



**Smithtown Central School District  
Board of Education Meeting**

**English Language Arts**

**Early Literacy to Real-World Experiences**

**March 11, 2025**

**Raina Ingoglia, Director of English Language Arts**



# **The K-12 English Language Arts Team**

## **K-5 Literacy Coach**

Dr. Trish Gallery

## **Elementary Instructional Specialists**

Janelle Albano

Alexa Aversano

Jane Chalifoux

Kelly Collett

Danielle Costa

Jennifer Wilcox

Kellylynn Santelli

# **The K-12 English Language Arts Team**

## **Secondary Instructional Specialists**

### **Middle School**

Gena Agostino

Vikki Rella

Vicki Wasner

### **High School**

Kim Corbo

Alyssa Santangelo

# Elementary ELA: Grade K-1

*New ELA K-1 Dashboard  
Curriculum Writing Team  
Writing Immersion and Writing Workshop  
Professional Development*





# ELA Curriculum Dashboard

English Language Arts - GRADE 1					Grade 1					
Grade 1 Unit 1 - A World of Books		Essential Question: How do books change lives around the world?			Enduring Understandings: Inspiring texts introduce us to new places and diverse characters whose lives change positively and irrevocably because of books.					
			September				October			
	Instructional Resources	Core ELA Component	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reading Instruction	Hegerty Foundations Geodes Mentor Texts Classroom Library	Foundational Literacy (Word Recognition): Phonemic Awareness, Phonics, and Fluency	Hegerty Lesson: Week 1	Hegerty Lesson: Week 2	Hegerty Lesson: Week 3	Hegerty Lesson: Week 4	Hegerty Lesson: Week 5	Hegerty Lesson: Week 6	Hegerty Lesson: Week 7	Hegerty Lesson: Week 8
			Foundations Skills: Unit 3 CVC words	Foundations Skills: Unit 3 CVC words	Foundations Skills: Unit 3 CVC words	Foundations Skills: Unit 3 CVC words	Foundations Skills: Unit 3 Consonant Digraphs	Foundations Skills: Unit 3 Consonant Digraphs	Foundations Skills: Unit 3 Consonant Digraphs	Foundations Skills: Unit 3 Consonant Digraphs
		Foundational Literacy in Practice: (Oral Language and Comprehension): Building Content Knowledge, Phonics Application, Fluency, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge, Reading-Writing Connections	Geodes Set 1: Sharing Stories				Geodes Set 2: Unusual Libraries			
			Ghana, Africa	Lascaux, France	Romania (Transylvania)	Germany	Ancient Egypt	Norway	Washington, DC	Morocco, Africa
			Literary	Literary Nonfiction	Literary	Literary	Literary	Informational	Literary	
			<a href="#">Anansi and the Pot of Beans</a>	<a href="#">The Story in the Cave</a>	<a href="#">The Magical Stick</a>	<a href="#">The Brothers Grimm</a>	<a href="#">Library Cat</a>	<a href="#">The Story Ship</a>	<a href="#">A Library of Our Own</a>	<a href="#">The Library of Fez</a>
			<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>
			<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>
			<a href="#">Graphic Organizer: Character Sketch</a>	<a href="#">Reading Response: Describing the Setting</a>	<a href="#">Graphic Organizer: Beg, Middle, End</a>	<a href="#">Graphic Organizer: Steps to Plan Writing</a>	<a href="#">Graphic Organizer: Character/Setting</a>	<a href="#">Reading Response: I Learn from Books</a>	<a href="#">Graphic Organizer: Retell Using Cartoon Frames</a>	<a href="#">Reading Response: What I Learned About the Library of Action</a>
			<a href="#">Graphic Organizer: Character/Setting</a>	<a href="#">Reading Response: What I Learned</a>	<a href="#">Graphic Organizer: Character/Setting</a>	<a href="#">Reading Response: What I Learned</a>	<a href="#">Graphic Organizer: Problem/Resolution</a>	<a href="#">Graphic Organizer: Main Idea and Key Details</a>	<a href="#">Reading Response: How Can I Make My Wish Come True?</a>	<a href="#">Graphic Organizer: Response Journal</a>
			<a href="#">Graphic Organizer: Problem/Solution</a>	<a href="#">Graphic Organizer: Response Journal</a>	<a href="#">Graphic Organizer: Response Journal</a>	<a href="#">Graphic Organizer: Response Journal</a>	<a href="#">Graphic Organizer: Response Journal</a>	<a href="#">Graphic Organizer: Response Journal</a>	<a href="#">Graphic Organizer: Response Journal</a>	
			<a href="#">Graphic Organizer: Response Journal</a>							
Authentic Text Connections: Read alouds, guided reading, independent reading, mentor texts	Winston the Book Wolf by Marni McGee and Ian Beck	Interrupting Chicken by David Stein	<a href="#">Should I Share my Ice Cream POP Lesson Set 1</a>		<a href="#">Ninjas Goes to the Library</a>	<a href="#">Waiting for the Biblioburro</a>	<a href="#">The Word Collector POP Lesson Set 2</a>			
	Anansi the Spider: A Tale from the Ashanti Gerald McDermott	Anansi Goes Fishing by Janet Stevens	Anansi and the Talking Melon Eric A. Kimmel	Best Place to Read by Debbie Bertram	Winston the Book Wolf by Marni McGee and Ian Beck	Hank Finds an Egg by Rebecca Dudley				
	First Grade, Here I Come! by Nancy Carlson	Best Place to Read by Debbie Bertram	Lacy Walker, Non-Stop Talker by Christianne C. Jones							
Writing Instruction	Instructional Resources		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Units of Study	Writing Immersion: Skills and Genre	<a href="#">Foundational Writing</a>						<a href="#">Personal Narrative</a>	
	Patterns of Power  Mentor Texts  Grammar Scope and Sequence	Workshop Practices: Process Writing, Guided Writing, Independent Writing, Conferencing, Reflection, Celebration	<a href="#">Sentence Structure Immersion</a>					<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>		

Instructional Resources	Units of Study Patterns of Power Mentor Texts Grammar Scope and Sequence	Authentic Text Connections: Read alouds, guided reading, independent reading, mentor texts	<a href="#">Sentence Structure Immersion</a>						<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>		
		Writing Immersion: Skills and Genre	Foundational Writing							Personal Narrative	
	Workshop Practices: Process Writing, Guided Writing, Independent Writing, Conferencing, Reflection, Celebration	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
		Writing Immersion: Skills and Genre	<a href="#">Sentence Structure Immersion</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	<a href="#">Personal Narrative Immersion-Explicit Instruction Resources</a>	

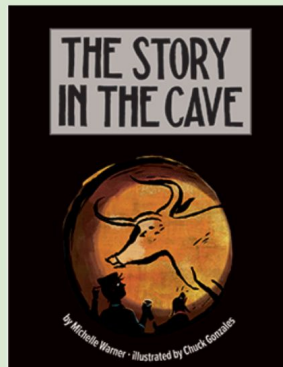
# ELA Curriculum Dashboard

Instructional Resources  
Integrated Components of ELA

Reading Instruction	Heggerty Foundations Geodes Mentor Texts Classroom Library	Foundational Literacy (Word Recognition): Phonemic Awareness, Phonics, and Fluency	Heggerty Lesson: Week 1	Heggerty Lesson: Week 2
			<a href="#">Foundations Skills: Unit 3 CVC words</a>	<a href="#">Foundations Skills: Unit 3 CVC words</a>
		Foundational Literacy in Practice: (Oral Language and Comprehension): Building Content Knowledge, Phonics Application, Fluency, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge, Reading-Writing Connections	<a href="#">Geodes Set 1: Sl</a>	
			Ghana, Africa	Lascaux, France
			Literary	Literary Nonfiction
			<a href="#">Anansi and the Pot of Beans</a>	<a href="#">The Story in the Cave</a>
			<a href="#">Text Dependent Questions</a>	<a href="#">Text Dependent Questions</a>
			<a href="#">Complete Sentences: Who &amp; Action</a>	<a href="#">Complete Sentences: Who &amp; Action</a>
			<a href="#">Graphic Organizer: Character S</a>	<a href="#">Leading Response: Describing the</a>
			<a href="#">Graphic Organizer: Chara</a>	
			<a href="#">Graphic Organizer: P</a>	
			<a href="#">Graphic Organizer: Respon</a>	
Writing Instruction	Instructional Resources  Units of Study Patterns of Power Mentor Texts Grammar Scope and Sequence	Authentic Text Connections: Read alouds, guided reading, independent reading, mentor texts	Winston the Book Wolf by Ma McGee and Ian Beck	Interrupting Chicken by David Stein
			Anansi the Spider: A Tale from the Ashanti Gerald McDermott	Anansi Goes Fishing by Janet Stevens
			First Grade, Here I Come! by Nancy Carlson	Best Place to Read by Debbie Bertram
			Week 1	Week 2
		Writing Immersion: Skills and Genre		
		Workshop Practices: Process Writing, Guided Writing, Independent Writing, Confering, Reflection, Celebration	<a href="#">Sentence Structure Immersion</a>	

Hyperlinked Platform  
Pacing Calendar





## The Story in the Cave

FUNDations Focus Concept:  
CVC and Digraphs  
(wh, ch, sh, th, ck)  
Level 1- Unit 3

## Foundational Literacy in Practice

### Write Write Write!

We can write complete sentences to share what we learned.

