

# EAST ISLIP SCHOOL DISTRICT

1 Craig B. Gariepy Avenue  
Islip Terrace, New York 11752



K-5

# **LITERACY CURRICULUM FRAMEWORK**

**2022-2027**

Reviewed by Committee

East Islip School District Literacy Curriculum  
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## Purpose

The framework is grounded in the belief that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. All students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary to graduate college or career ready. In order to do this, teachers must speak a common academic language with clear, consistent definitions that transcend grade levels and content areas in order to provide the most effective Tier 1 instruction possible.

According to the Educational Research Service, a nonprofit foundation servicing the research and information needs of K-12 educators, balanced literacy instruction is best practice.

- Children need direct, systematic instruction in phonics.
- Children also need exposure to rich works of fiction and nonfiction literature.
- In early reading development, a focus on meaning, comprehension strategies, language development, and writing is as essential as phonics instruction.
- Developing children's interest and pleasure in reading must be as high a priority as developing their reading skills.

## Belief Statements

- We believe effective literacy instruction results in students who are proficient and confident readers and writers.
- We believe students should have many opportunities to read and write every day in settings which include small group, whole group, and individually.
- We believe a strong classroom literacy program will support students in all content areas.
- We believe that reading and writing are reciprocal processes and provide effective literacy instruction every day.
- We believe that effective teaching includes modeling, thinking aloud, working with individuals, and working with small groups of students.
- We believe that children who see themselves as readers and writers will become life-long readers and writers.
- We believe that we can guide and support students to find meaning in text using strategies where they use schema to build a foundation and gain confidence in their ability to

comprehend.

- We believe that reading instruction is the practice of intentional demonstration of reading with explicit explanation of strategies while engaging students to interact and use reading strategies to become proficient readers.
- We believe that students need to learn how to read with fluency and comprehension using a complex set of skills that help them to decode and understand words in text.
- We believe that there should be ongoing observation and assessment to ensure that students are meeting grade level expectations.
- We believe when families are involved in their children's learning, students are more successful.
- We believe in a balanced approach to literacy. Students need independent, guided and shared reading, as well as daily read-alouds and time for word study.
- We believe foundational skills are key components of learning to read. In the early grades, phonological awareness, phonics, word recognition, print concepts, and fluency are necessary. For students in upper elementary who are below grade level, revisiting and developing these skills can be an essential part of intervention depending on the needs of the student(s).

## Mission Statement

Our Mission is for East Islip to be a *District of Excellence* and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community.



## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</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>Writers:</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>

## New York State Standards for English Language Arts

The New York State Learning Standards for English Language Arts (ELA) address the skills required for proficient readers and writers at all levels. In the East Islip School District, the Standards are linked to Fountas and Pinnell Classrooms, the foundation of the reading and writing curriculum in primary (K-2) and intermediate (3-5) schools. Below is a link to the Next Generation English Language Arts Learning Standards. The document describes some key revisions that have occurred in the ELA learning standards. In the new standards, there are grade-specific crosswalk documents, which show the changes from the CCSS 2011 standards. <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

## NYS Next Generation Learning Standards Crosswalk

The East Islip School District is committed to implementing a systematic approach to literacy instruction. “Systematic reading instruction carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).” (Adams, 2001)

1. Phonemic Awareness

The ability to hear, identify, manipulate, and substitute phonemes-the smallest units of sound that can differentiate meaning-in spoken words.

- Segmenting a word into its separate sounds
- Blending separate sounds together to form a word
- Recognizing words that begin or end with the same sound

2. Phonics

Understanding the predictable relationship between phonemes (sounds) and graphemes (letters) in order to associate written letters with the sounds of spoken language.

- Introduce and practice letter-sound relationships
- Use known letter-sound correspondence to blend and segment words
- Recognize and write letter combinations by separating words into onset rime

3. Fluency

The ability to read text accurately, quickly, and expressively, either to oneself or aloud.

