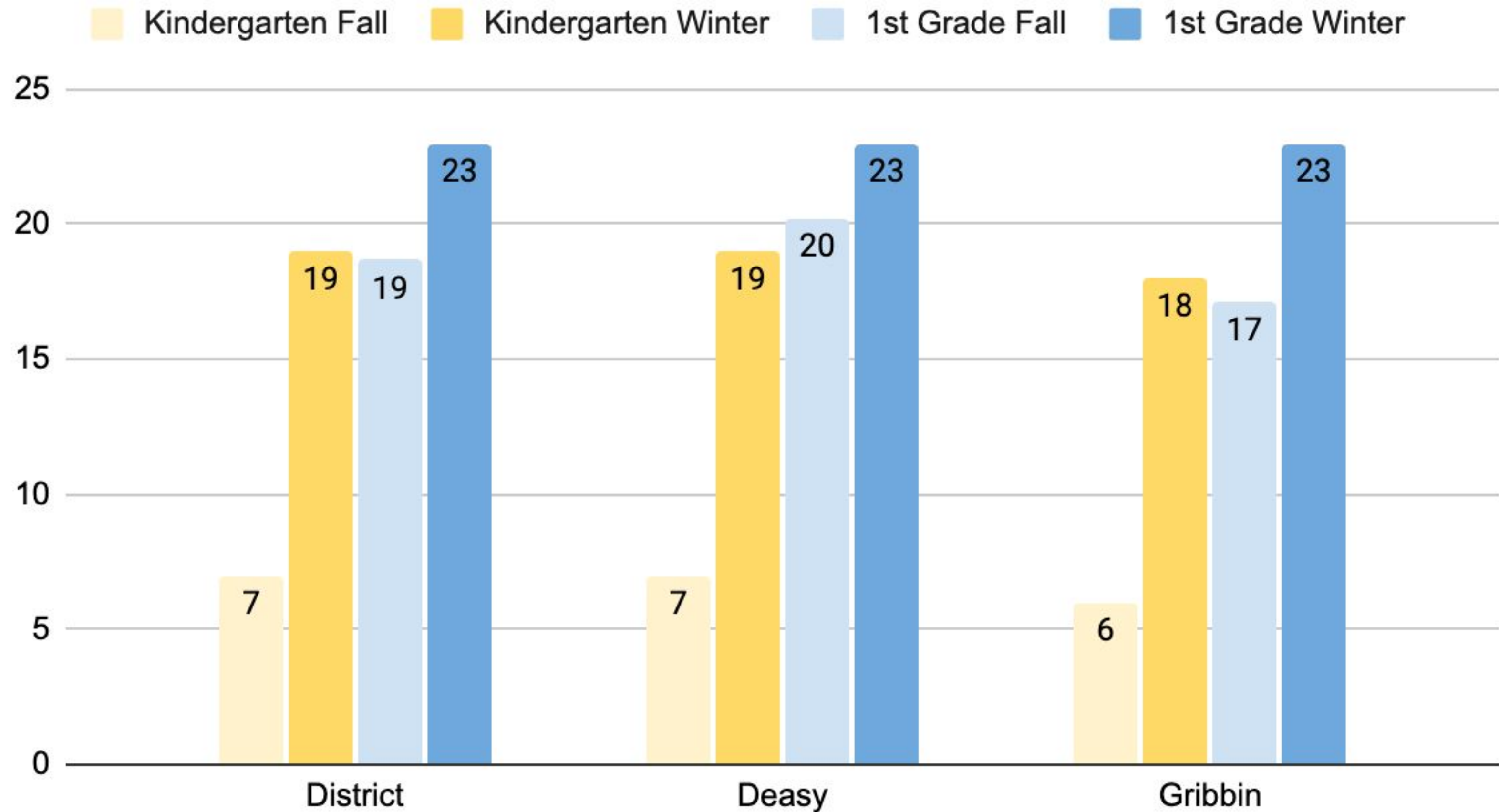


# Kindergarten and 1st Grade Letter Recognition Fall/ Winter 2023-2024





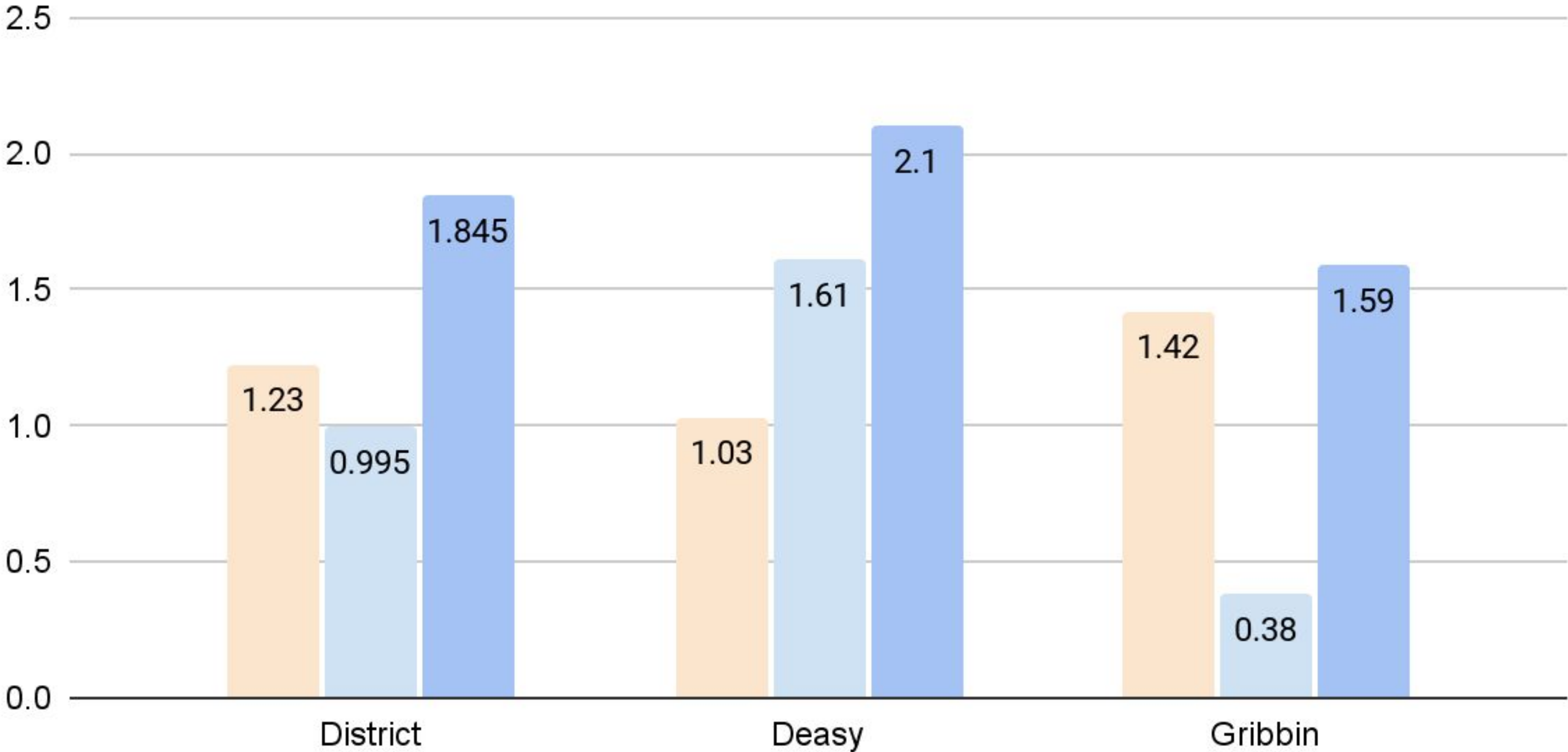