- Draw and label to name Who the story is mainly about, or the subject.
- Draw and label to show the ACTION, or what the character is DOING.
- Write a complete sentence that includes both the Who and the Do, and is a complete thought.
- Read your sentence to a partner.

Name \_\_\_\_\_

Who Subject	Action Verb

Sentence \_\_\_\_\_

Click to Access

## Reading-Writing Connections

Title: I Wanna Iguana by Karen Kaufman  
Theme: Perseverance and empathy, patience, and open-mindedness can lead to mutually fulfilling resolutions, reinforcing the values of family, trust, and love.

Genre: Persuasive

### Content Knowledge

What Kind of Text?  
Persuasive text using letter writing format.  
How Does it Work?  
Alex's arguments  
Alex promises to take care of the iguana, including feeding it, cleaning its cage, and keeping it out of sight if his mother doesn't want to see it.  
His mother's concerns  
Alex's mother imagines a giant iguana that will take over their house. She also leaves Alex, saying that if he cleans the iguana's cage as well as he cleans his room, he's in trouble.

### Vocabulary

concerned-  
• "Your concerned mother?"  
• concerned means worried  
compassionate  
• "I'm glad you are so compassionate but I do not think that Stinky's mom will let Lurch get into the iguana's cage."  
• compassionate means that you care about what happens to others.  
lonely  
• "Your lonely son, Alex."  
• Lonely means that you feel sad because you do not have loved ones near you.

### Language Structures

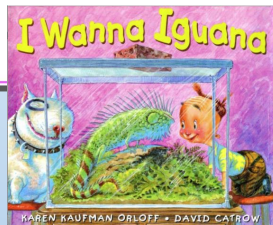
- Alex wants a pet iguana because
- Alex wants a pet iguana but
- Alex wants a pet iguana so

### Verbal Reasoning

Inferencing: Why do you think Alex's mom signs her letters with words like: concerned

### Questioning/Discussion Points

pgs 1-2 -Why does Alex want this pet iguana? What will happen if he doesn't get it?  
pgs 3-4 CFU tarantulas/godzilla's Are these cute pets?  
pgs 15-17 Why does Alex think an iguana would be better than a baby brother?  
pg 18 What does a trial basis mean?  
pgs 23-27 How does Alex feel now that he has an iguana? What about his mom?



## Authentic Text Connections

We are going to learn about the parts of a sentence

Sentences are Made up of **Two** Parts

The **Who** and the **Do**

The **Who** part is also called the *subject* or *noun phrase*.

It tells **who** the sentence is about.

Who?

The **Do** part is also called the *predicate* or *verb phrase*.

It tells **what** the **who** did.

It answers the question, "What did the Who Do?"

Did What?

## Writing Immersion: Skills



Begin with a Hook!



State your Opinion!



Give your Reasons!

- ☐ Reason #1
- ☐ Reason #2
- ☐ Reason #3



End with a Conclusion!

Mentor Text

### My Favorite Part

Have you ever felt embarrassed about your name? If so, you should read the story, *Chrysanthemum*. It is my favorite story. One reason is that Mrs. Twinkle tells the other students that Chrysanthemum's name is perfect. Another reason is I like how the teacher makes the whole class want to be flowers. A final reason is that this story has a happy ending. These are the reasons why *Chrysanthemum* is my favorite story!

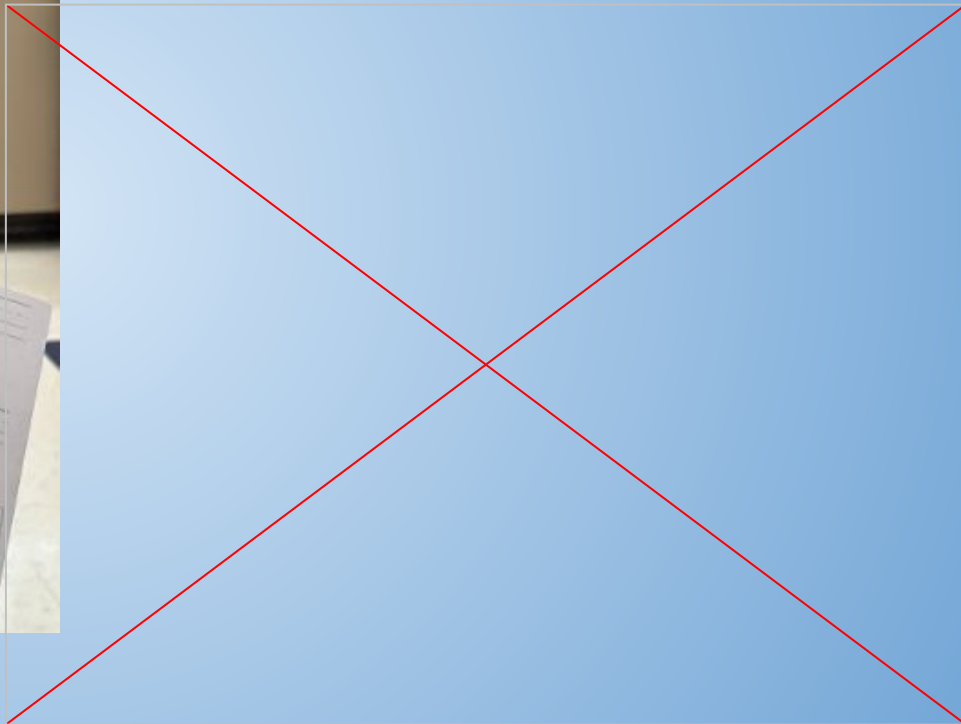


Here are some important elements we need to incorporate in our opinion pieces when writing about our favorite book.

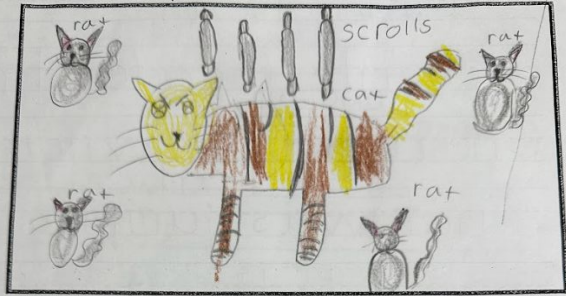
## Writing Immersion: Genre



# ELA Grade K-1: Writing Immersion



# ELA Grade K-1: Writing Immersion



Have you ever seen  
a cat that protects  
scrolls? If so you  
should read Library

☆ I can start with a capital letter ☆ I can use spaces between words ☆ I can use a period to end the sentence

It is my favorite Geodes  
story. One reason is that  
he has great drawings.  
Another reason is I like  
when he got on his knees.  
A final reason is I love his  
pictures. These are the  
reasons why Jerry Draws  
is my favorite story.

☆ I can start with ☆ I can use spaces ☆ I can use a period

A final reason is when  
they said no bug or rat  
can whiz by this cat.  
These are the reasons  
why the Library  
Cat is my favorite  
story.

## Who:

First Grade Students

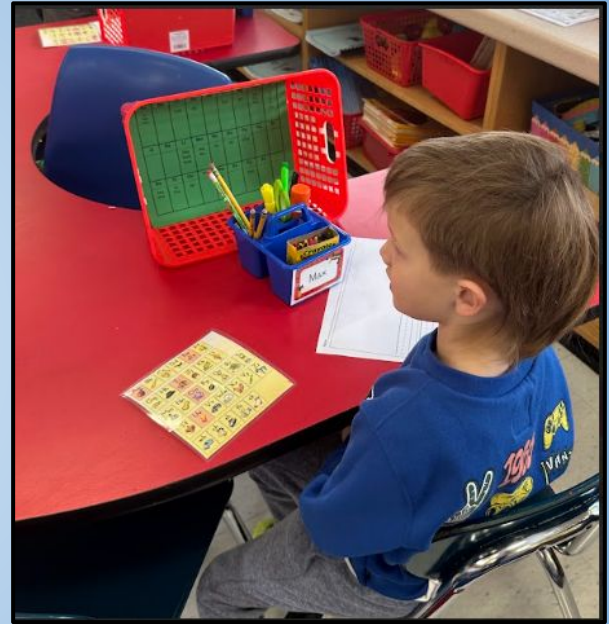
## What:

Persuasive Paragraph  
Writing

## How:

After reading and learning about unusual libraries, students orally rehearsed, planned, and wrote persuasive paragraphs to share their favorite titles.

