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## Harrison Central School District K-5 ELA Program

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### Overview:

The K-5 ELA program aims to develop English language skills in the four modalities of listening, speaking, reading and writing and is in alignment with the ELA Common Core Standards. ELA content expectations are defined as exit outcomes by grade level and these spiral up in level of complexity as the grade levels increase. These skills are introduced in the context of a variety of text genre, such as informational text, literature, and poetry using texts that expand readers' range and ability to tackle increasingly more demanding lexile levels in reading, and producing more sophisticated pieces of writing for a variety of communicative purposes. Instruction is delivered within the construct of the Balanced Literacy approach through the use of the workshop model. Our goal is to develop autonomous readers and writers for life.

### Reading

Our reading program addresses skills and strategies in the areas of Print Concepts, Phonological Awareness, Phonics, Comprehension, and Fluency. In addition to these skills and strategies, specific ELA content such as story elements, literary elements, text features and organization, as well as author's purpose and craft, is addressed as it relates to text processing and the development of deep comprehension skills. The chart below illustrates the distribution of reading skills across grade levels:

Grade	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Comprehension	Fluency
K	x	x	x	x	x
1	x	x	x	x	x
2			x	x	x
3			x	x	x
4			x	x	x
5			x	x	x

We have adopted the program *Fundations* to address the instruction of print concepts, phonological awareness, phonics and word recognition in grades K-2. In grades 3-5, *Words Their Way* provides a framework for the instruction of word recognition and vocabulary.

Comprehension and fluency are addressed through the balanced literacy approach in grades K-5. Critical thinking skills are developed through exposure to texts that incrementally increase in complexity. Recognizing that reading content-rich nonfiction in history, social studies, science, and the arts in elementary school is crucial for later reading growth and achievement, student are exposed to all types of texts . They are grounded in information about the world around

them to develop the strong general knowledge and vocabulary that enables them to become successful readers.

Assessment is an integral component of our program and is used diagnostically, formatively and to evaluate student performance as well as program efficacy. Diagnostic assessments precede instruction and are used to determine students' prior knowledge and skill levels, and identify misconceptions, interests or learning preferences. Formative assessments take place concurrently with instruction and assist teachers to plan further instruction for optimal achievement. Some of these tools include the DIAL 3, DIBELS, Fountas and Pinnell Benchmark Assessments, MAP (Measure of Academic Progress), sight-word lists. Summative assessments include the end of unit tests from Foundations, MAP, and the NYS ELA Assessment for grades 3-5.

### Assessment Descriptions

**DIAL 3** is an individually administered screening test designed to identify young children in need of further diagnostic assessment. The DIAL-3 subtests cover the five domains mandated by federal law: physical, cognitive, communication, social or emotional, and adaptive. The test also includes a 9-item rating scale of the child's social-emotional behavior and a rating of the child's intelligibility. The tool contains the following subtests:

- **Motor:** assesses gross and fine motor development
- **Concepts:** assesses knowledge of basic concepts such as counting and colors
- **Language:** assesses the child's use of receptive and expressive language
- **Self-Help Development:** assesses the child's daily living skills in such areas as eating, drinking, and dressing
- **Social Development:** assesses the child's skills in relating to peers, siblings, parents, and teachers or other adults

The **DIBELS** measures were specifically designed to assess the five early literacy components: Phonological Awareness, Alphabetic Principle, Vocabulary, Comprehension, and Fluency with Connected Text. The DIBELS measures link together to form an assessment system of early literacy development that allows educators to readily and reliably determine student progress. School personnel can utilize the DIBELS Data System reports to make instructional decisions about children's reading performance.

**MAP** Measures of Academic Progress are state-aligned computerized adaptive assessments that provide the instructional level of individual students and measure growth over time. MAP tests provide highly accurate, norm-referenced results that can be used to:

- Identify the skills and concepts individual students have learned.

## Harrison Central School District K-5 ELA Program

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- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

**Fountas & Pinnell Benchmark Assessment Measure;** *The Fountas & Pinnell Benchmark Assessment System* (F&P) seamlessly links assessment to instruction along *The Continuum of Literacy Learning*. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the [F&P Text Level Gradient™](#). The program uses fiction and non-fiction texts leveled by order of increasing challenge as the material for the student's oral and silent reading from which the teacher can observe many dimensions of reading behavior. Recording Forms guide teachers through an assessment protocol that reveals a wealth of information about the reader, including the reader's accuracy and self-corrections, comprehension, and fluency. An innovative Comprehension Conversation is part of the assessment protocol at every level and provides details about a reader's thinking within and beyond the text at all lexile levels, from level a to Z. Optional assessments allow teachers to gather further details when necessary to more precisely pinpoint a reader's needs.

### Writing

The Common Core standards offer a focus for instruction to ensure that students gain adequate mastery of a range of skills and applications. On each grade level, the expectations increase for growth in the sophistication of all aspects of language use, from vocabulary and syntax to the development and organization of ideas. They also address increasingly demanding content and sources.

Writing instruction begins in Kindergarten with letter formation and communication of messages through drawing or dictation (or combinations of both) and leads to the expectation that, by the conclusion of fifth grade, students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences. Our curriculum includes instructional strands that spiral from K-5 for the three main types of writing: narrative, informational, and persuasive.

**Fundations** addresses handwriting instruction in grades K-2. **The Fundamentals of Grammar and Conventions** provides a scope and sequence as well as an instructional framework for teaching capitalization, grammar and parts of speech, sentence structure and fluency, punctuation, and text layout in grades K-5.

## Harrison Central School District K-5 ELA Program

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Assessment of developmental spelling is conducted through the use of the Monster Test and end-of-unit assessments from the Foundations program. Students in grade K to 2 are assessed at the beginning and end of the year using local assessments developed in-district. These consist of responses to prompts to develop a narrative, informational, and persuasive pieces that are scored against expectations defined by common rubrics.