Literacy

Faculty Expectations K-8

General Expectations

Daily literacy instruction occurs in all K–8 classrooms and is grounded in the Science of Reading. Instruction emphasizes the "Big 6" skills and competencies — Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension — through a balanced approach that includes whole-group, small-group, and individual learning based on student needs. Writing and Grammar will also be incorporated into daily literacy instruction.

- Teachers will have individualized interactions and small groups with all students on a regular basis.
- All teachers are responsible for knowing their grade level learning expectations and levels of mastery as outlined here.

K-3 Phonological Awareness and Phonics

Phonological awareness (hearing sounds in language) and phonics (connecting sounds to print) work hand-in-hand to support strong, confident readers.

- **Grades K-2:** Teachers will use the *Heggerty Phonemic Awareness* program daily as a part of their phonemic awareness instruction.
- **Grades K-2:** Teachers will use the *UFLI Phonics* program daily as a part of their phonics instruction.
- **Grades 3-5:** Teachers will use the Foundational Skills portion of the district curriculum *Into Reading* program a minimum of three times per week. *UFLI* will be utilized as an intervention based supplement in grades 3 and beyond.

Modules of Study

Every grade level should be following the unit calendars and pacing guides for their individual grade level curriculum programs.

- **Grades K-5** :Teachers will use HMH *Into Reading* program daily for their literacy curriculum.
- **Grade 6-8:** Teachers will use current units of study and reading notebooks. Teachers will refer to the Next Generation State Standards for your grade level when editing your units. (*Review of potential curriculums to come)

Shared Reading

Across all grade levels, shared reading introduces skills, engages students in discussion, and aligns with evidence-based practices to support literacy growth.

- **Grades K–2:** Occurs frequently using HMH *Into Reading* materials, including print and digital high-interest texts and K–1 "Big Book" sets, to build foundational skills and strategies in whole-class instruction.
- **Grades 3–5:** Implemented in more complex formats; teachers guide students through texts using HMH *Into Reading* materials, preparing students for state assessments while reinforcing comprehension, fluency, and reading strategies.

Whole Class, On-Grade Level. Novel Guidance (Grades 3-8) Book List

- **Grades 3-5 (optional):** Approved books may also be incorporated during other instructional times—such as the PLTW/SS block—when students are in their homerooms, outside of the ELA reading/writing block.
- **Grades 6-8:** NYS Module books are automatically approved, or submit to *Caitlin Averill* for review, who will then seek approval from *Amy Petrassi*

Writing & Grammar Writing and grammar are to be taught daily. Every grade level should be following the unit calendars for their individual grade levels.

- **Grades K-5:** Teachers will use *HMH Into Reading* program daily to guide their writing workshop and grammar instruction. Teachers will follow the genres in each module.
- **Grades 6-8:** Teachers will use current units of study. Refer to the Next Generation State Standards for your grade level when selecting or editing your units.
- Handwriting instruction in K–5 builds essential writing fluency and literacy skills, and will be taught through short, consistent, explicit lessons that model letter formation and provide guided practice.
    - **Grades K-2:** *UFLI* language and aligned practice will be used for handwriting instruction.
    - **Grades 3-5:** *Handwriting Without Tears* will be used for cursive handwriting instruction.

Benchmarking & Progress Monitoring Requirements

All students in Grades K-8 will be benchmarked a minimum of three times a year using NWEA MAP Reading as well as the district approved DIBELS 8th Edition/mCLASS assessment system. Special Education and RTI teachers will also use the DIBELS 8th Edition/mCLASS assessment system for progress monitoring.

Homework

A consistent homework routine reinforces skills learned in class and strengthens students' reading growth.

- **All Grades:** Homework will be assigned at least 15-20 minutes of reading every night for homework, Monday-Thursday.
- **Grades K-4** will bring home books according to reading level and/or interests.

Classroom Environment

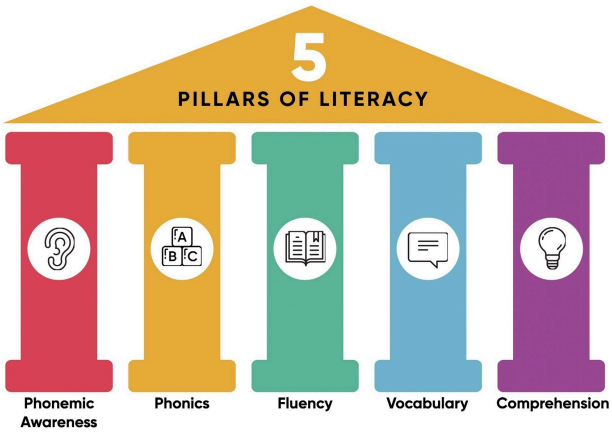
A classroom environment that is organized, engaging, and aligned with the curriculum helps students practice skills consistently and supports continuous learning. The following elements are expected in every classroom to ensure alignment and provide a consistent, supportive learning space for all students. All teachers will have anchor charts that reflect the current module or unit of study

- **Grades K-2:** UFLI Sound wall and Vowel Valley and UFLI aligned Alphabet Line
- **Grades 3-5:** Alphabet Line in Print and Cursive
- High frequency word lists should exist in a way that are accessible to students (K-5)

All classrooms should have a well-organized and clearly labeled library that is accessible to students. Libraries should include **grade-level texts** as well as **high-interest texts**, with **decodable texts included in K–3** to support early reading skills.

- **All Grades:** K–8 reading teachers are responsible for developing criteria for selecting "just right" books and ensuring libraries balance skill development with student interest.
    - **Grades K–3:** Libraries should be organized so students can independently choose "just right" books that match their reading skills and interests.
    - **Grades 4–6:** Libraries should be organized by Lexile levels to help students find appropriately challenging texts.
    - **Grades 7-8:** Libraries should be organized by genre.

There are other programs/ resources that individual teachers or grade level teams may use occasionally.



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