# ELA Grade K-1: Writing Workshop



## Who:

Kindergarten Student

## What:

Informational Writing-  
Drawing and Labeling

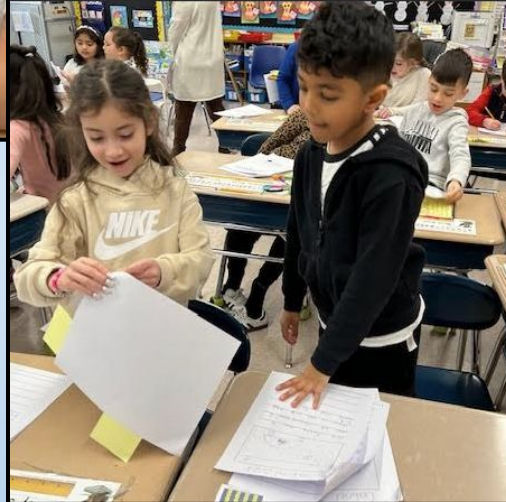
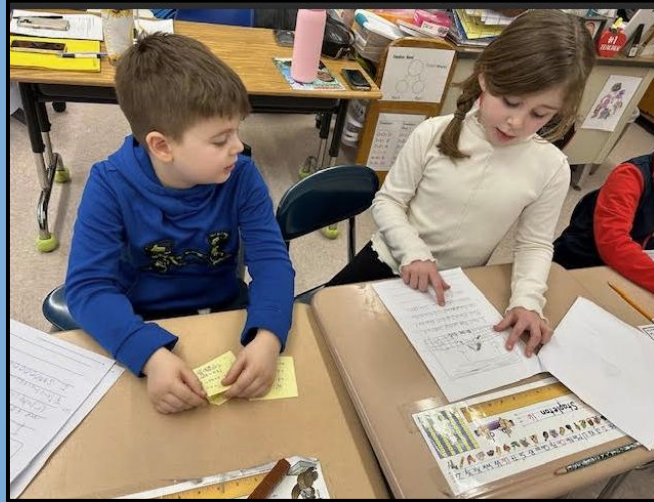
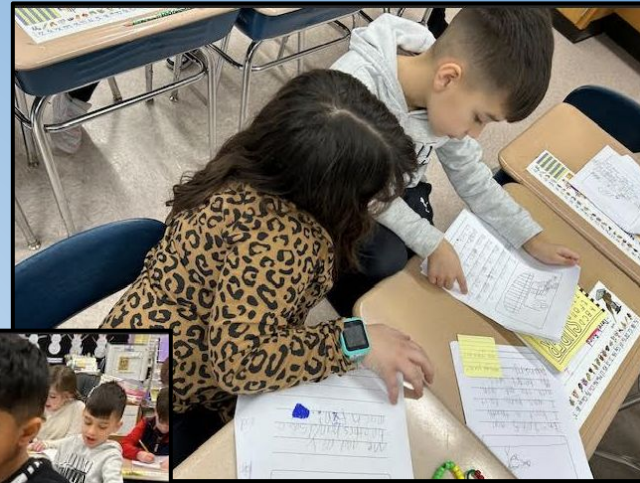
## How:

After studying collections of objects closely, students drew detailed illustrations, then stretched sounds to label features as part of a unit on Show and Tell Writing.





# Writer's Workshop



## Who:

First Grade Students

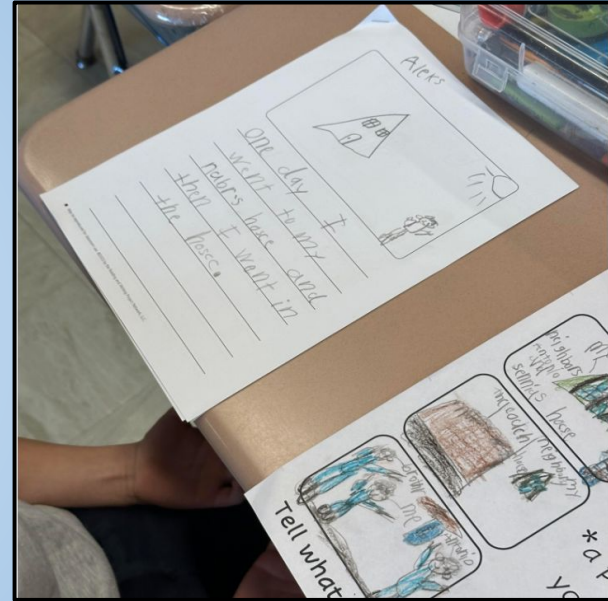
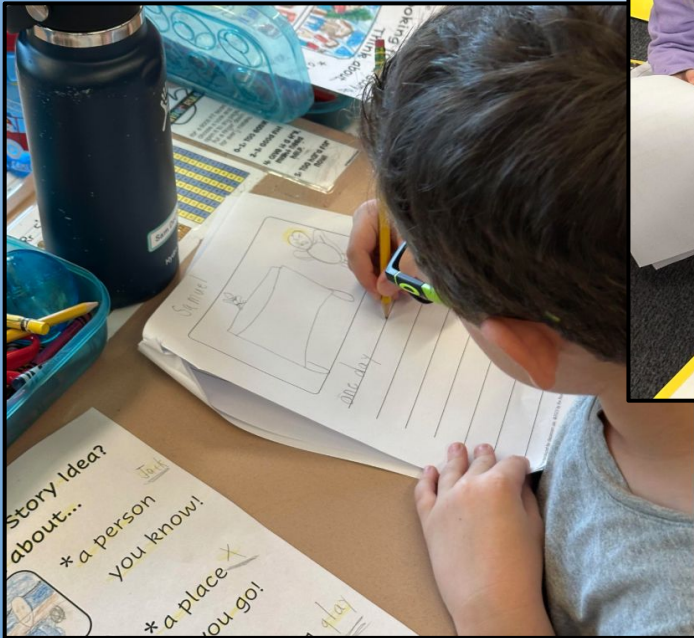
## What:

Narrative Writing Revision

## How:

After drafting narrative stories, and learning about how authors use revision to make their writing stronger. Students worked collaboratively to add feelings, talk, and actions to their drafts.

# ELA Grade K-1: Writing Workshop



Students working in groups and independently in a Writing Workshop setting



# ELA K-1: Professional Development



# ELA Grades 2-5: myView Literacy

## myView Implementation Student Outcomes Professional Development Hauppauge Visit

Unit 2: Adaptations

### Weekly Reading Routine

Essential Question: How do living things adapt to the world around them?

Weekly Question: How do adaptations make animals unique?

Day 1: Genre Informational Text

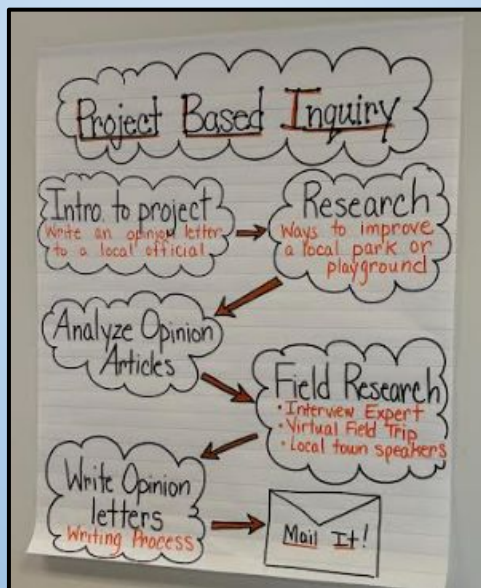
Day 2: Shared Read "The Weird and Wonderful Echidna and the Very Peculiar Platypus"

Day 3: Close Read Synthesize Information

Day 4: Close Read Monitor Comprehension

Day 5: Reflect + Share

- What living things have you read about?
- What characteristics help them survive?



Writing Routine

Learning Goal: I can write a Personal Narrative.