# Kindergarten and 1st Grade Sound Recognition 2023-2024





# Phonemic Awareness

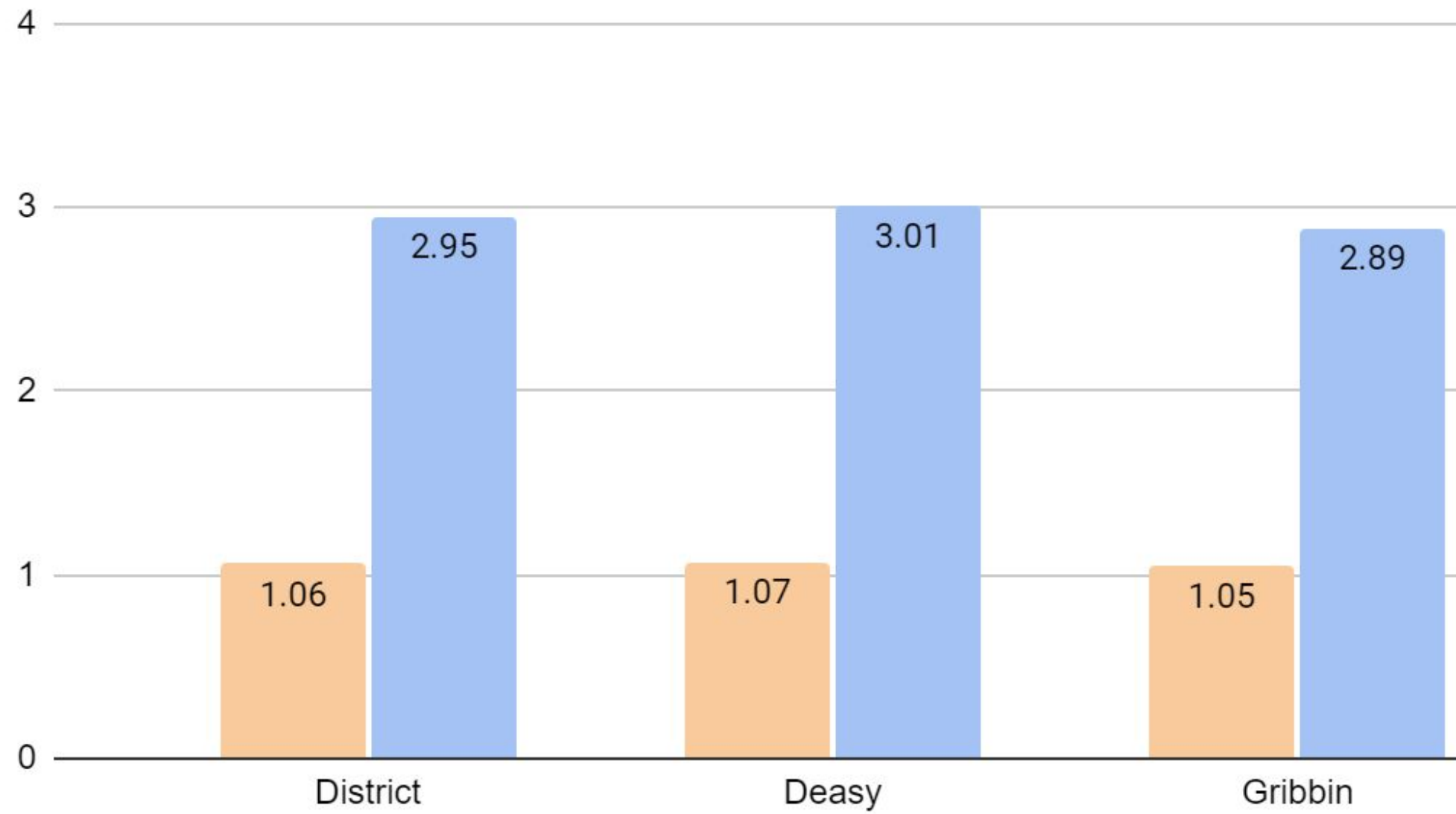
Winter K    Fall 1st Grade    Winter 1st Grade