- Listen to fluent, reading by peer, teacher or online program
- Apply phonics skills to read unfamiliar texts accurately
- Practice reading passages multiple times to develop expression and intonation

4. Vocabulary

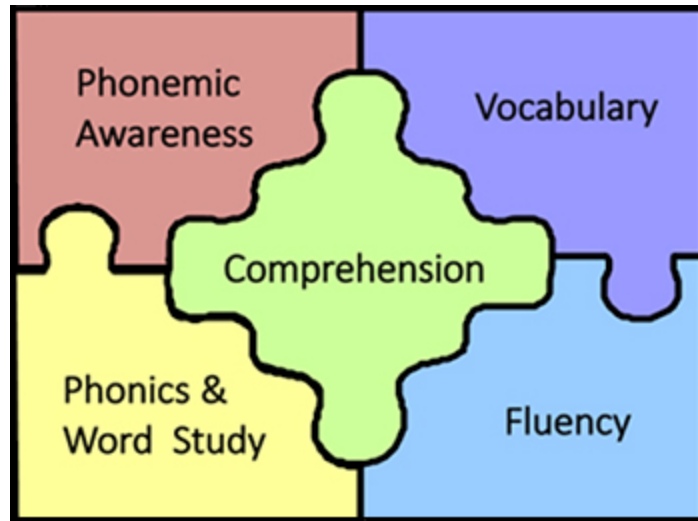
The growing, stored compilation of words that students understand and use in their conversation (oral vocabulary) and recognize in print (reading vocabulary).

- Apply understanding of morphemes to uncover meaning of a new word
- Use context clues to understand unknown words
- Engage in rich-oral language experiences to build vocabulary

5. Comprehension

The ability to understand, remember, and make meaning of what has been read-this is the purpose of reading.

- “Think about thinking” to monitor understanding and fix comprehension problems
- Examine and illustrate relationships between concepts
- Search for textual evidence to answer questions



The District Literacy Plan serves as a guide to the components of literacy and should be used as a framework to plan and integrate reading and writing blocks based on Common NYS Learning Standards and District curriculum.

A systematic approach to the teaching of reading requires that the classroom be organized to include the following components. If you include these components into your classroom literacy block, you will be addressing each of the five pillars. (see model)

1. Interactive Read Aloud:

Teacher reads text (book, poem, article, etc.) to students for a variety of purposes. Read Aloud is the most teacher directed part of the literacy block. It is crucial to the literacy development of students throughout elementary school because it develops their ability to use comprehension strategies to think about a text and provides opportunity to hear rich and complex language with increasingly complex texts within a variety of genres. Read aloud models what language sounds like.

2. Shared Reading:

Teacher and students read enlarged text or the same text (a big book, a poem, a chart, an article, etc.). The type of texts used in shared reading will vary by grade level. Students actively participate in reading in some way. It can take on many formats including: Shared Reading of a common enlarged text, Choral Reading, or Reader's Theater.

3. Phonics/Word Study:

Teacher provides direct, explicit, systematic instruction in phonemic awareness and phonics. Phonemic awareness, the ability to distinguish and manipulate individual sounds (phonemes) in spoken language, begins from the very start of the school year in Kindergarten. Instruction related to phonics, the relationship between sounds of language and alphabetic symbols (letters) used to represent those sounds, is introduced in Kindergarten and further developed in first and second grades. Students need opportunities to practice phonics elements in literacy workstations and throughout the day.

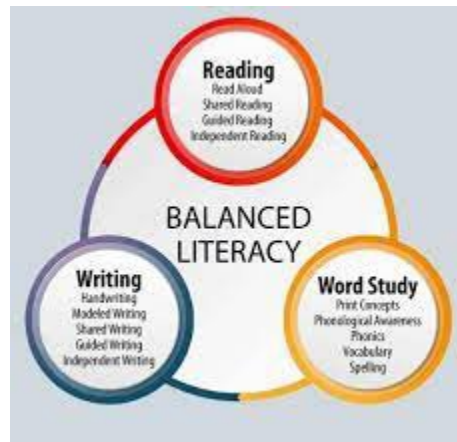


4. Guided Reading:

Teacher meets with a small group of students reading the same level of text, using similar reading strategies, with similar instructional needs. The teacher selects the text and scaffolds students' use of independent reading strategies. Guided reading groups are flexible and depend on the abilities and needs of the students. Teacher makes decisions about group membership and the focus of the daily lesson based upon ongoing assessment of what students are and are not doing to make meaning while they read. The goal for guided reading is to enable children to read for meaning at all times.

