



West Islip Union Free School District

A Focus on Foundational Literacy



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Our Science of Reading Journey

**A Close
Look at
the Data**

**People
Over
Programs**

**Defining
Our
Vision**

**Embedded
Support**

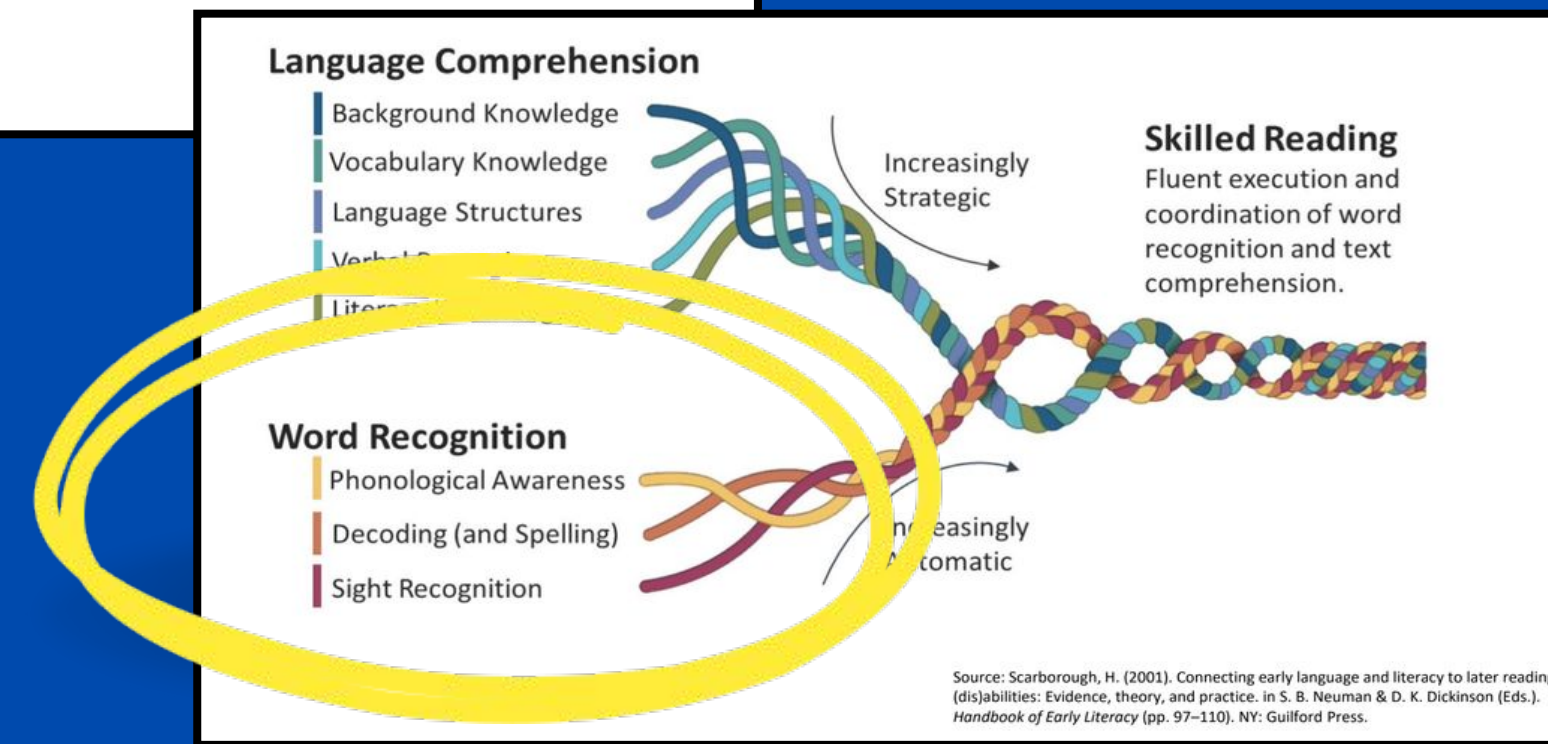
**Reflection
& Next
Steps**



A Close Look at the Data

- What presents as the greatest area of need?
- How consistent is our instruction?
- Is our approach to teaching our youngest students ***how to read*** aligned to the research?
- Are we teaching reading in a way that is equitable and effective for **ALL** students?

Be Open to Honest & Vulnerable Conversations



People Over Programs - Investing in Our Learning:

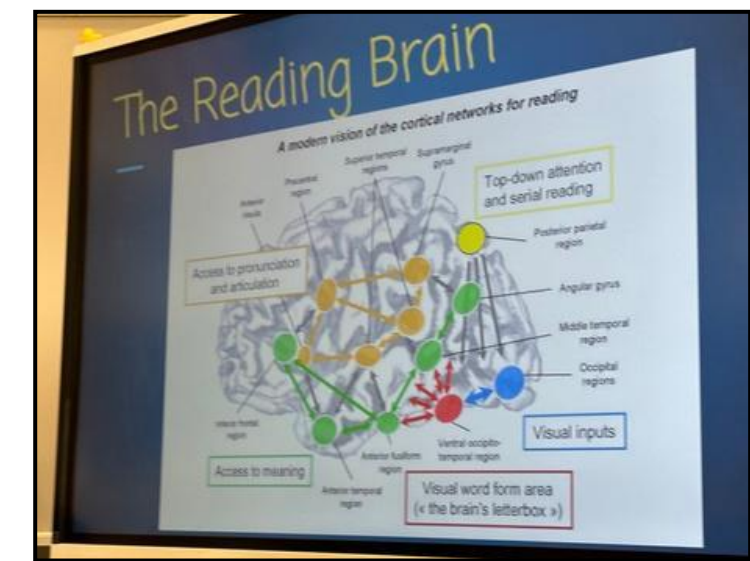
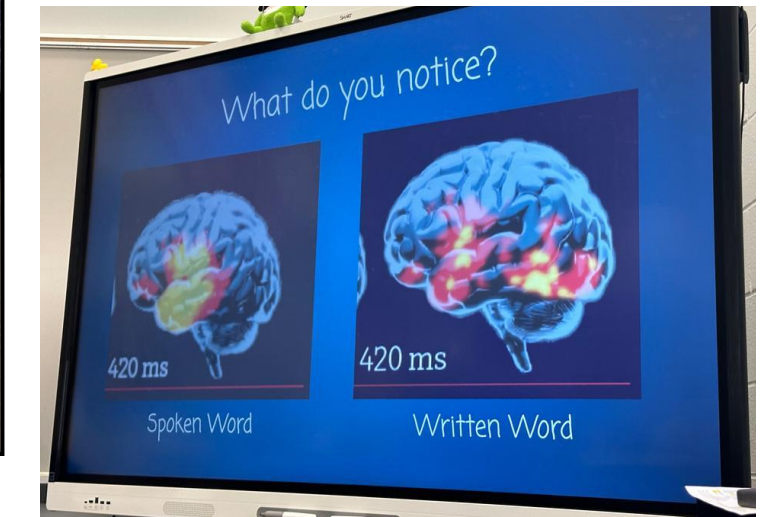