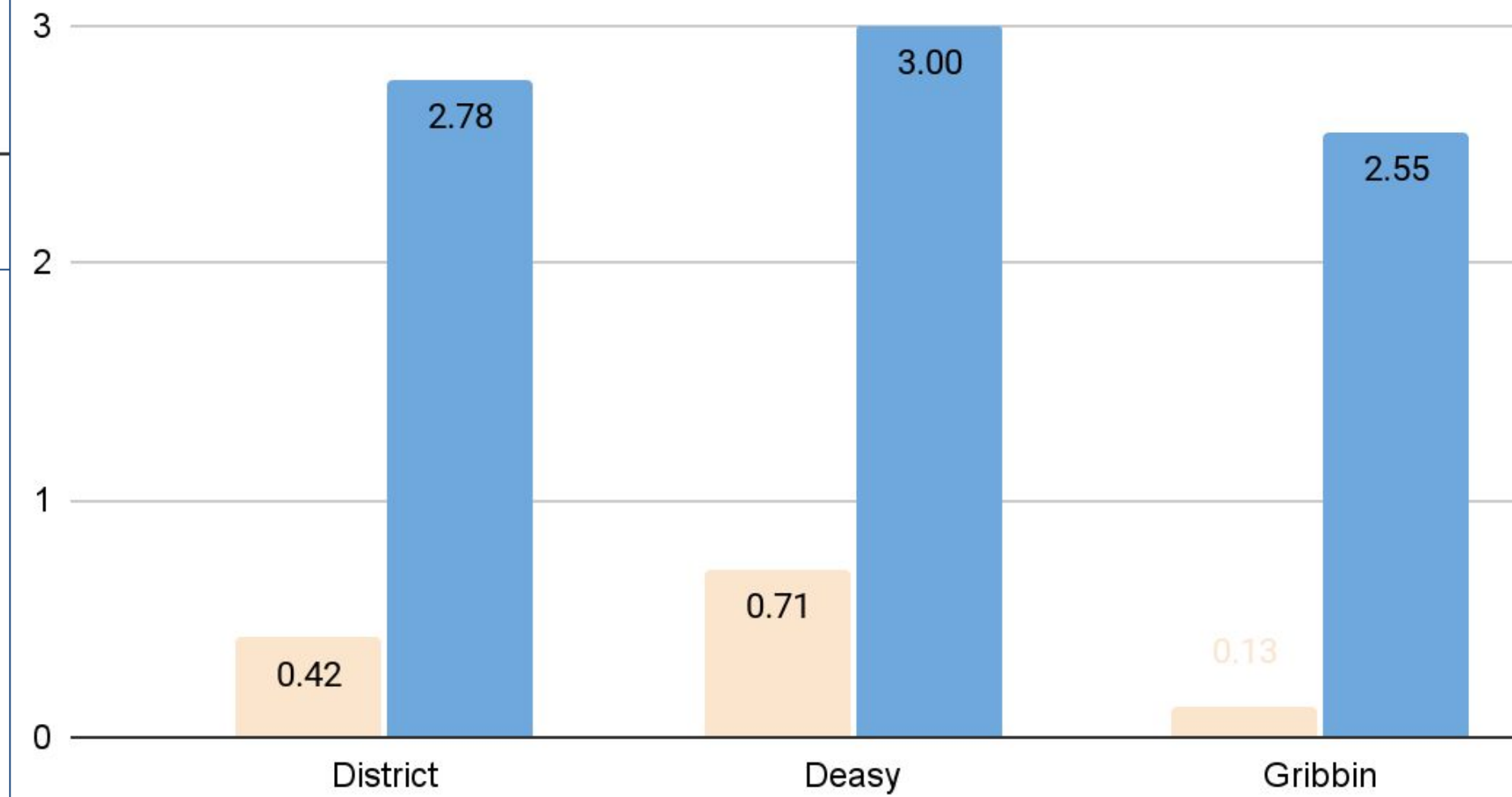
## First Grade Phonic Decoding

Fall Winter



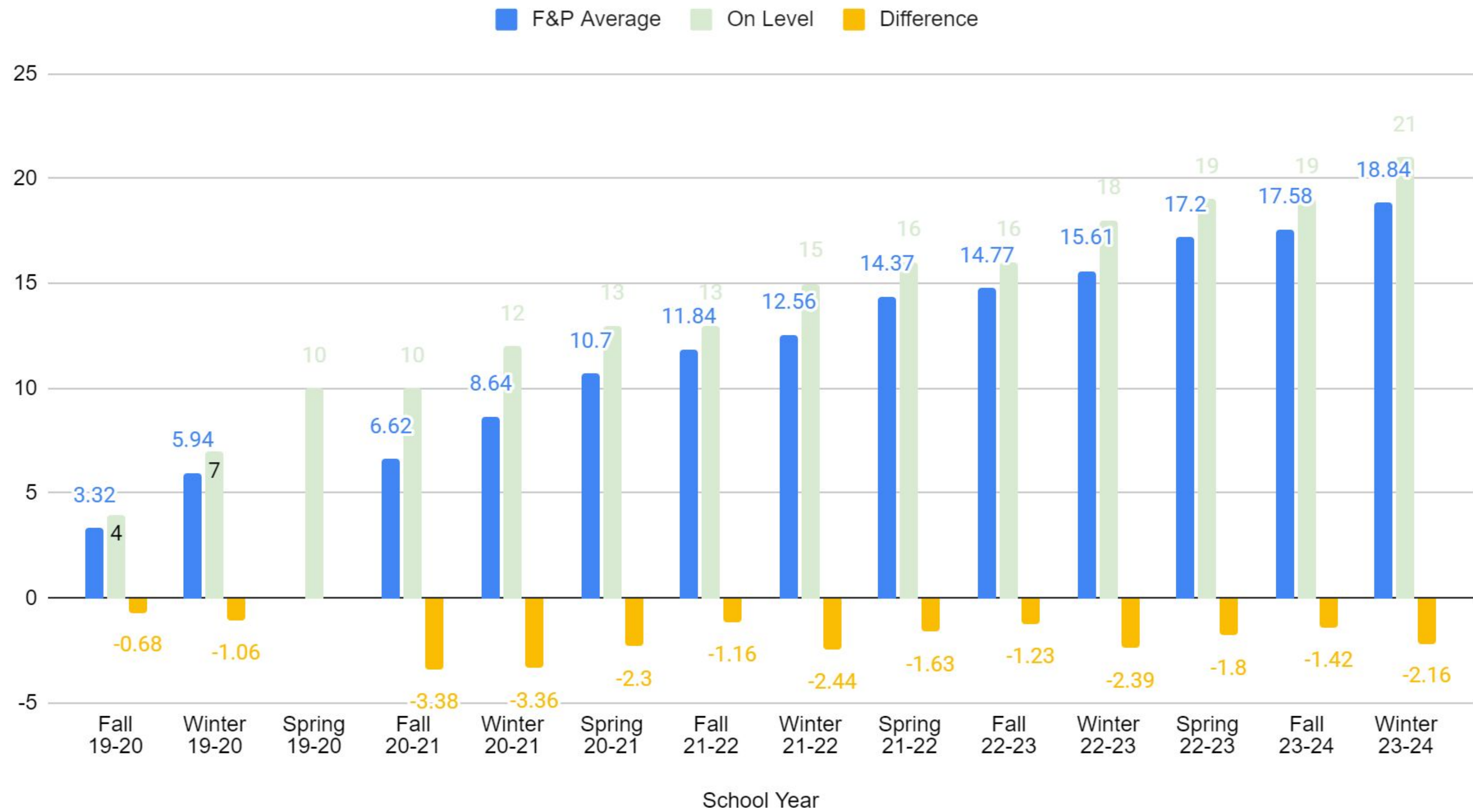
## First Grade Decodable Running Record

Fall Winter