5. Independent Reading:

Students select and read books at their independent level without support. Teacher meets with students one-on-one to help them grow and learn about themselves as readers, and to facilitate student choice of “just right” books.



## Assessment Schedule

<b>Date</b>	<b>Assessment – Probe - Meeting</b>	<b>Grade(s)</b>	<b>Administered By</b>
September	Fall SWAT	Grades Kindergarten - 5	Classroom Teacher, Reading Teacher, Psychologist, Permanent Substitute (if available), Computer TA to monitor class
September	i-Ready Math	Grades 1-8	Classroom Teacher
September	i-Ready Reading	Grades 2-8	Classroom Teacher
September/October	F&P Benchmarking	Grades K-5	Classroom Teacher
September	Data meeting @ elementary buildings (3 90-minute sessions one per grade) and middle school (by subject by grade level)	Grades K-8	Elementary - Principal, Reading Teacher, Grade Level Teachers Middle School – Principal, Department Director
October	i-Ready Math	Kindergarten	Classroom Teacher
December	Fall Progress Monitoring		Classroom Teacher and Reading Teacher(s)
January	Winter SWAT	Grades Kindergarten - 5	Classroom Teacher, Reading Teacher, Psychologist, Permanent Substitute (if available), Computer TA to monitor class
January	i-Ready Math	Grades Kindergarten - 8	Classroom Teacher
January	i-Ready Reading	Grades 1-8	Classroom Teacher
January/February	F&P Benchmarking	RtI/AIS Students Kindergarten	Reading Teacher(s)
January – February	Data meeting @ elementary buildings (3 90-minute sessions one per grade) and middle school (by subject by grade level)	Grades Kindergarten - 8	Elementary - Principal, Reading Teacher, Grade Level Teachers Middle School – Principal, Department Director
April	Winter Progress Monitoring		Classroom Teacher and Reading Teacher(s)

May	i-Ready Math	Grades Kindergarten - 8	Classroom Teacher
May	i-Ready Reading	Grades 1-8	Classroom Teacher
May/June	F&P Benchmarking	Grades Kindergarten - 4	Classroom Teacher
May	Spring SWAT	Grades Kindergarten - 5	Classroom Teacher, Reading Teacher, Psychologist, Permanent Substitute (if available), Computer TA to monitor class
June	Data meeting @ elementary buildings (3 90-minute sessions one per grade) and middle school (by subject by grade level)	Grades Kindergarten - 8	Elementary - Principal, Reading Teacher, Grade Level Teachers Middle School – Principal, Department Director

Reading Expectations by Trimester

# East Islip Reading Expectations By Trimester

	Beginning of year Sept	1st Interval of year Oct-Nov- Dec	2nd Interval of year Jan-Feb-Mar	End of Year April-May - June	
Grade <b>K</b>		A	B	C/D	
			A	B	
				A	
Grade <b>1</b>	C/D	E/F	G/H	I/J	
	B	C/D	E/F	F/G	
	A	B	D	E	
Grade <b>2</b>	I/J	K	L	M / N	
	G	H/I	J/K	L	
	E/F	G	H/I	J/K	
Grade <b>3</b>	M / N	N	O	P / Q	Meets Expectations
	L	M	N	O	
	Below L	Below M	Below N	Below O	Approaches Expectations: Needs Short-Term Intervention <b>Tier 2</b>
Grade <b>4</b>	P / Q	Q	R	S / T	Does Not Meet Expectations: Needs Intensive Intervention: <b>Tier 3</b>
	O	P	Q	R	
	Below O	Below P	Below Q	Below R	
Grade <b>5</b>	S / T	T	U	V / W	
	R	S	T	U	
	Below R	Below S	Below T	Below U	
Grade <b>6</b>	V / W	W	X	Y	
	U	V	W	X	
	Below U	Below V	Below W	Below X	