- Began shifting our practice to **Structured Literacy**, with an emphasis on its effectiveness and how it aligns with the brain's process of learning to read.
- **Required Science of Reading training** sessions for elementary teachers, including general education, special education, reading, speech, ENL, and special area teachers.
- **A District-wide commitment** to literacy and the Science of Reading, involving the District Office, the Board of Education, administration, faculty, and community.
- **Community Literacy Forum** to educate K-12 families on what the "Science of Reading" means, the methods used to develop strong readers, and to provide transparency regarding the shifts we are making in our curriculum and instruction.
- **Parent Academy Nights** to showcase curricular materials to parents and have them participate in instructional routines.

“
**It's the people and not
the programs that make
the biggest difference
in the education.**

Chandra Shaw
Education Week

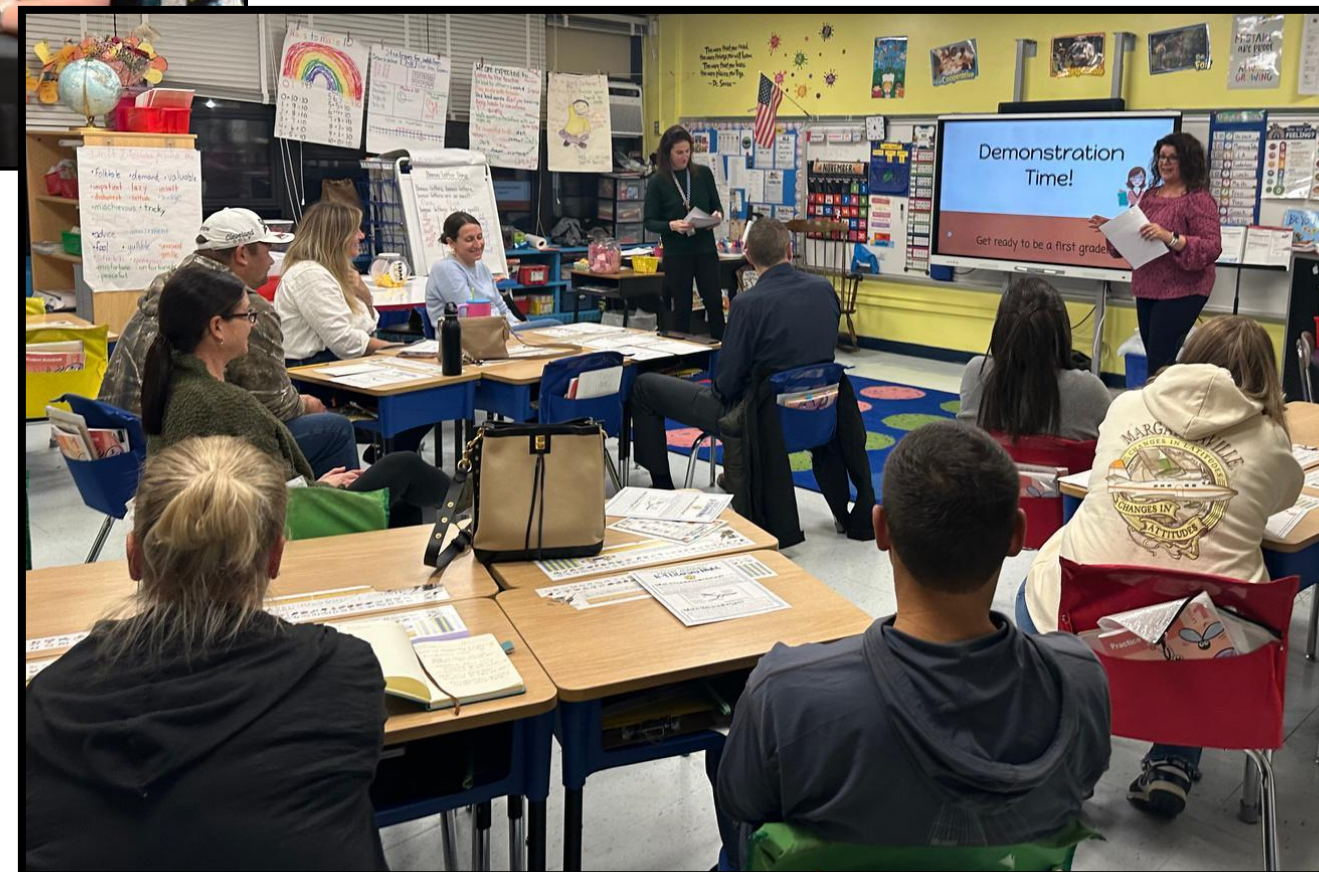
Teacher SoR Training



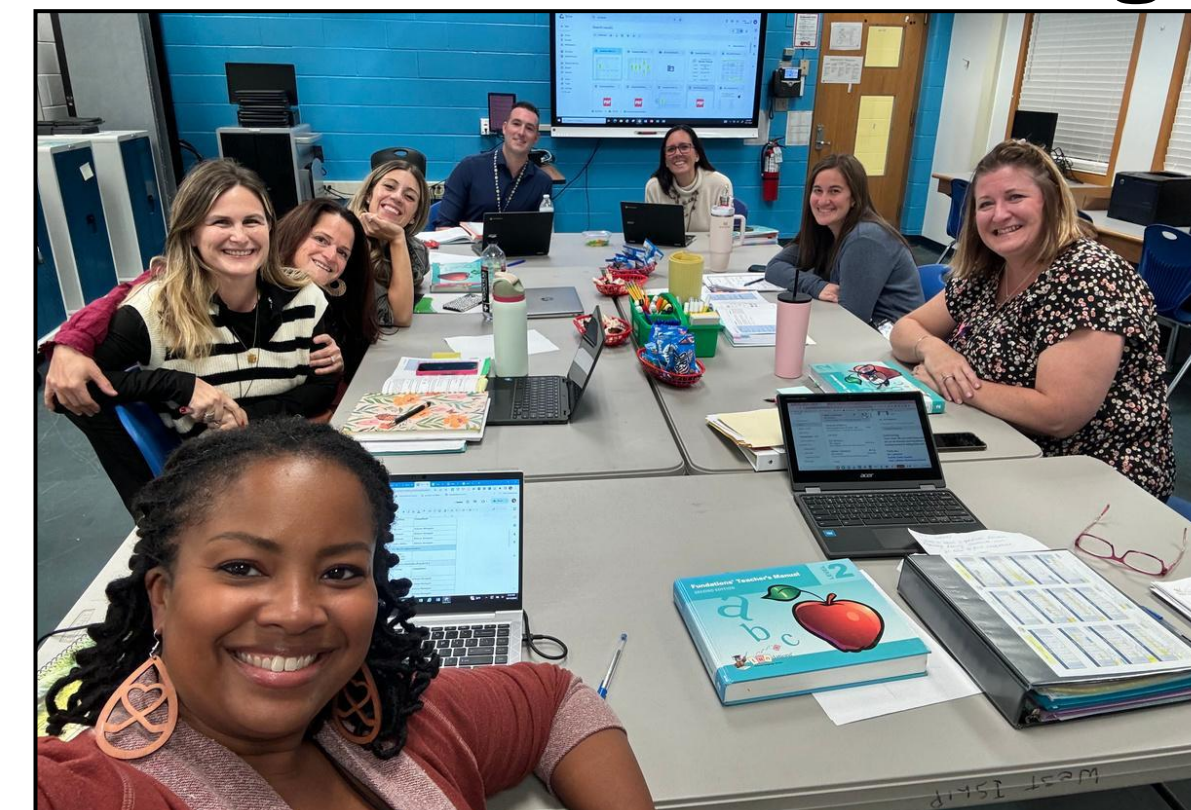
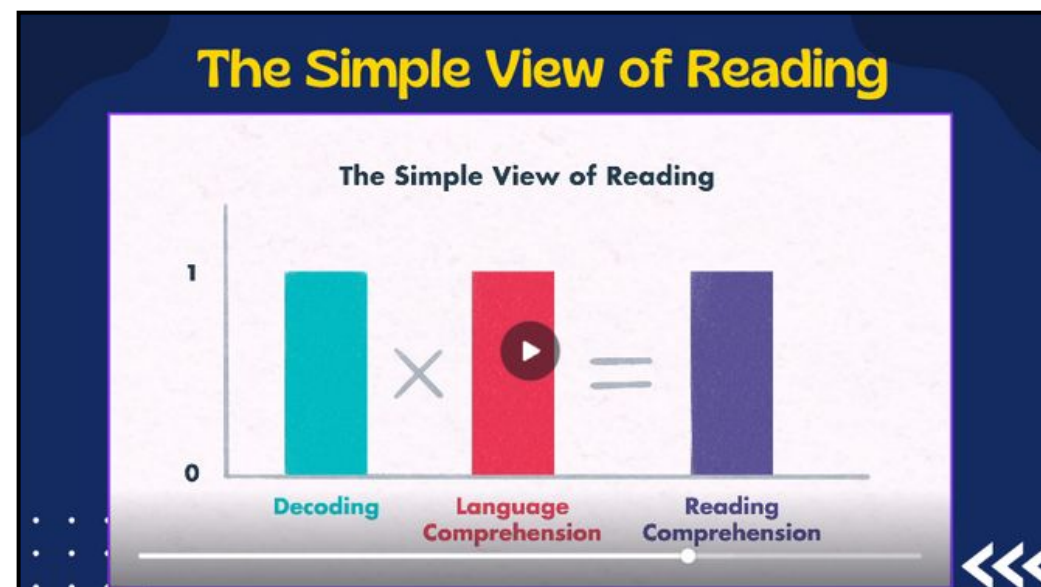
District Literacy Forum



Parent Academy



Consultant Team Meetings



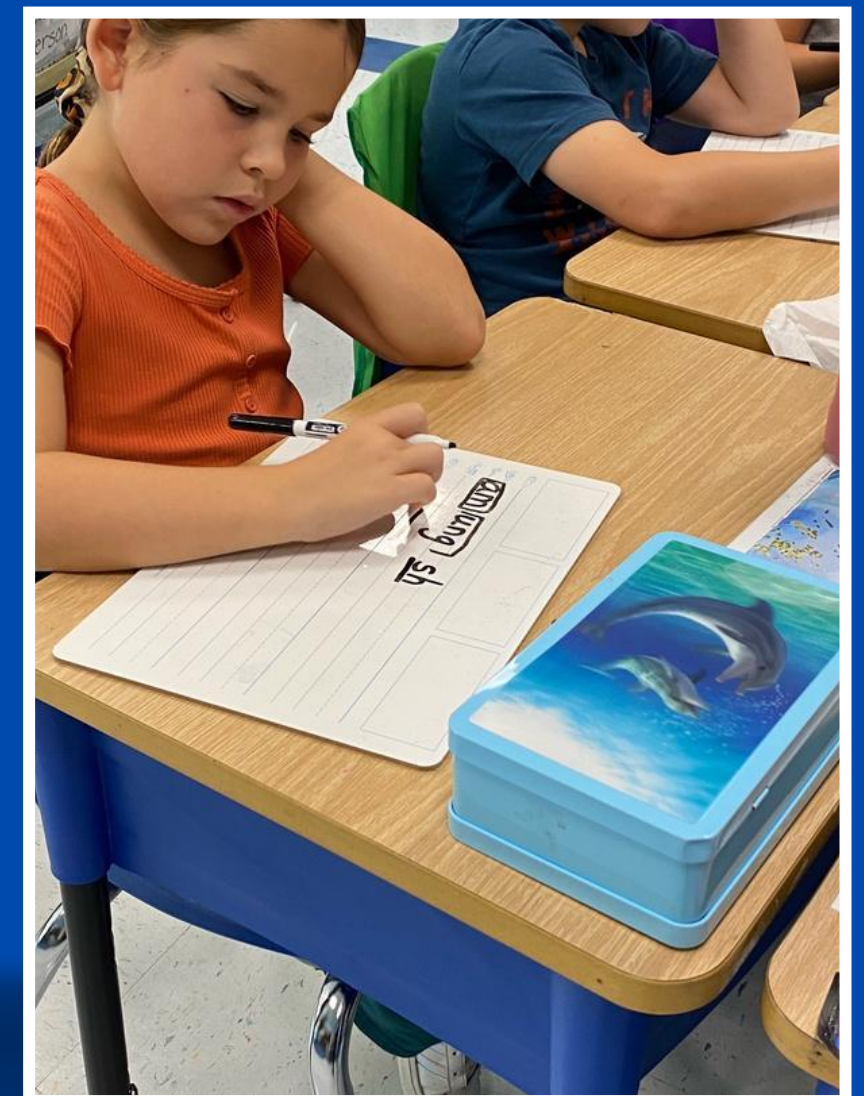
Embedded Support for Program Implementation

- Implemented foundational structured literacy programs using a multi-year plan.
 - Kindergarten, First Grade & Pre-K, Second Grade, Third Grade.
- **Consultant support** each year including training days and coaching days that includes model lessons, roundtable discussions, data analysis, pacing and planning.
- **In-house support** with modeling, co-teaching and planning with literacy coaches.
- **Administrative support** with pacing/adjustments, materials, and timeline.