F&P Average, On Level and Difference - Current 5th Graders, Longitudinal



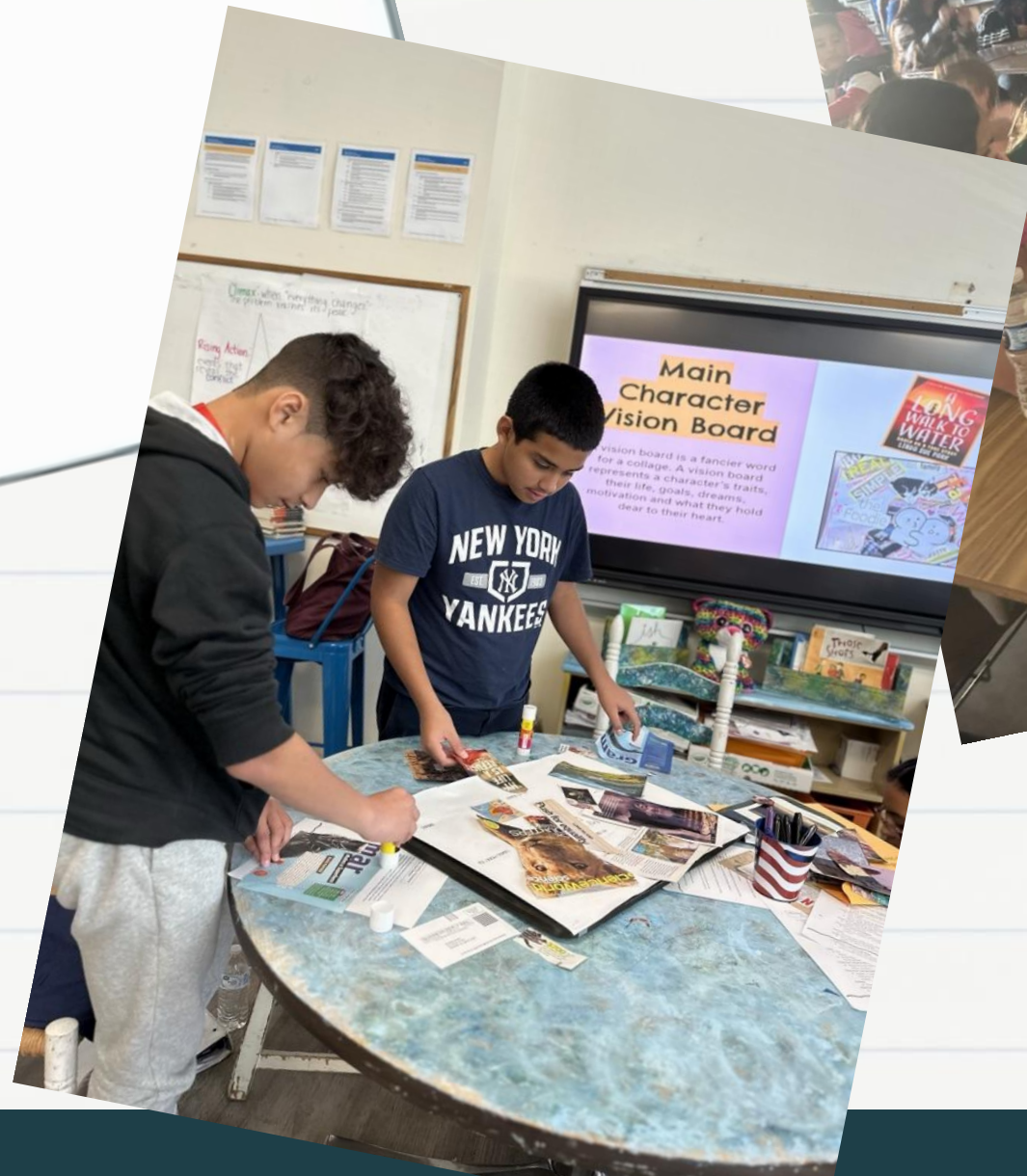
Non-Reader	0
A	1
B	2
C	3
D	4
E	5
F	6
G	7
H	8
I	9
J	10
K	11
L	12
M	13
N	14
O	15
P	16
Q	17
R	18
S	19
T	20