Week 1: PREWRITE

- Personal Narrative
- Brainstorm and set a purpose
- Plan your Personal Narrative

Week 2: DRAFT

- Portray people
- Compose a setting
- Use concrete words and phrases

Week 3: DRAFT

- Develop and compose an Introduction
- Compose an event sequence
- Compose dialogue

Week 4: REVISE AND EDIT

- Add ideas for coherence and clarity
- Edit for adjectives
- Edit for adverbs

Week 5: PUBLISH

- Edit for irregular verbs
- Edit for punctuation marks
- Assessment

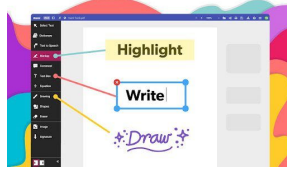


# Build Knowledge

## Bringing Animals Back

Students used Kami tools to annotate and interact with a digital copy of the text on their Chromebooks.

kami



## Vocabulary

### Word Bank

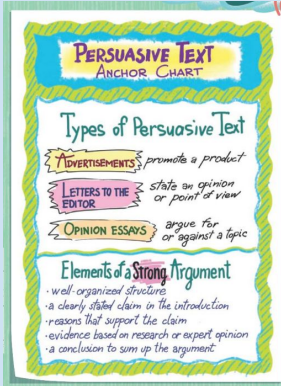
prefer features investigate associate

eliminated reintroduced

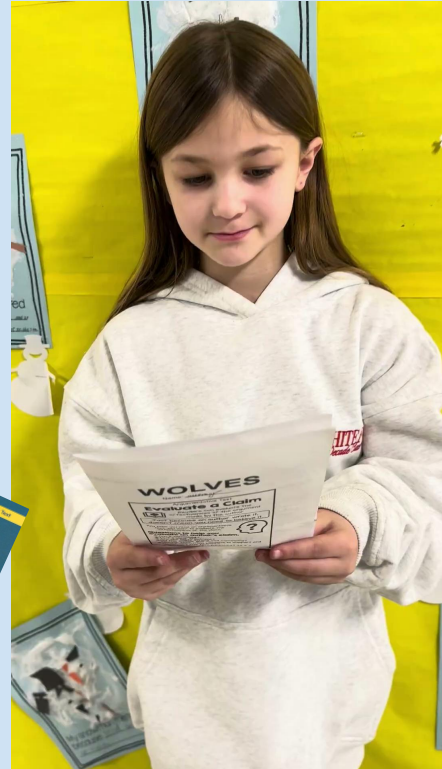
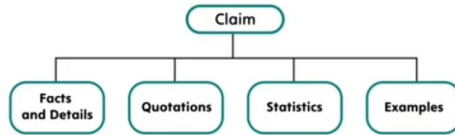
habitat solitary multiplied

# BRINGING ANIMALS Back

An animal may disappear from a particular place due to human activity. Later on, people may help that animal return to its natural habitat.



### Analyze Text Structure Argument



# Literacy Stations

## Plural Possessive Nouns

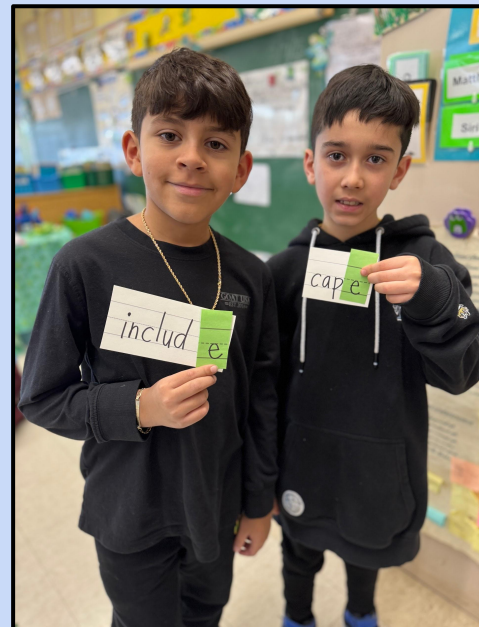
A **plural possessive noun** shows that two or more people share or own something.

- To form the possessive of a plural noun, add an apostrophe to plural nouns that end in *-s*, *-es*, or *-ies*.
- To form possessives of plural nouns that do not end in *-s*, *-es*, or *-ies*, add an apostrophe and an *s*.

## Spell Words with Syllable Patterns

**Words with the Syllable Pattern VCe** can be multisyllabic, or more than one syllable. A long vowel sound is spelled with a single vowel, followed by a consonant and the letter *e*, which does not spell a sound at all.

Literacy Stations are useful tools for Small Group time. They provide students opportunities to practice strategies and improve skills.



re <del>late</del>	VCe words with a	lo <del>cat</del>
com <del>plete</del>	VCe words with e	con <del>cret</del>
excite	VCe words with i	ignite
trombone	VCe words with o	explode
excuse	VCe words with u	attitude

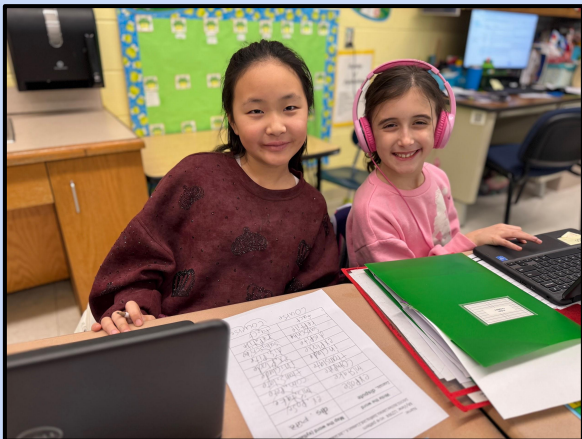


Word Adventure | Unit 2 Week 4



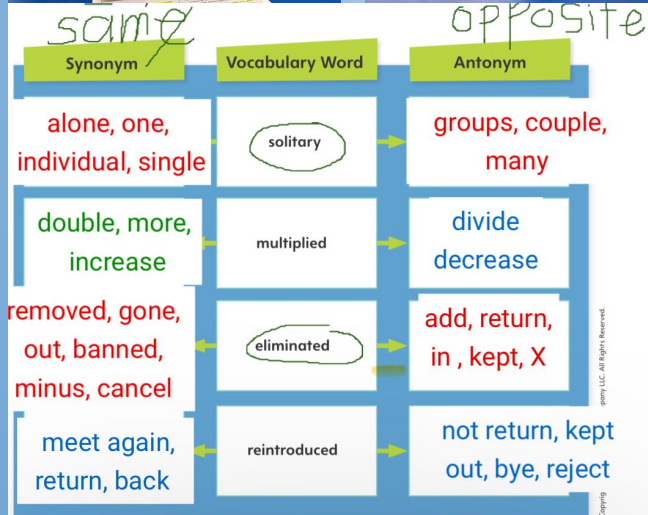
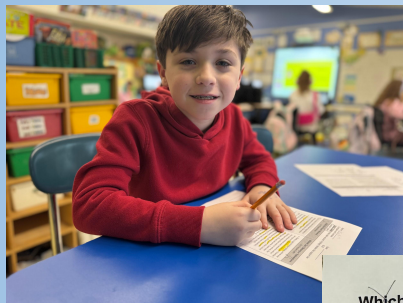
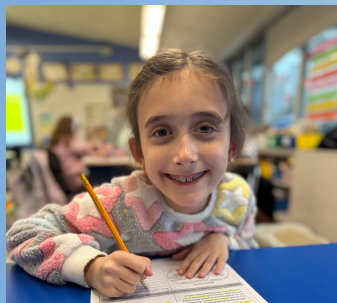
Spelling Voyage | Unit 2 Week 4

**Word Work** Working individually or with partners, students will identify, build, and pronounce words to build phonics skills.





## Compare and Contrast Texts



Which author does a better job of persuading readers about her topic? Use evidence from each text to support your opinion.

The authors Frances Ruffin

does a better job.

Also, wolves could kill you!  
So the animals will  
die. Ranchers having wolves around  
is worrisome, cows are killed  
or are lee'less.

All in all, <sup>we</sup> should not be <sup>in</sup> haste.

Moths rest with their wings open, but butterflies close theirs. Moths usually eat at night. Butterflies are more likely to eat during the day. Moths usually have shorter bodies and duller colors. Butterflies have longer bodies and brighter colors.

## Moths

- rest wings open
- eat at night
- short bodies
- dull colors

caterpillars  
wings  
eat plants

## Butterflies

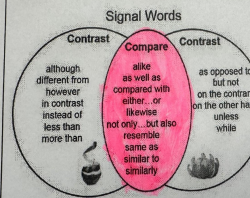
- rest wings closed
- eat during day
- long bodies
- bright colors



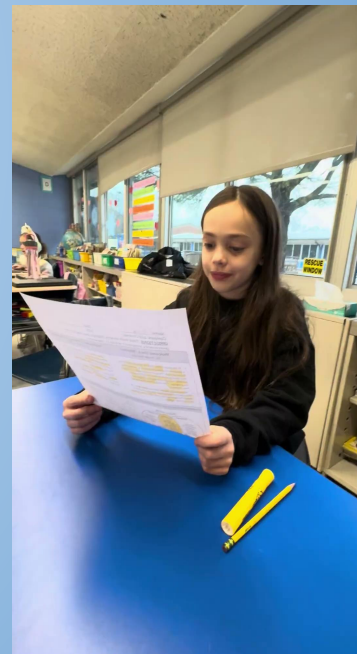
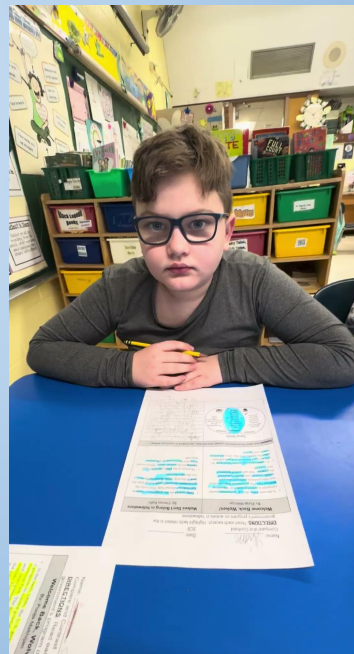
<sup>3</sup> To control predators, hunters killed them. By 1926, the last Yellowstone wolf pack had been killed. For decades after that, only a few solitary wolves were sighted.

arguing for the wolves' return. Wolves would bring more biodiversity to Yellowstone, they said.