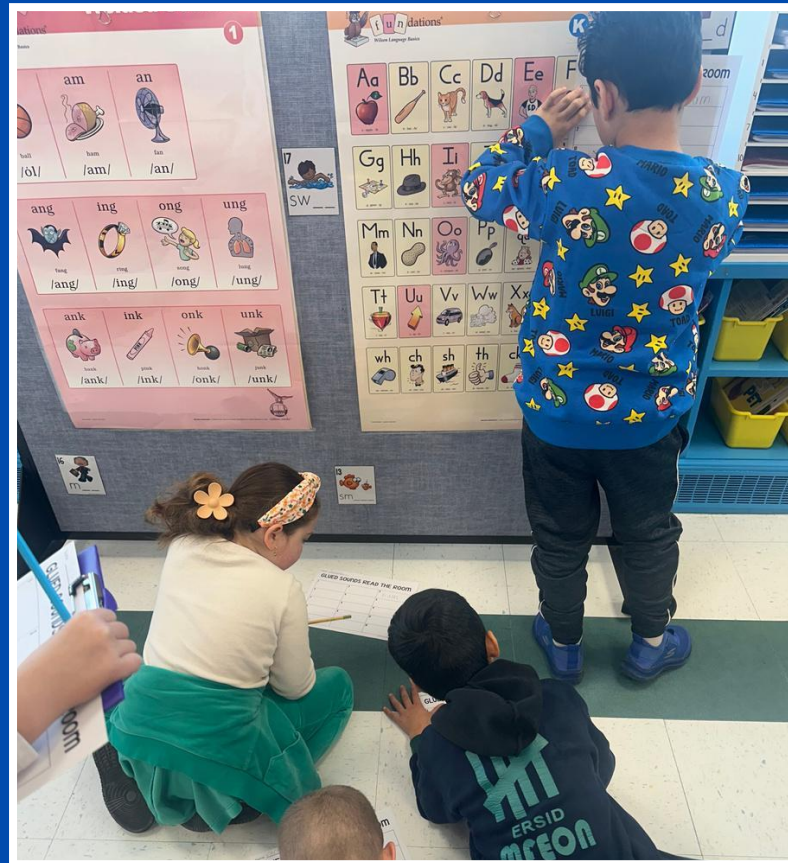


The Outcomes....

- Consistent language and routines across all grade levels.
- Vertical alignment across grade levels.
- Equitable experiences throughout the district.
- Growth in our screening data, decreased need for intervention.



Consistency



Pride



Shift in Assessment Practices

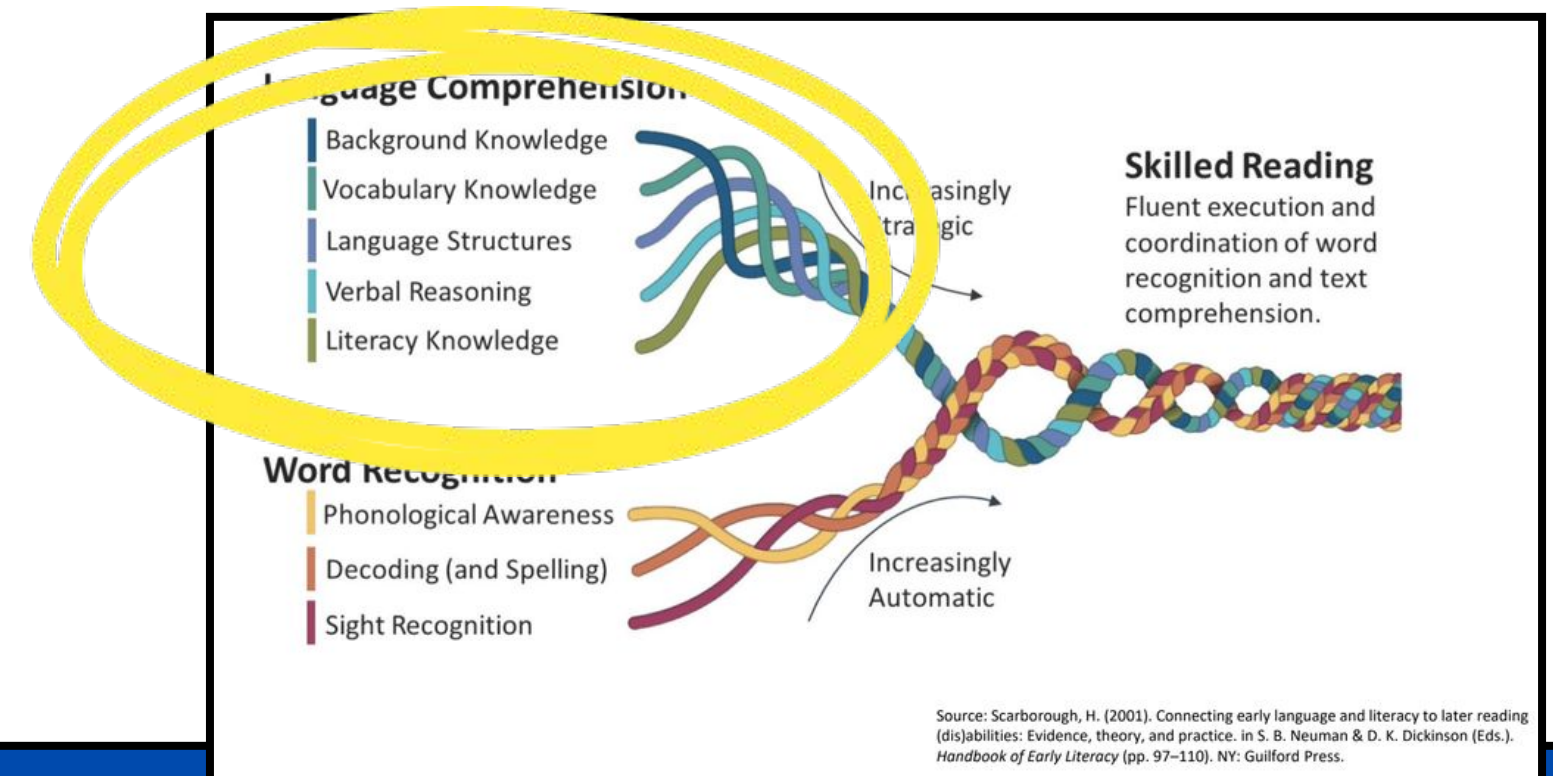


- **Change in how we speak** about our students' needs, aligned to the six pillars of literacy and skills in our scope and sequence.
- **Interventions** aligned to our core practice.
- Conversations around the **purpose** of different types of assessments.
- Focus on teaching to **mastery and decodable readers**, rather than leveled texts and benchmarking.
 - *While students are working on “cracking the code,” it is important to have them practice with texts that contain the patterns they have been taught to see how well they can transfer these skills.*
 - Use of authentic, complex, grade level texts to build language comprehension, vocabulary, and background knowledge.