# MS ELA Curriculum

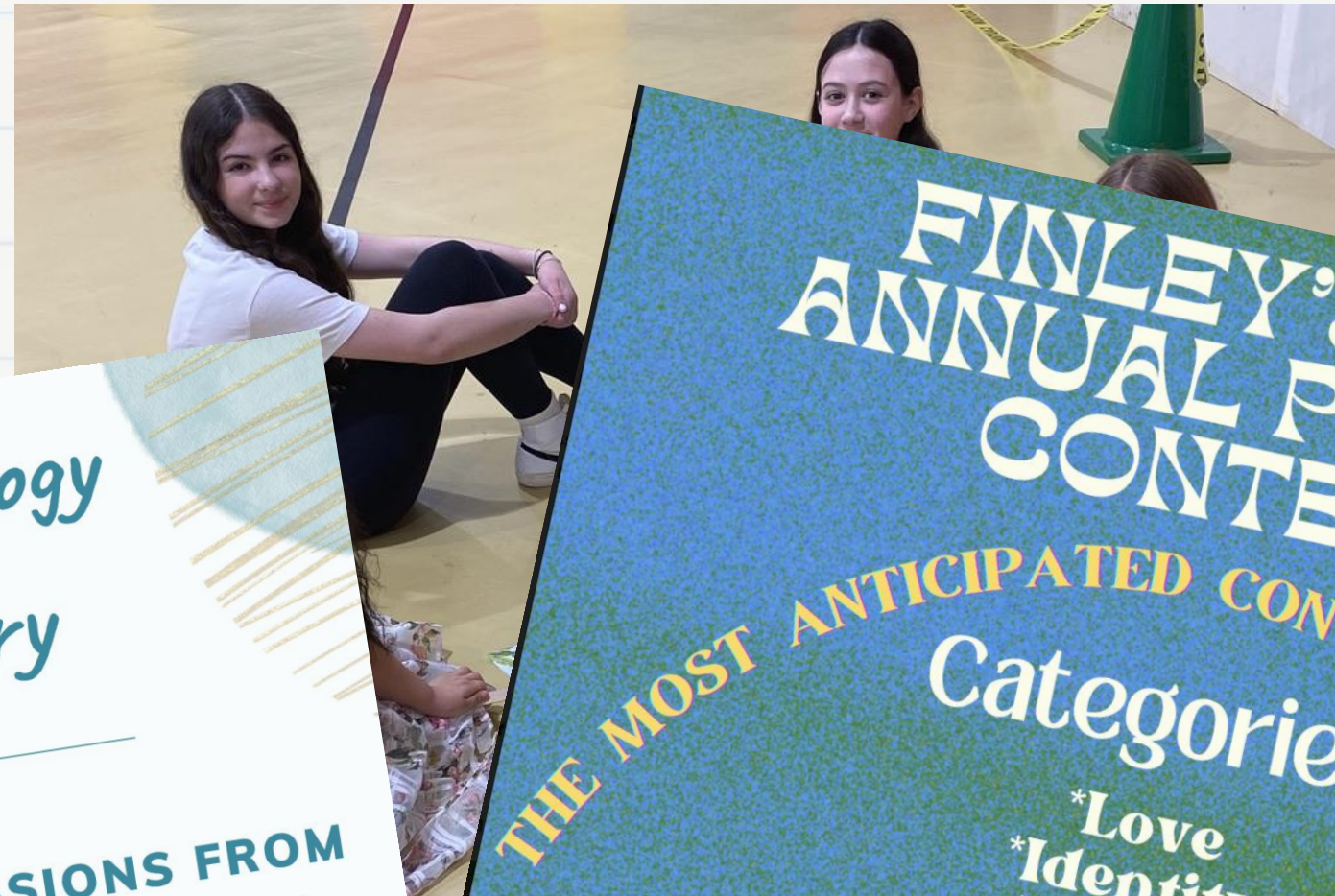
## Workshop Model

- Reading 6 + Writing 6
- English 7
- English 8





# MS ELA Highlights



## An Anthology of Poetry

SUBMISSIONS FROM  
OUR 4TH ANNUAL  
FINLEY MIDDLE  
SCHOOL POETRY  
CONTEST

Spring 2023

## FINLEY'S 5TH ANNUAL POETRY CONTEST

THE MOST ANTICIPATED CONTEST OF THE YEAR

### Categories:

- \*Love
- \*Identity
- \*Nature
- \*Multicultural
- \*Hobbies
- \*Nonsense/Humorous