**Compare** facts about the government's program from both texts. Use evidence to support your thinking.



we can note similar details about the  
 government's program both authors  
 mentioned the government's ~~read~~<sup>early</sup>  
 program in the 1960s. In  
 the text it says "In the  
 early 1960s the government  
 started a program." This shows  
 that the authors had  
 similar detail about the  
 government's program.



# Student Outcomes: Grade 2 Project-Based Inquiry



**Who:**  
Second Grade  
Students

**What:**  
Project Based  
Inquiry  
Unit 3 Week 6

**How:**  
Students collaborated to write letters to  
Mr. Javidi recommending new traditions  
at St. James Elementary



# Student Outcomes: Grade 2 Project-Based Inquiry



**Who:**  
Second Grade  
Students

**What**  
Project Based  
Inquiry  
Unit 3 Week 6

**How:**  
Mrs. Carpenter met with students to  
review their ideas for new traditions at  
Dogwood Elementary.

# Student Outcomes: Grade 2 Project-Based Inquiry



Mickey's Ice Cream Kitchen

November 5, 2024 · Saint James, NY · 🌐

Special thanks to Mrs. McCoy & Mrs. Mulford's 2nd grade class at Accomsett Elementary in @smithtowncsd for an amazing letter to @mickeys\_ice\_cream

We ❤️ students who dream of ice cream all day long, even during school.

Open 1-9pm Daily  
Fri & Sat 1-10pm

— at Lake Avenue St. James.



Mickey's Ice Cream  
October 17, 2024



Dear Mickey's Ice Cream,  
Have you made any new flavors lately? I love cookies and cream, but I'd love to try Chocoholic. On top, it would be fun to try gummy bears, Oreos, rainbow fudge, whipped cream, and a cherry. My class has been talking about local businesses, and we would like to thank you for helping our community. We can't wait to come in and try your delicious homemade ice cream!

Sincerely,  
Mrs. McCoy & Mrs. Mulford's  
Second Grade Class  
Accomsett Elementary



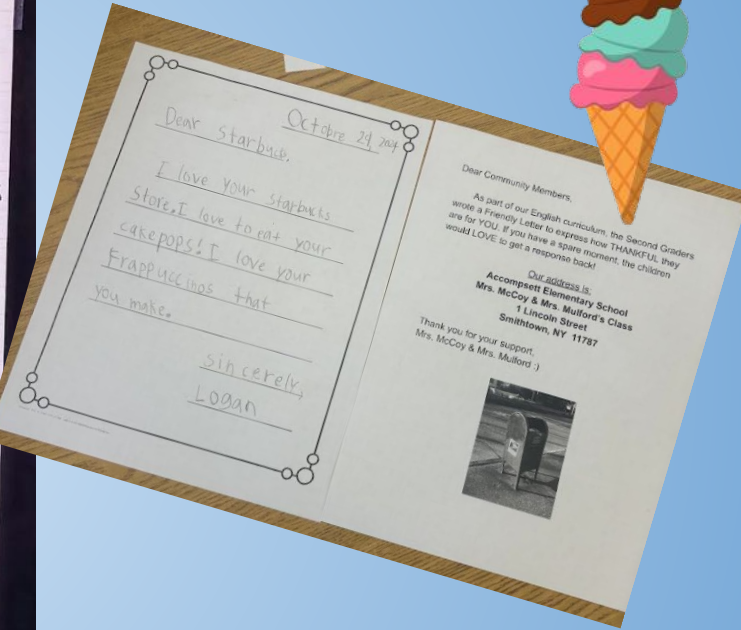
Jackson Zach Mia Brielle  
Lea Christian Kad Tony Emily  
Christopher Gaby Gavin  
Adriana Emilia Logan Ella Cole Krista

**Who:**

Second Grade  
Students

**What:**

Friendly Letter  
Writing



**How:**

Students were invited to write a friendly letter to their favorite place in the community. Community members were encouraged to share their replies with the students..



# Student Outcomes: Grade 3 Project-Based Inquiry

Nov. 14, 2024

Dear Mr. Ierano,

Thank you for responding to our letters about improving our playgrounds. It made us happy to know you will help us with fixing the playground. We are thankful for the work you do at MTP. to keep us safe and happy!

Let us know if you would like us to raise money for a safer playground. We want to help! Thank you for listening to our concerns and ideas!



Yours truly,  
Ms. Wilcox's Third Grade Class

Gianna

Mason Acerra

Ryan Ahern

ROCCO

Ryan

Lupia

Nicholas Joye

Aubrey

Juliana

Amelia Quentin

**Who:**

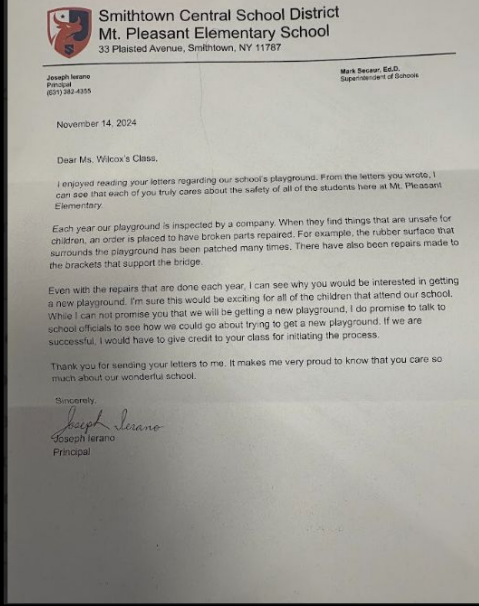
Third Grade Students



*Writing became exciting when it connected to our passions.*

**What:**

Project-Based Inquiry Research Project (collect data, write a letter to a town official or principal about improving the safety of our playgrounds/parks)



**How:**

Students wrote letters to their principal, Mr. Ierano, to share their concerns. Mr. Ierano wrote back to the students, describing the process of maintaining a safe playground. The class wrote a letter to thank him for listening and responding to their concerns. For many students, this was their first time writing a thank you note!

# Student Outcomes: Grade 3 Historical Fiction

## The Girl Who Walked Between The Twin Towers

Written and typed by Eleni Katsamanis

Laura was a street performer, and loved to walk and dance on beams or wires. If she saw two trees she had to walk on them and if she saw two towers she had to walk on them.

While she was walking through the New York City streets, Laura looked up and thought, *abb, what great space to walk!*

Laura excitedly shouted. Suddenly she got an idea. *If I stretch a long rope between the buildings, I could walk on it.*

Laura went to ask the government if her idea was allowed, but they said “No way, you’d fall, for sure!”

Laura decided she could do it secretly. Laura took out her phone to call her friend to tell her the plan. Once she was finished talking to her friend they met up at the park to get ready so she and her friend could disguise themselves as construction workers. They went inside the building and then they went in the elevator.

Then, they carried their supplies up 180 stairs.

## Writing

In this unit, students consider how to develop historical fiction. They learn about subject-verb agreement, simple verb tenses, irregular verbs, and pronouns.