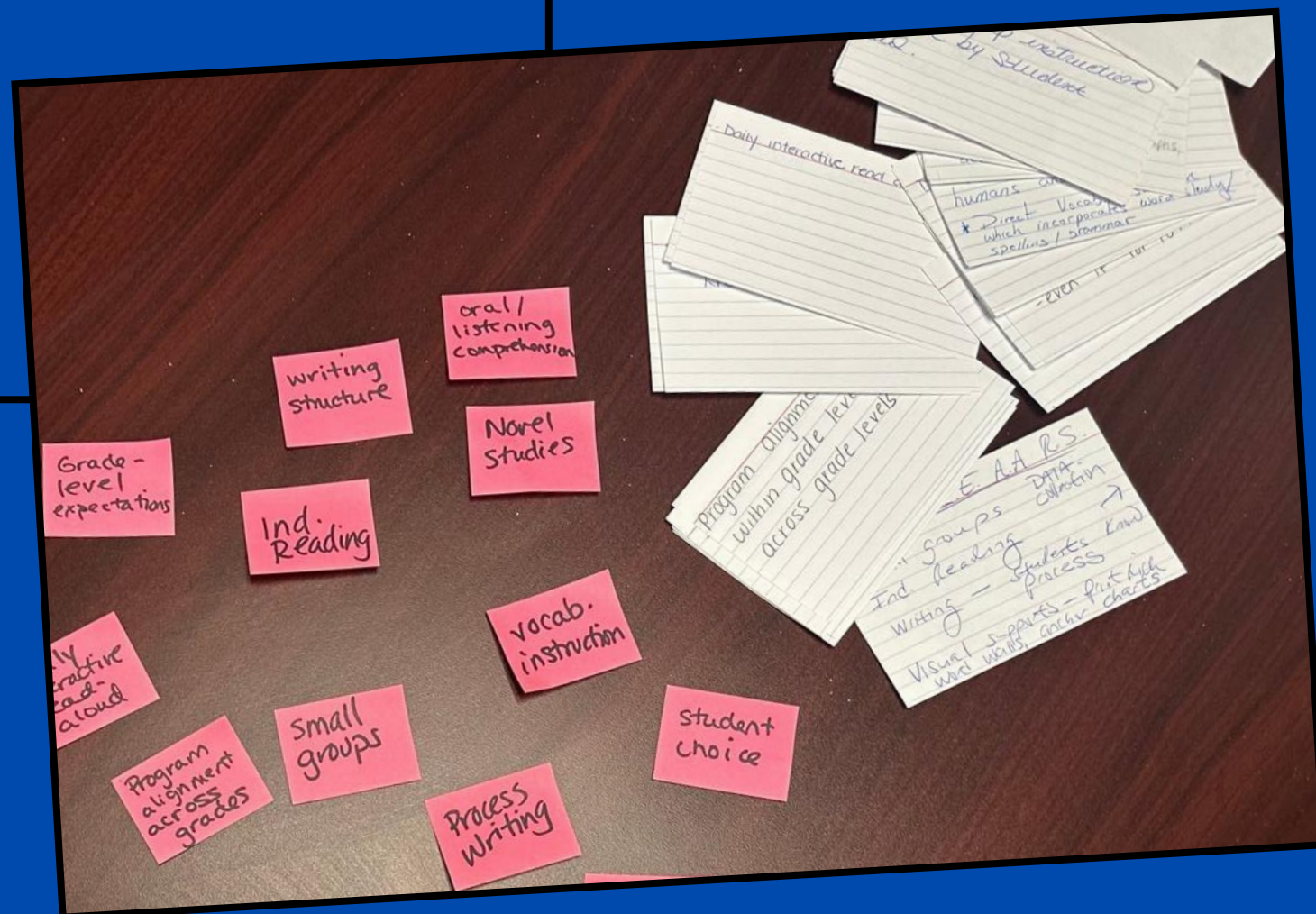
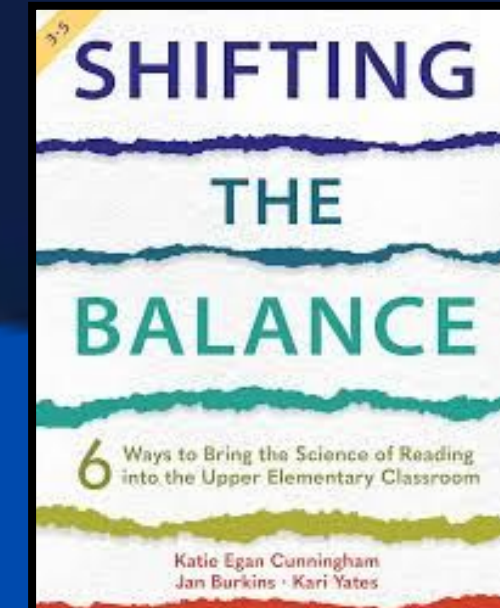
Defining Our Vision