### POEM FORMAT:

- › TITLE
- › 15 LINE MINIMUM
- › INCLUDE 1 POETIC DEVICE

### RULES:

- › Appropriate Language
- › Original Work
- › 1 Entry per category

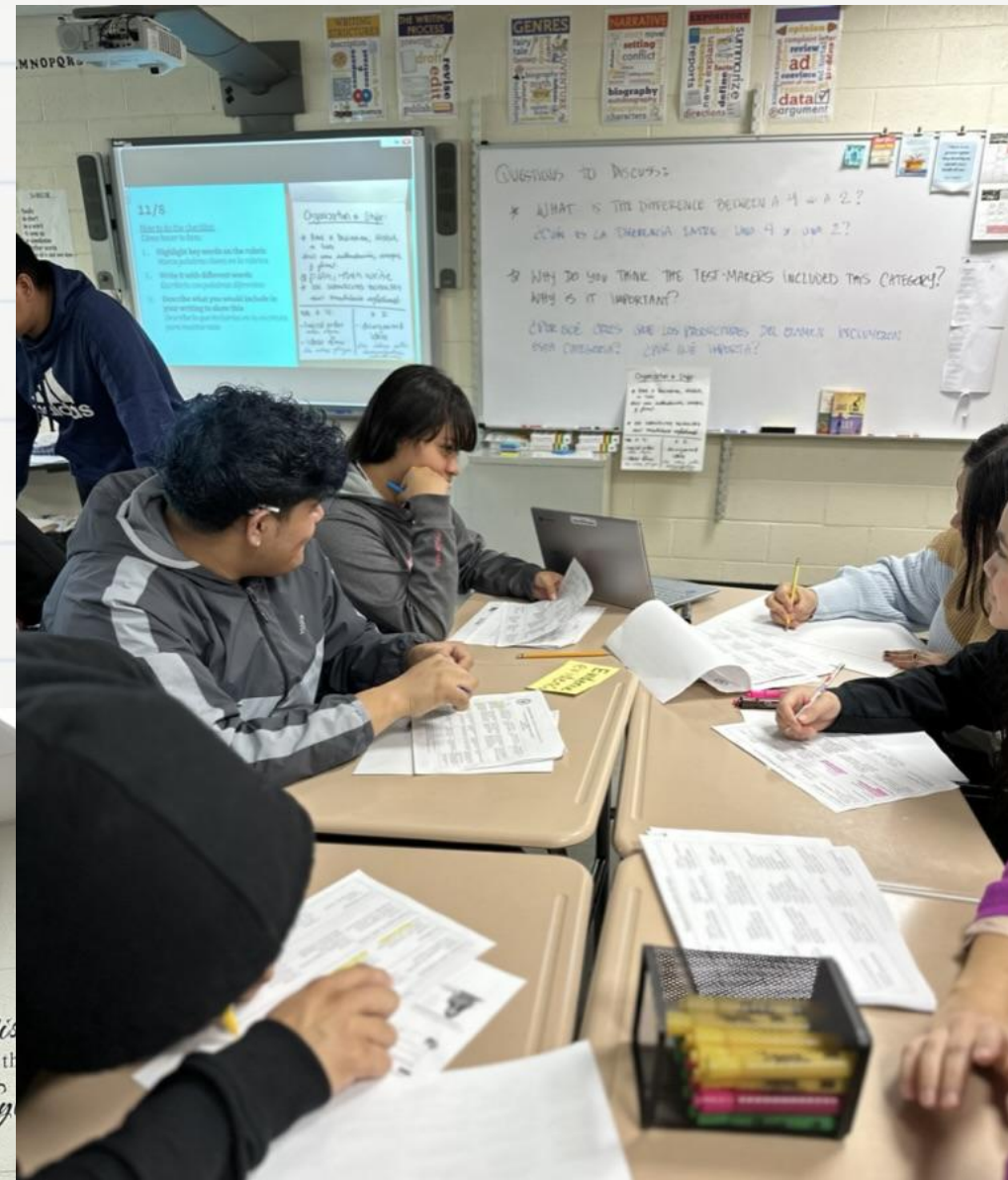
Deadline May 3  
Prizes awarded May 9



# HS ELA Curriculum

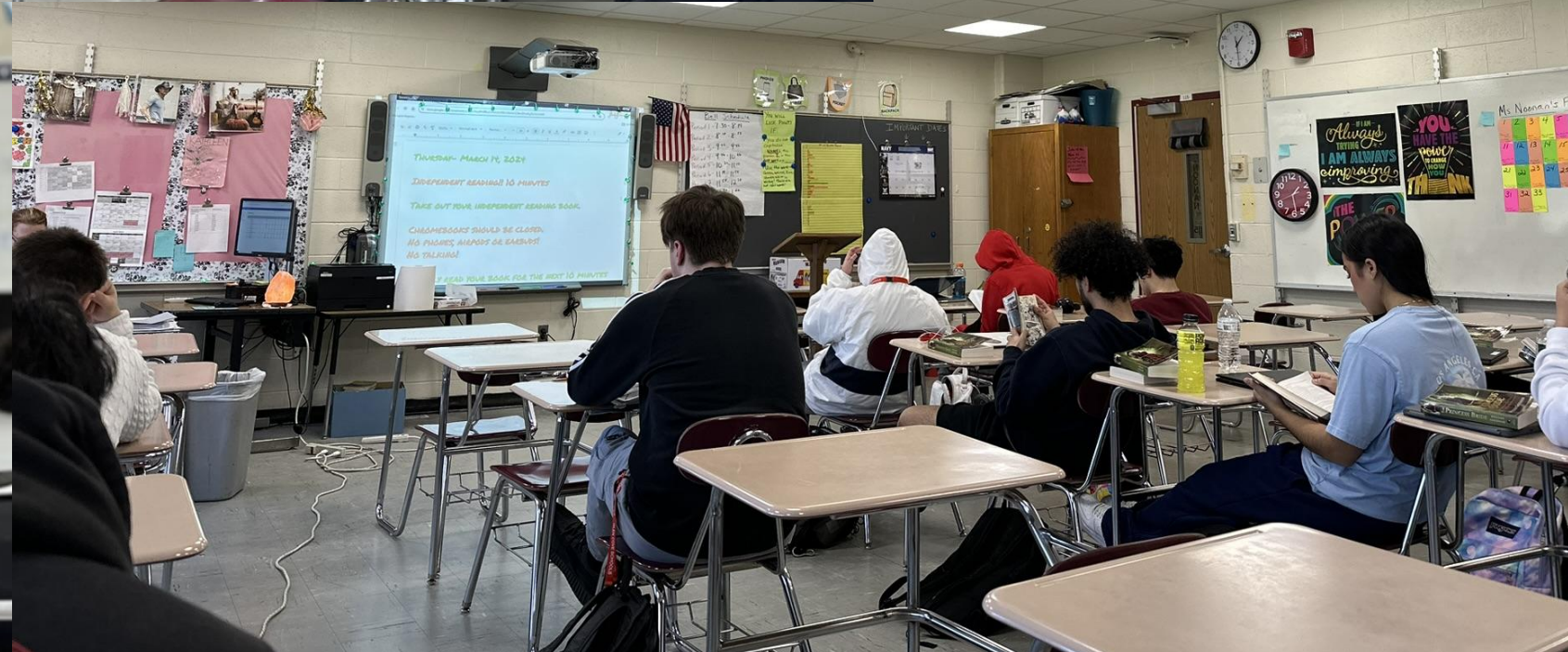
## Range of Classes

- English 9-12
- Honors 9-12
- AP Offerings
- Dual Enrollment
- Engaging Electives





# HS ELA Curriculum





# HS ELA Highlights | *Real-World Publishing*



Week 3

## Weekly Check In

Overall Mood  
Blah 1 2 3 4 5 6  
7 8 9 10 Amazing

Thoughts & Feelings

Energy  
○○○○○

Resting moments

Summarize your week  
Let it out

Hours of sleep  
[ ]