This unit’s learning and work will help your child with the following **skills**:

- ★ Developing, plot, setting and characters
- ★ Developing, a problem and a resolution
- ★ Developing a sequence of events
- ★ Composing dialogue
- ★ Describing events with details

## Who:

Third grade student

## What:

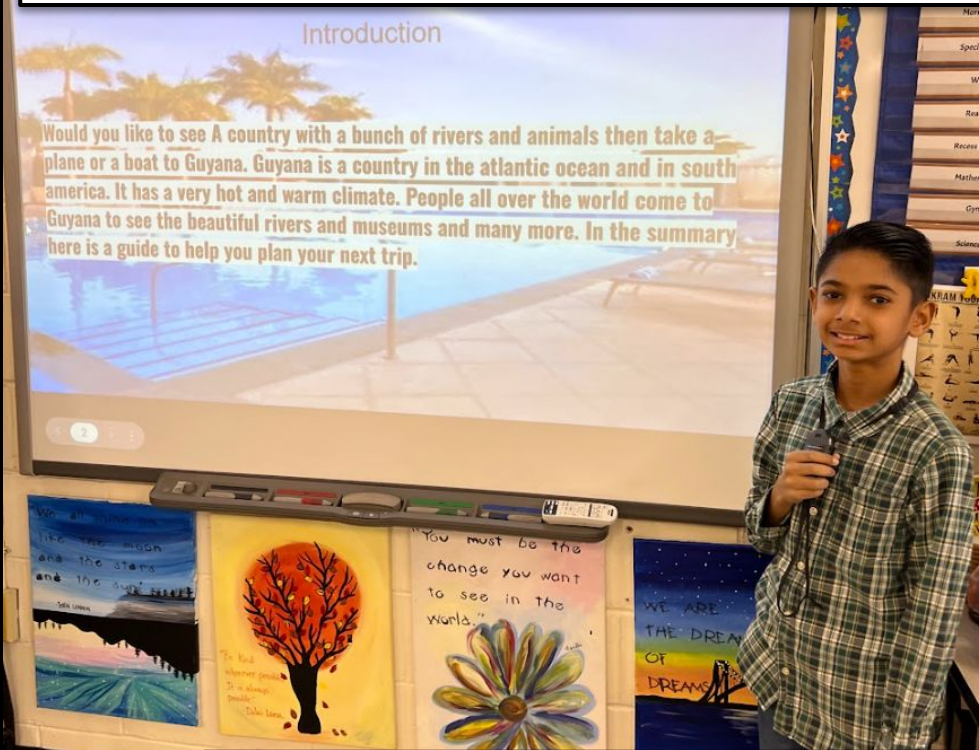
Historical Fiction  
Writing Unit 3

## How:

Revise and edit, skill implementation (capitalization, figurative language, dialogue, details using the 5 senses)

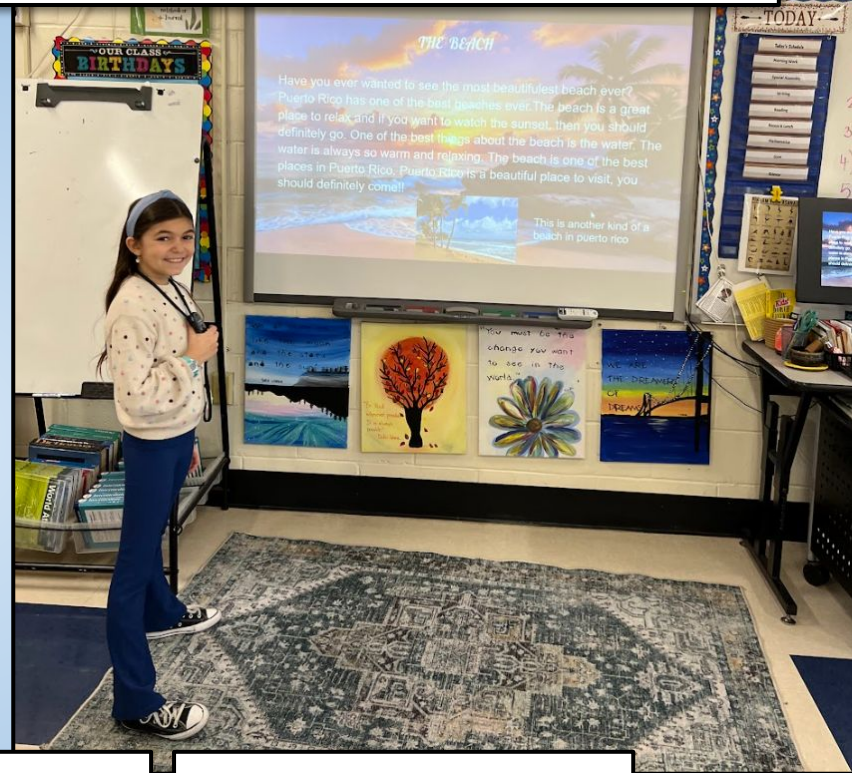


# Student Outcomes: Grade 4 Researching and Presenting for Information



**Who:**  
4th Grade

**What:**  
Travel Article Unit 2  
Informational Text



**How:**  
Students researched  
locations & persuaded their  
readers to visit them.

# Student Outcomes: Grade 5 Project Based Inquiry



There are so many enjoyable reasons to go to the North Cascades and many endless adventures and fun that awaits for you at the North Cascades National Park! You will have so much fun, and make so many memories together.

5th graders  
created a  
Google site  
about a  
National Park



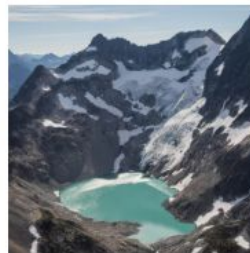
Lakes

In the North Cascades, there are so many fascinating and gorgeous lakes, such as Diablo Lake, which is the most popular landmark, Diablo Lake Vista Point. The other lakes are Baker lake, which is 15 square miles and is beautiful! There are many more extremely cool lakes in this park, which are all equally as beautiful in their own ways.



Mountains

Most of these captivating mountains were formed millions of years ago. Some of these mountains are Mount Buckner, Mount Logan, Forbidden Peak, Glacier Peak, Jack Mountains, and much more. These mountains are perfect for hiking and climbing for any ages!

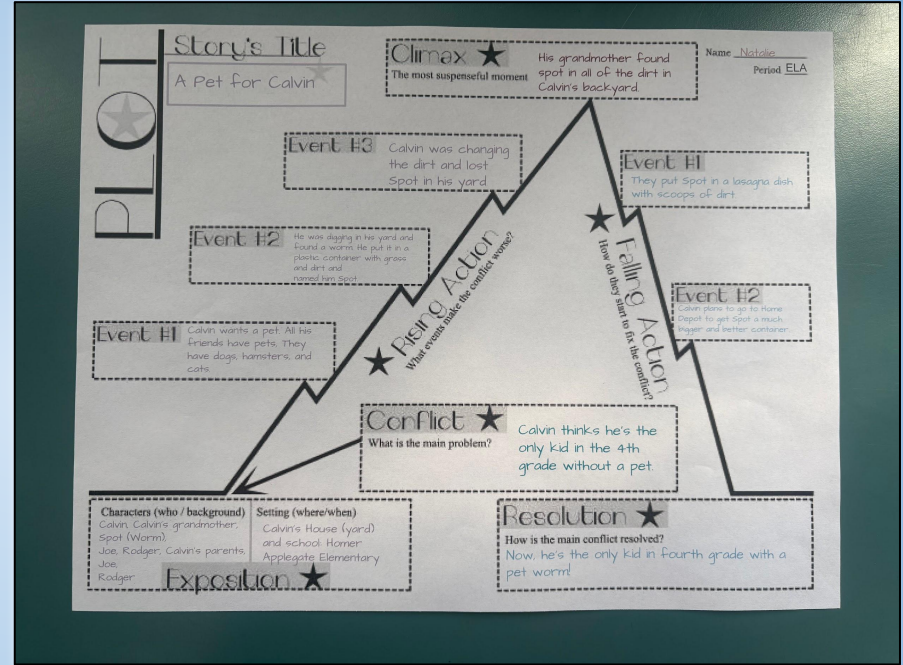
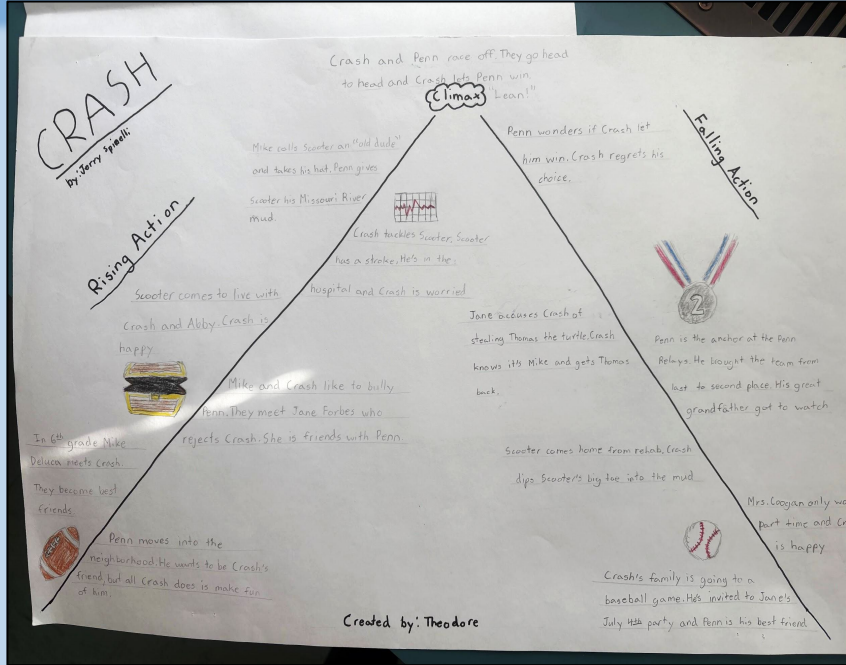


Glaciers

These fascinating, glistening, icy glaciers are very interesting and cool! There are over 300 glaciers and countless snowfields. Glaciers show signs of climate change as well as temperature. The North Cascades National Park Service Complex is one of the snowiest places on Earth, and has the most glaciers, too!



