



ORCHARD PARK CENTRAL SCHOOL DISTRICT

OFFICE OF CURRICULUM & INNOVATION

Literacy Vision Statement

The Orchard Park Central School District vision for literacy instruction is to empower individuals of all ages to develop proficient reading, writing, and critical thinking skills, fostering a lifelong love for learning and enabling full participation in society. We strive for inclusive, evidence-based practices that honor diverse backgrounds and learning styles, ensuring equitable access to high-quality literacy education for all.

Mission Statement

Literacy instruction is a process that includes reading, writing, speaking, listening and language across all disciplines to comprehend and create effective communication. The essential components of effective literacy instruction are:

- phonological/phonemic awareness
- systematic and explicit phonics
- fluency
- vocabulary/oral language development
- comprehension
- writing (content, process, and mechanics)

Curriculum and instruction are:

- evidence and research-based
- aligned to grade-level standards
- aligned vertically across grade levels
- responsive to students' needs
- and aligned to student outcomes

Guiding Principles

Instructional time and resources will be consistent across classrooms and schools, ensuring the essential components of literacy instruction are accessible to all students.

Literacy instruction will support knowledge-building about the world and the people in it. PreK - 12 content area instruction should be integrated with literacy practices.

Literacy instruction will promote active self-regulation (motivation, engagement, strategy use, and executive functioning skills). Children deserve opportunities to have explicit and purposeful instruction in these areas.

Assessments should be given to inform literacy instruction and aligned to classroom instruction. They should be efficient to use and administered consistently throughout the year.

Students will encounter a range of high-quality materials across literacy instruction. Materials used with students will span a range of genres and be inclusive in representation and authorship. When possible, authentic texts should be used to support comprehension and knowledge-building.



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All students deserve the opportunity for small group literacy instruction. Small group work supports learning standards and targets specific learning goals for individual student needs.

A high quality approach to teaching literacy and supporting a diverse population of learners involves flexible learning environments that reflect the following principles; presenting content in different modalities, multiple means of engagement and student voice and choice.

Promoting writing as a dynamic process that encourages exploration, expression, and revision, while honoring diverse voices, perspectives, and experiences, to nurture confident and competent communicators in a rapidly evolving world.

Professional learning opportunities related to literacy instruction will impact student learning by developing teacher knowledge and skills in research and evidence-based practices.

Through culturally responsive teaching practices, literacy instruction promotes a relationship of trust and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.