Movement through  
the day

Week 4

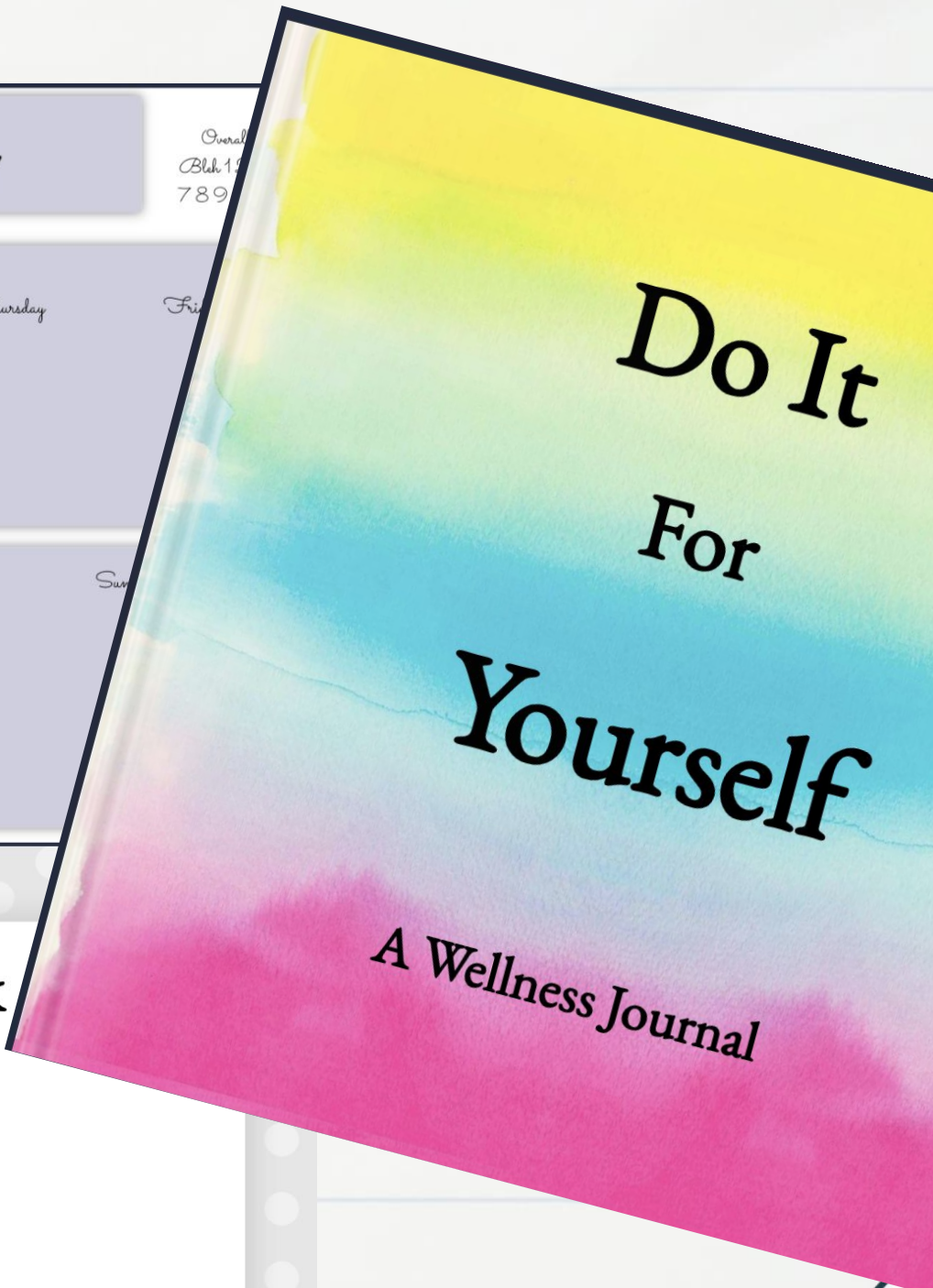
## Morning

Overall Mood  
Blah 1 2 3 4 5 6  
7 8 9 10 Amazing

Daily Intentions

Monday Tuesday Wednesday Thursday Friday

Saturday Sunday



## Track your reading

title: 100%

title: 100%

title: 100%

title: 100%



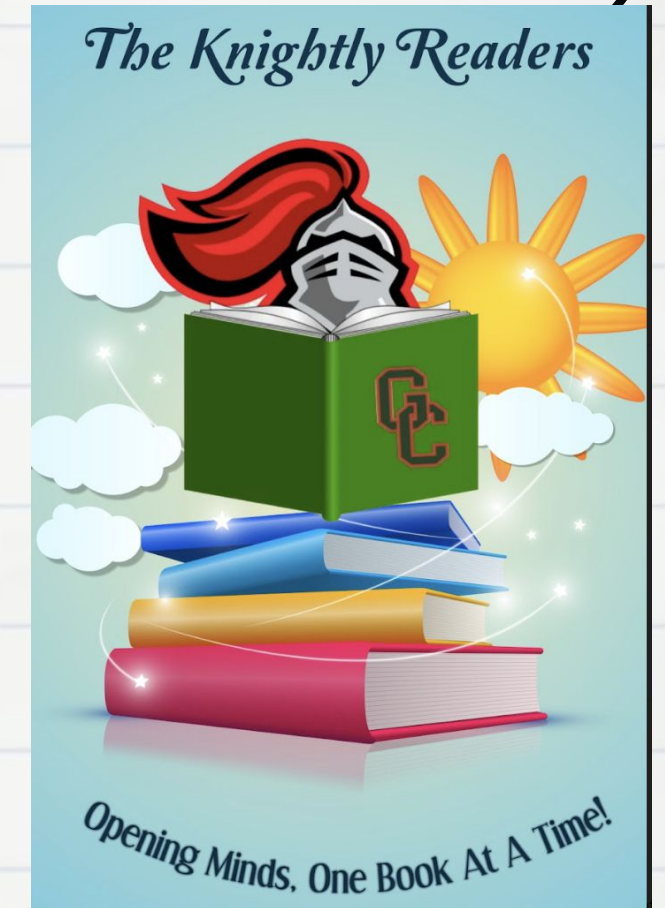
## Take a break

- Call a friend
- Take a nap
- Listen to music
- Meditate
- Read a book
- Go to a park





# HS ELA Highlights | *National English Honor Society*







# Questions?

**Kristen Schaefer**

District ELA Coordinator

@GCSD\_English