# Student Outcomes: ELA Grade 5 Book Club



## Who:

Fifth Grade Students

## What:

Crafted a plot mountain to analyze their book club novel, *Crash*.

## How:

After learning how to use "plot mountains" to analyze text structure in the myView Realistic Fiction curriculum unit, students worked collaboratively to draw and label plot diagrams to illustrate key details and deepen their understanding of story grammar.

# Student Outcomes ELA Grade 5 Novel Integration



**Who:**

Fifth Grade Students

**What:**

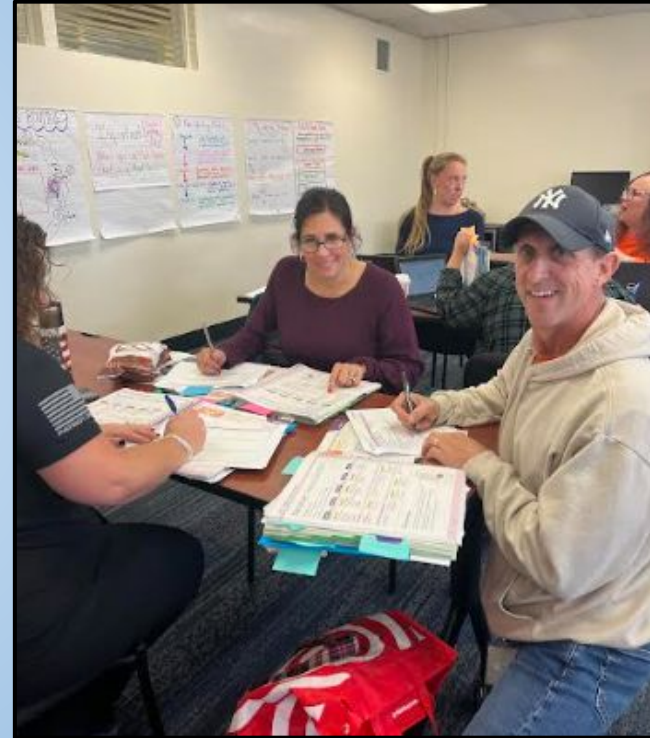
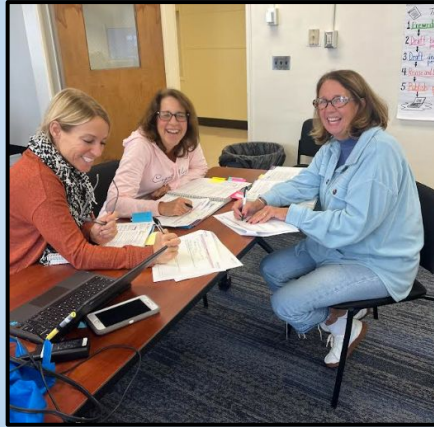
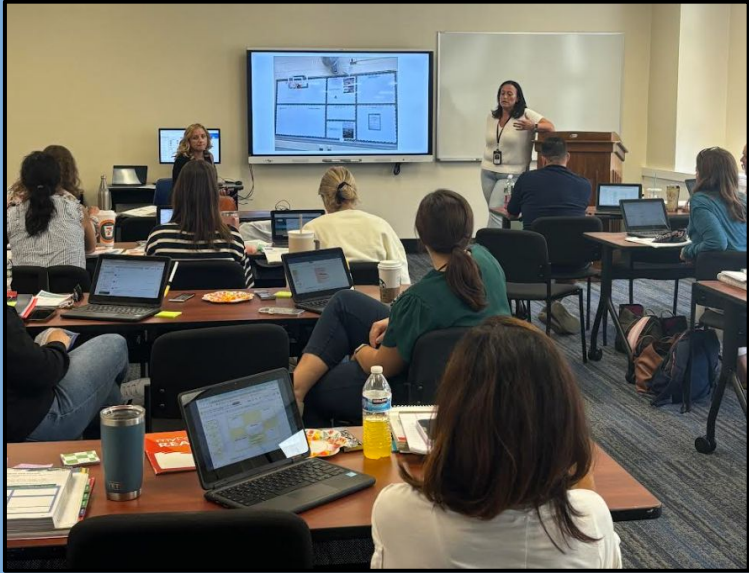
Understanding Point of View through Visualization

**How:**

After studying point of view and perspective in realistic fiction text, students chose sentences from full-text novels, to create visualizations and deepen their understanding of point of view.



# ELA Grades 2-5 Collaboration and Professional Development



- Anchored Learning Cycles by Grade Level
- Focus Visits
- Program Specific Workshops

## Hauppauge teachers visit Accompsett Elementary



Sharing experiences  
establishes a model for future  
collaboration and long-term  
growth.



# Where are we now?

## K-1

- Kindergarten and Grade 1 Curriculum Writing
- Created and enhanced the dashboard
- Read aloud integration and professional development
- Writing Immersion and Writing Workshop professional development

## 2-5

- Pilot Project Based Inquiry Unit
- Reading Routine Immersion
- Basic Assessments
- Introductory Professional Development Cycle
- In-classroom Professional Development

# Where Are We Going?

## K-1

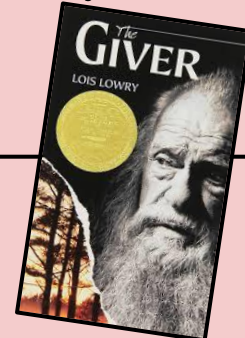
- Kindergarten and Grade 1 Small Group Instruction Reboot (2025)
- Utilizing Fastbridge data to inform small group instruction (2025-2026)
- Building Decodable Library - Foundations Readers PD (2025-2026)
- Reorganizing current classroom libraries (2026-2027)

## 2-5

- Complete Assessment Structure (2026-2027)
- Integrate Full Length novels (2025)
- Grades 2-5 Curriculum Writing (2025)
- Continue in-class coaching/PD
- Project-Based Inquiry Units (2025)
- Interdisciplinary work with Science and Social Studies (2026)
- Focus on new assessments and small group instruction (2026)

## - ` Nesaquake Middle School Authentic Experiences in Class ' - ,

During the school year we have encountered many authentic experiences in our ELA class. One example occurred during our reading of *The Outsiders*. During class discussions many students took the opportunity to share how the certain characters lives and actions in the book related to a story they could share. Conversely, learning about the dystopian life of the main characters made some of us realize how different the world can be compared to our everyday lives, opening our eyes to a different perspective. Relating our learning topics to real world experiences and stories not only makes the learning process more fun, but also more memorable.







# ★ What We learn and How It Connects To The Real World ★



Examples of dystopian elements are...

- propaganda,
- restrictions,
- fear of the outside world,
- conformity,
- constant surveillance,
- dehumanized society

Examples of utopian elements are...

- Freedom,
- Information,
- Independent thoughts,
- Peace

In our English classes we learned about dystopias and utopias. A dystopian society is a place where dehumanized actions happen. A utopian society is where there is peace and it's basically paradise.

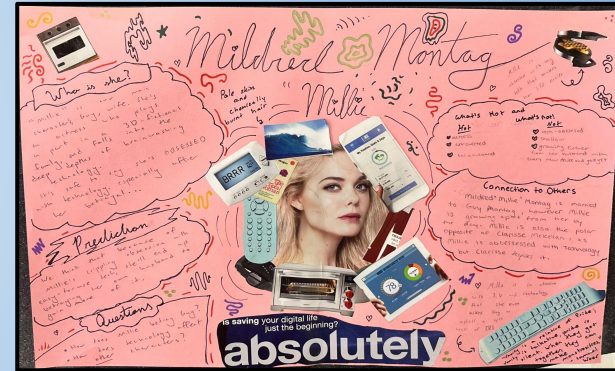
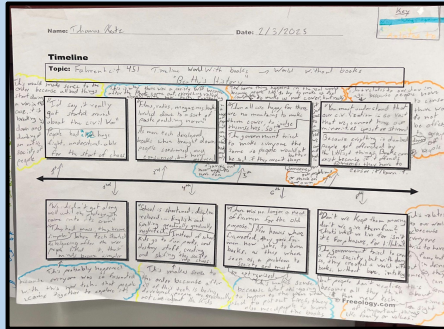
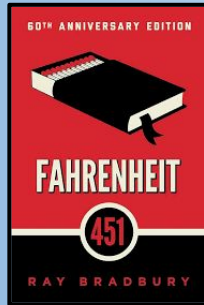
Even a utopia can change into a dystopian society, just like the real world. Some places in the world are like a dystopia. There are conflicts in the world like war, pollution, starvation etc. Even though we may not see the dystopian elements in the real world they are still here.