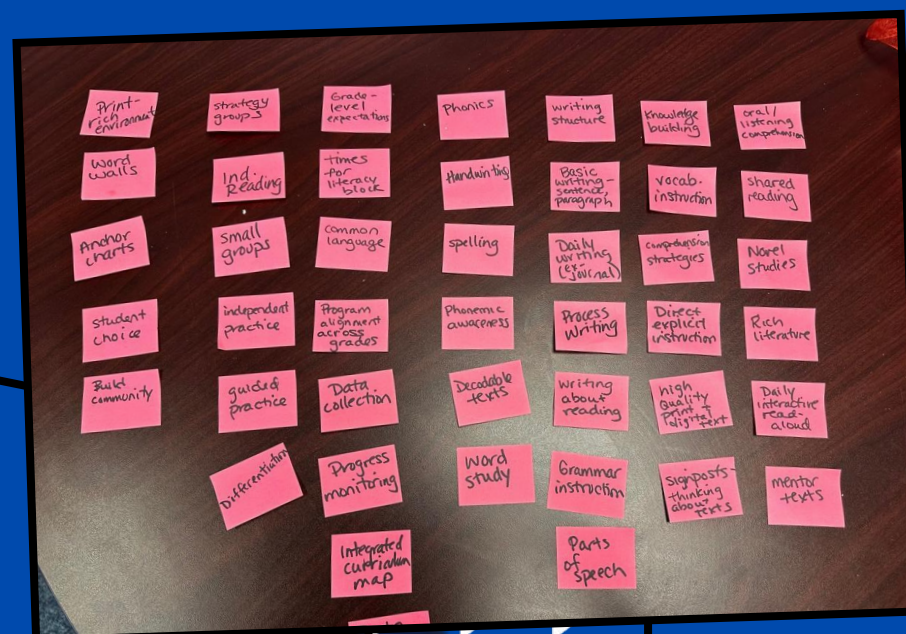
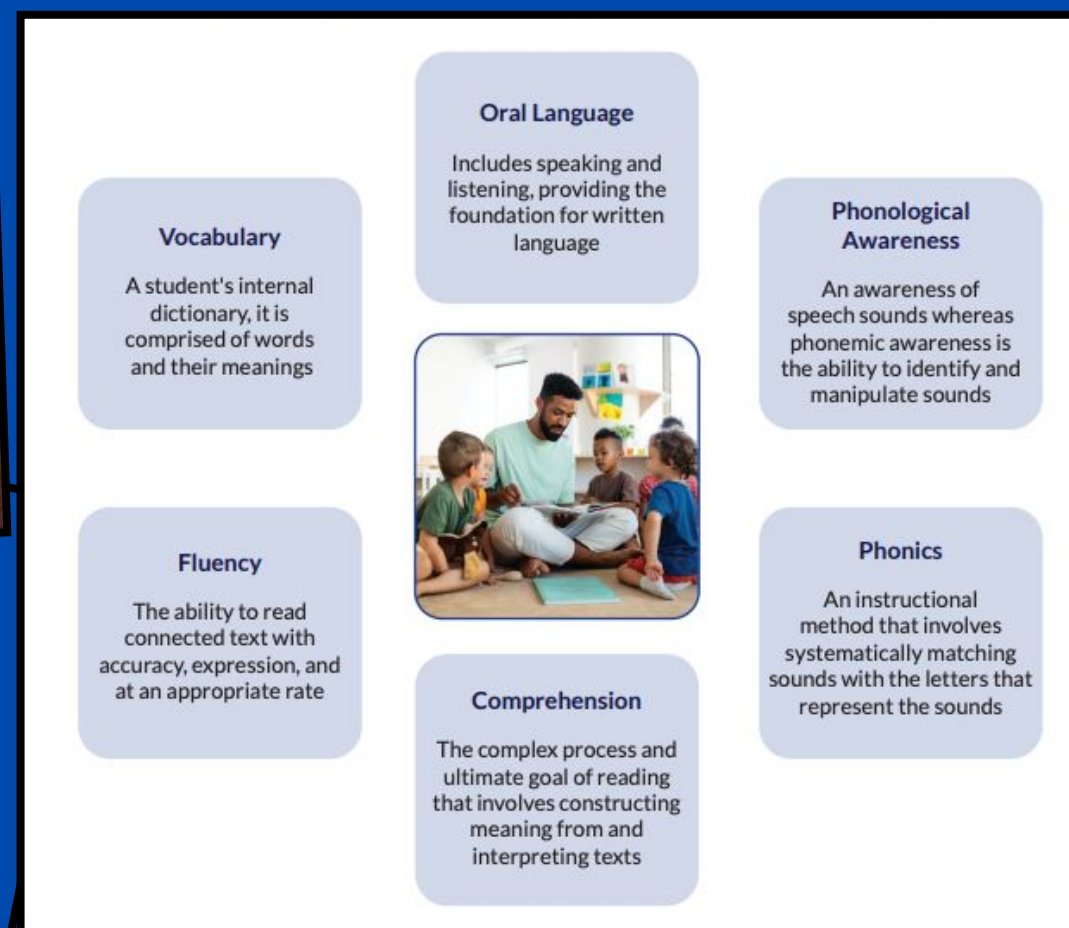
- Foundational Literacy is one part of the bigger vision for our literacy program. We are learning from this implementation process to continue moving forward.
- **District ELA Curriculum Review Committee** including district and building administrators, general and special education teachers, interventionists, and coaches.
- We collaborated on a **literacy framework** that includes all components related to literacy, which is used to plan our program and curriculum.
- We used **NYSED resources** to guide our conversations and ensure alignment with NYS Literacy Initiative Goals.



Source: Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy* (pp. 97-110). NY: Guilford Press.



NYSED Literacy Briefs



5. Regular discussions grounded in diverse texts and topics to build knowledge

- How do students engage in discussions about texts and interact with each other?
- What methods are used to assess and provide feedback on student discussions?
- How were the texts selected? Is there a balance of fiction and nonfiction texts to go with each module? What efforts have been made to include diverse perspectives, characters and authors?
- How does the collection of texts help students build knowledge within and across grades?

West Islip Literacy Framework

WORD RECOGNITION & WORD STUDY

- Phonemic Awareness
- Decoding
- Encoding
- Handwriting
- Fluency
- Morphology

LANGUAGE COMPREHENSION

- Building Background Knowledge
- Authentic, diverse read aloud text sets
- Comprehension strategies
- Vocabulary & Syntax
- Literary and Informational text features
- Text-Based Discussions

WRITING

- Text-Based Prompt Writing
- Process Writing (3 text types)
- Grammar
- Sentence - Paragraph level structure
- Author's Craft/Purpose

SMALL GROUP INSTRUCTION **"WIN" What I Need Time**

- Strategy Groups
- Book Clubs
- Independent Reading
- In-Class Tier 2
- Supplemental Practice

Next Steps:

Language Comprehension & Writing Pilot

- **Piloting** materials across the district related to language comprehension and writing to fill the gaps in our literacy framework.
- Created an edited version of the **Curriculum Review Guide** to rate the pilot programs. We removed parts that were not relevant to our pilot and added criteria from other sources that we felt were fitting.