Key

## 5 Year Literacy Plan

### East Islip School District 5 Year Literacy Plan

The implementation of a new literacy program can be overwhelming for all educators. Over the past 10 – 15 years, the East Islip School District has implemented several literacy programs at the primary and intermediate levels. As we engaged in a review of our current program, one item kept coming up as a major problem – we did not have one program that spanned the primary and intermediate levels. Currently, we utilize many different programs, they include: Foundations, Heggerty, Good Habits Great Readers, Treasures, the New York State Modules, F&P Benchmark System, F&P Interactive Read-Aloud, F&P Guided Reading.

As part of the work the Literacy Curriculum Committee did during the 2021-2022 school year, we began to create an instructional framework designed to create a common language for teachers and student achievement. This year, we have placed a greater emphasis on data and how we utilize data in our primary and intermediate buildings. Through this work, we have come to recognize the single most important initiative the district can engage in to raise student achievement is to provide every student the opportunity to learn a core curriculum which provides them with the highest probability of success in school. As Marzano stated, “The number one factor affecting student achievement is a guaranteed and viable curriculum.” Marzano, *What Works in Schools* 2003. We believe the necessary drivers to meet our goal of success in literacy, we must align core instruction to the Standards, and implement a curriculum using high quality instructional materials.

Previously, when a new literacy program was introduced, we would implement the entire program at one time. Teachers have expressed this has been difficult. Through our committee work, we have made the decision to implement the Fountas and Pinnell Classroom by component over a five-year period. In addition, we recognize for the implementation of any program to be successful, we must support our teachers through on-going professional development.

As a result of an intentional focus utilizing high-quality instructional material such as F&P Classroom and supporting our teachers through professional development, we believe we will see an increase in student learning outcomes and an increase in educator professional learning opportunities and literacy knowledge.

#### **Year 1 – School Year 2022 – 2023**

Implementation of Interactive Read-Aloud, Guided Reading and Reading Minilessons Book components of Fountas and Pinnell Classroom.

***Interactive Read-Aloud Collection*** is the foundation for literacy instruction and is organized into text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each

text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.

**Guided Reading Collection** is a small-group instructional context in which teachers support each reader's processing of new challenging texts with hundreds of original titles (6 copies of each title) that span text levels A through Z, with an accompanying lesson folder for each title. By bringing together a small group of children who are at a similar point in their reading development and guiding them to process a text that is leveled on a gradient of difficulty, teachers can provide an incremental amount of challenge at each reader's edge of ability to process text.

**Reading Minilessons** are short, concise, explicit, inquiry-based lessons about a principle that students can apply to their own independent reading. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

### **Year 2 – School Year 2023 - 2024**

Continue implementation of Fountas and Pinnell Classroom Interactive Read-Aloud, Guided Reading and Reading Minilesson Book in Kindergarten to Grade 5. In addition, in Kindergarten to Grade 2 we will introduce the Shared Reading Collection. In Grade 3-5 we will introduce the Phonics, Spelling, and Word Study System.

**Kindergarten to Grade 2 Shared Reading Collection** is made up of exquisite texts which include a collection of original big books in grades K through 2 in a variety of genres, with accompanying lesson folders. Six small copies of each book, as well as audiobooks, are provided for children to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite children.

**Grade 3-5 Phonics, Spelling, and Word Study System** contains explicit lessons for whole-group instruction and small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words. *Phonics, Spelling, and Word Study System* is a collection of over 100 lessons designed to expand and refine children's reading and writing powers.

### **Year 3 – School Year 2024 - 2025**

In year 3, we will continue to introduce new components of the Fountas and Pinnell Classroom, as teachers perfect their skills of Interactive Read-Aloud, Guided Reading, Reading Minilesson Book, Shared Reading (Grade K-2) and Phonics, Spelling and Word Study (Grade 3-5). This year, we will introduce Word Study in Kindergarten to Grade 2, and Book Clubs in Grade 3-5.

***Kindergarten to Grade 2 Phonics, Spelling, and Word Study System*** contains explicit lessons for whole-group instruction and small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words. *Phonics, Spelling, and Word Study System* is a collection of 100 lessons designed to expand and refine children’s reading and writing powers.

***Book Clubs*** provide an authentic opportunity for children to apply many of the literacy behaviors and understandings that they have learned through other instructional contexts: thinking within, beyond, and about a text; listening and understanding; interacting socially; engaging in extended discussions; and more. As they bring together much of their learning in this one context, children find a sense of agency. The experience of exchanging ideas with their peers and co-constructing richer understandings of texts is genuinely rewarding.

#### **Year 4 – School Year 2025 – 2026**

***Independent Reading Collection*** is made up of carefully curated, authentic children’s literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. Independent reading offers children the chance to read, enjoy, and interact with texts that they choose in order to gain “mileage” as readers. These collections were curated to provide high-quality trade books that help students explore their interests, flourish as readers, and develop the ability to independently read increasingly challenging texts.

#### **Year 5 – School Year 2026 – 2027**

***The Writing Minilessons*** provides brief, focused, explicit lessons that help children understand and apply the characteristics of effective writing and nurture their ability to write with purpose, imagination, and voice.

#### **Professional Development**

The district recognizes the importance of supporting our teachers as we implement a new program. Our goal is to support teachers in this transition by providing continual professional development. Please see the Professional Development Plan for details. With a multi-year plan for embedded professional development, teachers build expertise that is sustainable, and stays with the district.

## CES/TP 90-Minute Literacy Block

What should be included in the block	Kindergarten Duration Range	Grade 1 Duration Range	Grade 2 Duration Range
Interactive Read Aloud	3x per week	3x per week	3x per week
Whole Group Reading Mini-Lesson	3x per week	3x per week	3x per week
Guided Reading/Small Group Instruction Centers	3x per week	4x per week	4x per week
Fundations/Word Study	Daily	Embedded in Fundations	Embedded in Fundations
Heggerty (K-1)	Daily	TBD	TBD
Handwriting	Daily	Embedded in Fundations	Embedded in Fundations
Independent Reading	Daily	Daily	Daily
Shared Reading	Daily	4x per week	Daily
iReady Reading myPath (Grade 2)	N/A	N/A	2x per week
Writers Workshop/Journal/Reflective Writing	3x per week	3x per week	3x per week



## JFK/RCK 90-Minute Literacy Block

What should be included in the block	Grade 3 Duration Range	Grade 4 Duration Range	Grade 5 Duration Range
<b>Interactive Read Aloud</b>	3-4x per week/15-20 min	3-4x per week/15-20 min	3-4x per week/15-20 min
<b>Reading Mini-Lessons</b>	2-3x per week/10-15 min	2-3x per week/10-15 min	2-3x per week/10-15 min
<b>Guided/Small Group Reading</b>	3-5x per week/60 min	3-5x per week/60 min	3-5x per week/60 min
<b>iReady MyPath</b>	3-5x per week – work on while guided reading group pulled or when work is finished early	3-4x per week – work on while guided reading	at home/optional in school
<b>Writer's Workshop</b>	3x per week/30 min	3x per week/30 min	(2-4x per week/20-30 min)
<b>Word Study</b>	Daily - classwork & HW	Daily - classwork/HW	at home
<b>Vocabulary</b>	at least 2x per week – vocabulary is integrated in all lessons/content areas	as needed (addressed in guided reading/daily work)	Embedded in IRA/Small Group Reading
<b>Grammar</b>	2x per week/20 min	Daily - classwork/HW	2-3x per week/10-20 min
<b>Novel Study</b>	TBD - Trying to fit in schedule	not able to fit in due to time constraints	N/A
<b>What should not be in the block?</b>		Novel Study	Novel Study, Writer's Workshop, Word Study
<b>What do we still need?</b>	A complete phonics program	Independent Reading	Independent Reading 3-5x per week/15-20 min