West Islip UFSD

K-6 Literacy Curriculum Review Guide

adapted from NYSED

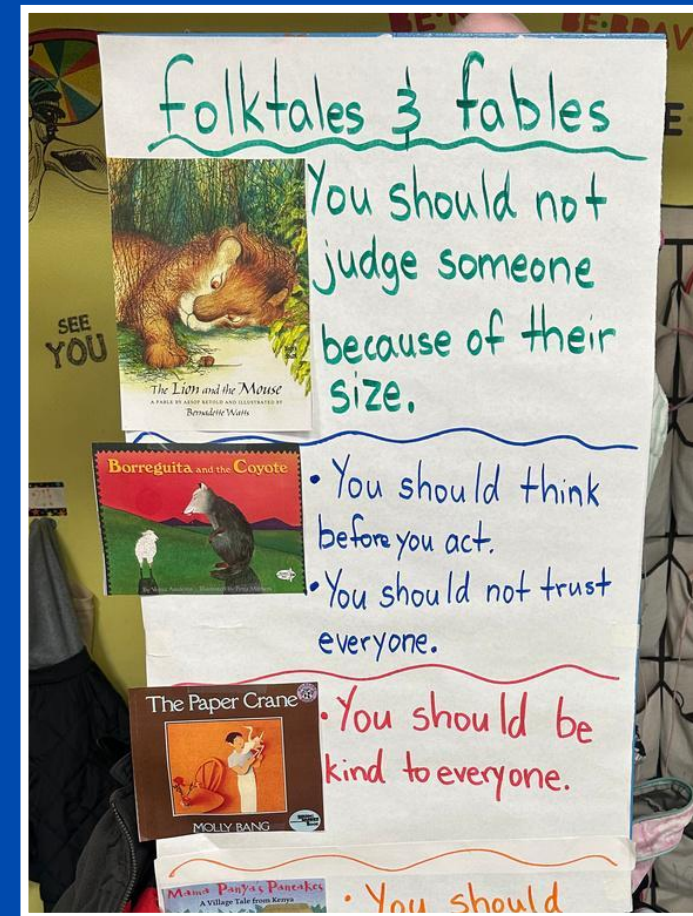
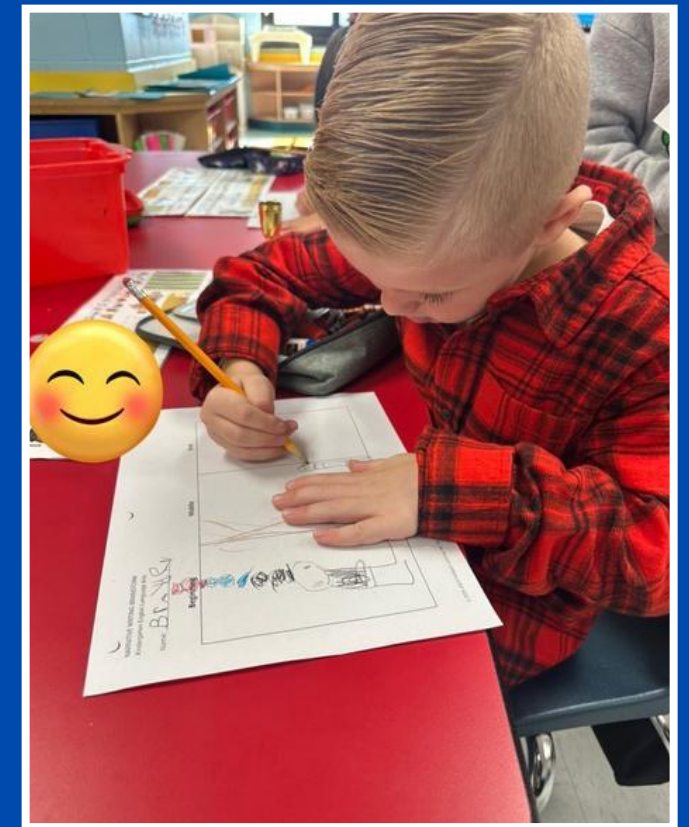
Purpose:

This curriculum review guide is intended to evaluate ELA curricular resources as well as their revision and implementation. The Elementary Literacy Curriculum Review Committee, made revisions and clarifications to better suit our specific needs here in West Islip, **language comprehension and writing**.

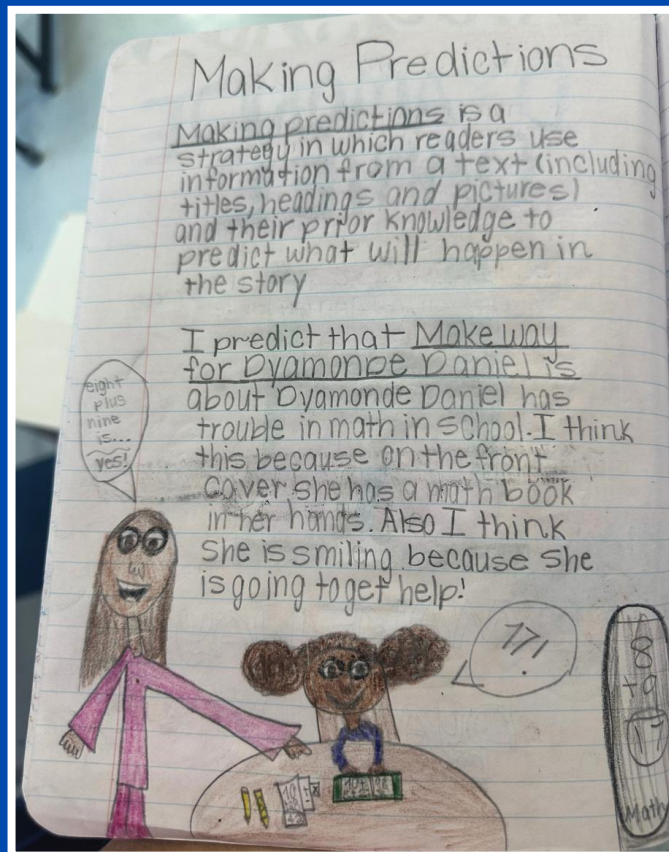
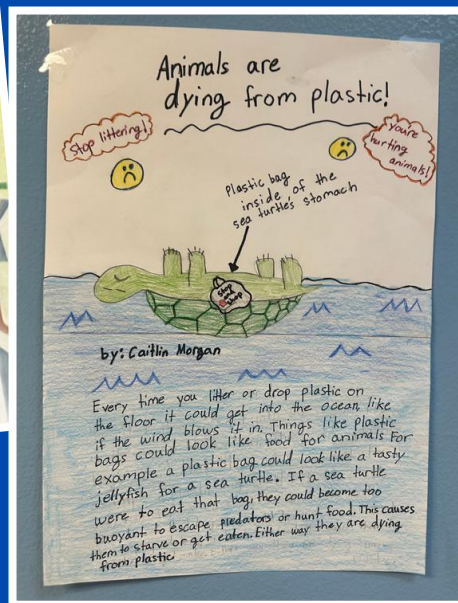
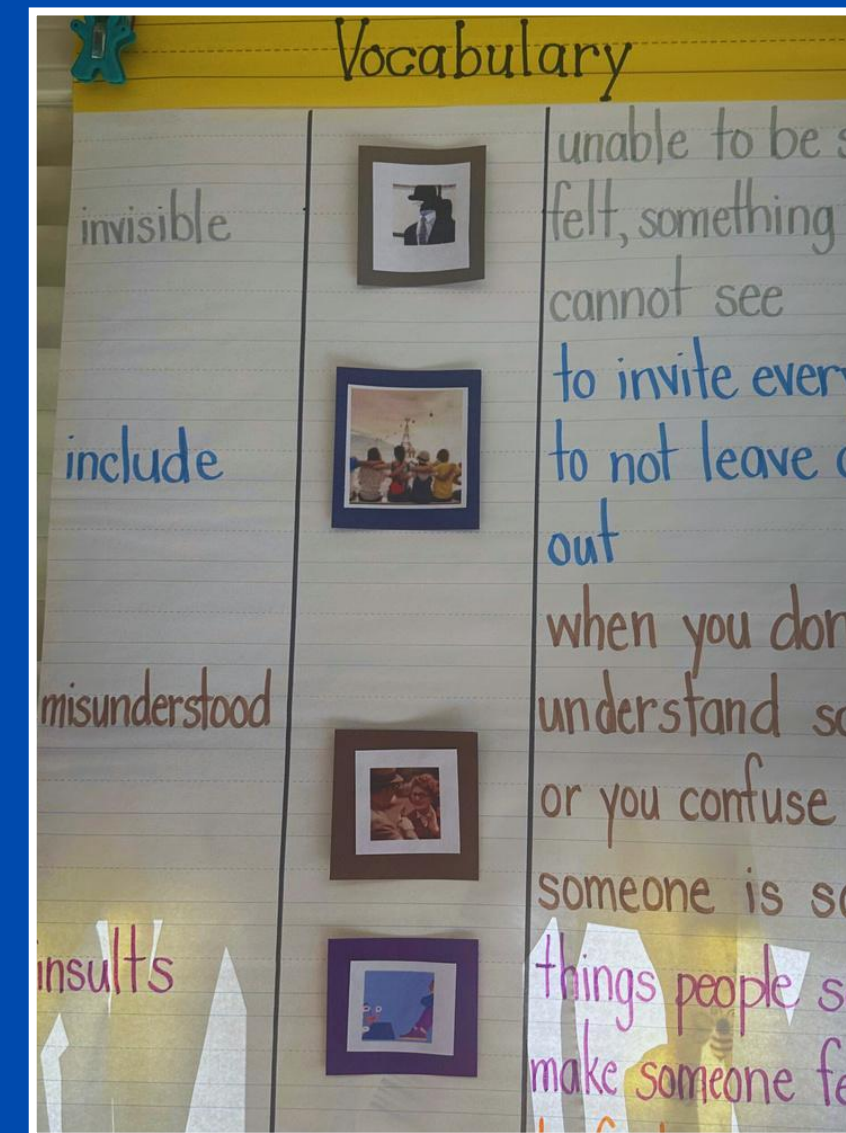
The guide is structured into five domains to ensure alignment with evidence-based Reading, the New York State Learning Standards, the NYS Culturally Responsive-Sustaining Education Framework and Social-Emotional Learning Benchmarks. Each domain includes indicators that outline what we are looking for. Our curriculum review committee will be the primary decision-making process.



 Learning Standards and Evidence-Based Practices	 Culturally Responsive & Social-Emotional Learning	 Supporting Needs of All Learners	 Measuring Learning	 Usability
<p>The literacy curriculum aligns to the NYS P-12 Next Generation English Language Arts Learning Standards.</p> <p>The literacy curriculum reflects evidence-based, interdisciplinary scientific research on P-12 literacy development, known as the Science of Reading.</p>	<ul style="list-style-type: none">•The literacy curriculum is grounded in the Culturally Responsive-Sustaining Education Framework and Social-Emotional Learning Benchmarks.	<ul style="list-style-type: none">•The literacy curriculum supports tiers of instruction in alignment with principles of MTSS-I.•The literacy curriculum supports accommodations and modifications for students with a disability and English Language Learners.•The literacy curriculum incorporates the principles of Universal Design for Learning.	<ul style="list-style-type: none">•The literacy curriculum includes assessments that are instructionally relevant, focused on essential skills, and reflect the depth and complexity presented in the learning standards and experiences.•The literacy curriculum includes assessments that identify student strengths and areas for growth, monitor student progress, guide instruction, and are varied and supported by research and evidence.	<ul style="list-style-type: none">•The literacy curriculum is flexible and easy for teacher to use.•The literacy curriculum provides clear expectations and guidance for teachers.•The literacy curriculum provides strategies or resources to engage parents, family members, and caregivers.



Pilot: Language Comprehension & Writing



Next Steps: Evaluation & Planning

- **Rating** pilot using our modified curriculum evaluation guide for consistency and to identify strengths/gaps before making decisions.
- **Self-Reflection** through building grade level collegial circles using the *Prekindergarten-3rd Grade Literacy Instructional Best Practices Guide* to identify any areas for additional professional learning or support.

Grade	Learning Standards & Evidence Based Practices						Culturally Responsive & SEL				Supporting All Learners				Measuring Learning	
	NGLS	SoR	LC- BK & Lit. Knowledge	LC- Vocab	LC- Language	Writing	Diverse Perspectives	Balance of Representation	Student Connection	SEL	Differentiation Options	Resources to Support/Enrich	Support for ELLs	Support for SWD	Measure Student Progress	Standards-Aligned Assessments
3	2	1	2	2	2	1	2	2	2	2	1	1	2	2	1	1
3	2	1	2	2	2	1	2	2	2	2	1	1	2	2	1	1
3	1	1	1	1	1	1	2	2	2	2	0	1	0	0	0	0
3																
3																
3																
- Writing skills instruction was not explicit, but embedded. - Example: Students were asked to use dialogue, but dialogue wasn't explicitly explained. - Not necessarily complex text - Writing assignments have clear objectives but writing process does not. - Text-based writing was almost daily. This unit only.											- No additional or alternative lesson materials- unless a completely alternative unit is selected - No alternative assignments or activities - No extension activities - I did not see materials to meet the				- Does not have assessments for each lesson - We didn't use the summative assessment provided because the program lacked narrative skills instruction. We opted to modify and use one of the last lesson writing pieces as our assessment - it was more	

Use the following statements to reflect on phonics instruction. Areas marked as "Partially Developed" or "Not Evident" are places to make further learning/professional development or curricular modifications.			
Statements	Fully Developed	Partially Developed	Not Evident
Phonics instruction is provided in whole and small groups.			
Phonics is taught in a systematic, explicit, and clearly defined sequence.			
Children have multiple opportunities to participate in a variety of activities and use materials to practice identifying letters and sounds.			
Action Steps			

“When a child learns to read, it changes everything.”

- *The Right to Read*
documentary

THANK
YOU!

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