# High Interest Classroom Connections



Some work from English Honors class that I liked and connected with was a poster we worked on about getting to know the characters before reading *Fahrenheit 451*. I really enjoyed this poster because I got to really explore the characters of the story before we read the book!



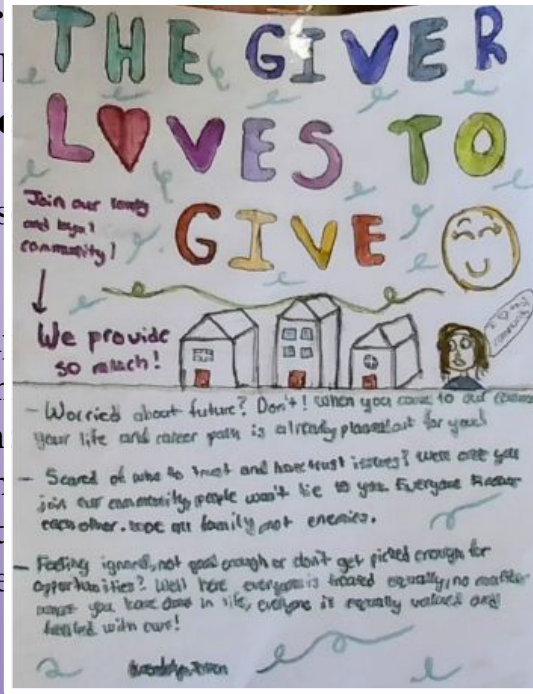
Another thing that I connected with in English Honors class was an assignment we did on a timeline of events told by Captain Beatty in *Fahrenheit 451* (our book we read). I liked this assignment because it gave me a time where I could dissect the things going on in the story and gain this deeper understanding of the story.

# Why Does Our Writing Matter?

Our writing matters because writing allows students to express themselves in their own ways. It allows us express our thoughts and feelings from our perspective. It encourages lifelong learning and growth. Writing, you write for the rest of your life. Writing is an amazing and powerful tool to learn in ELA.

What do we do in class that helps us see the value of what we write and respond to?

In class we do certain activities to help us understand the value of what we write and respond to. We use posters of books to help us understand the value of what we write and respond to from the book and how we see it from our own perspectives. It helps us capture the concepts we have learned, characters and setting in the book.



Why is it important to tell stories?

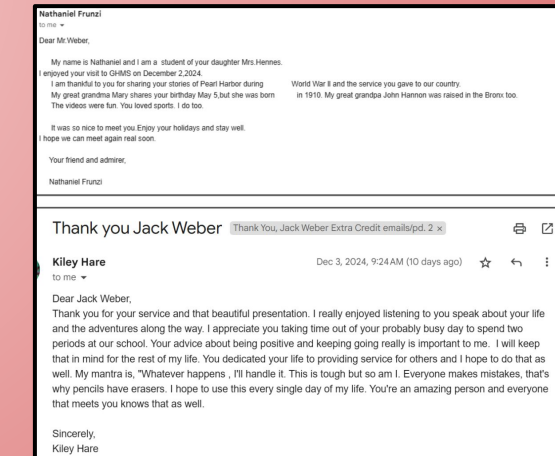
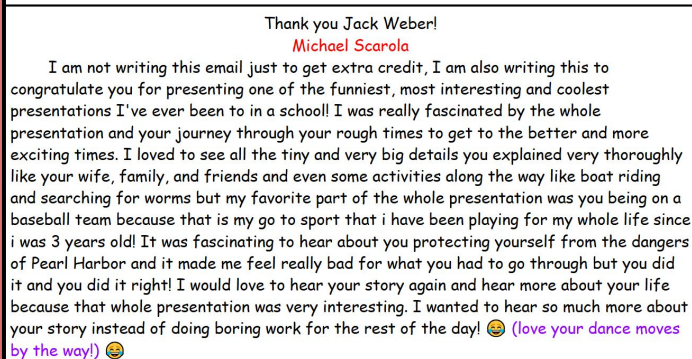
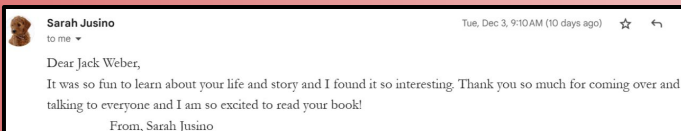
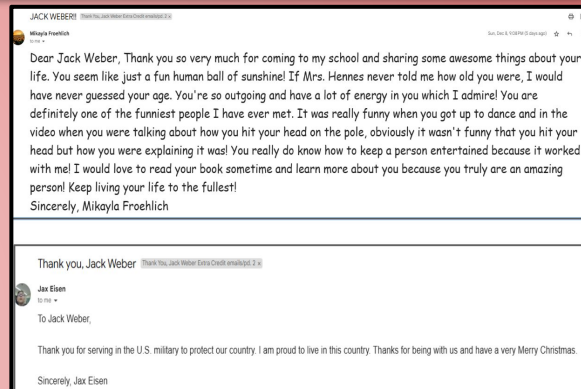
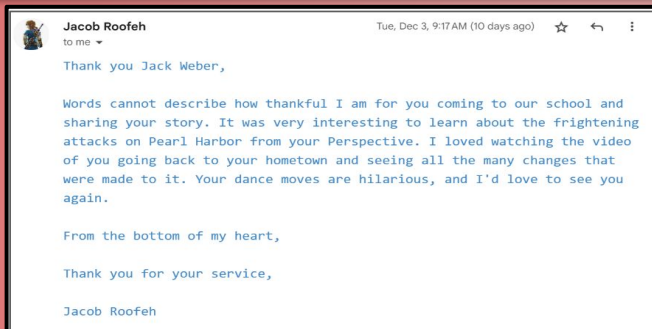
It is important to tell stories for a lot of reasons. Books help open up our surrounding world around us and in the world. It helps us to look more around our world. Readings, stories evoke our emotions, and we relate to books all the time. Stories help our learning skills and promotes our ability to think too. Books are important for

everyone.





# Our Stories Matter - Great Hollow



# Classic Story Structure Meets AI at Accomsett Middle School

## *The Final Meal*



by Declan



by Ella



by Anthony



by John



by William



by Sarah

Book Creator  
Projects Grade 7



# Narrative Comic Book

## Book Creator and Adobe Express AI



Liam feels fantastic with fighting the iguanas now and finally gets a boost of confidence with doing it he thought to himself.

Liam kept remembering and replaying in his brain about the moment that just happened when he thought he wasn't able to do this task and doubted himself.

He also kept thinking about how he conquered the last and final task by pushing King Nate off the bridge and finally beat the iguanas vs lizards mission to conquer his goal.



THE ULTIMATE BOON

Liam is still completely shocked, amazed, accomplished, speechless and happy he finally achieved his special goal while holding one of the knives that he took from the iguanas.

But since Liam completed his goal, he was thinking and questioning whether or not he wanted to live outside of the castle where all ordinary people are.

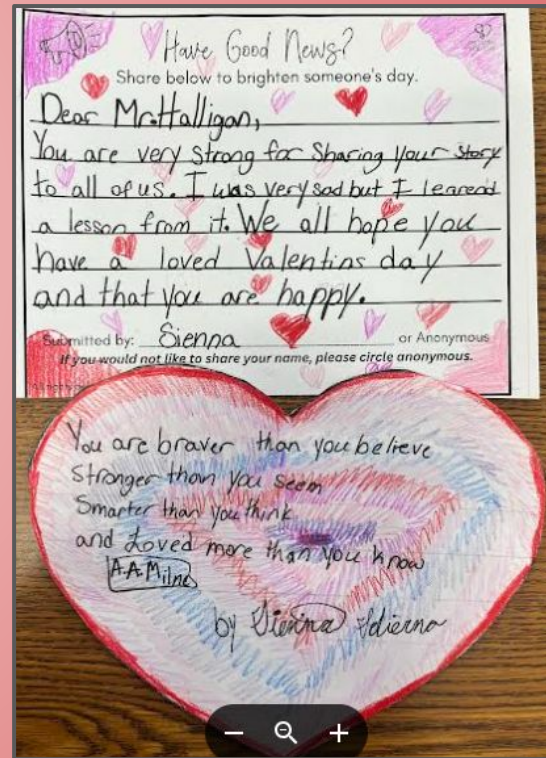
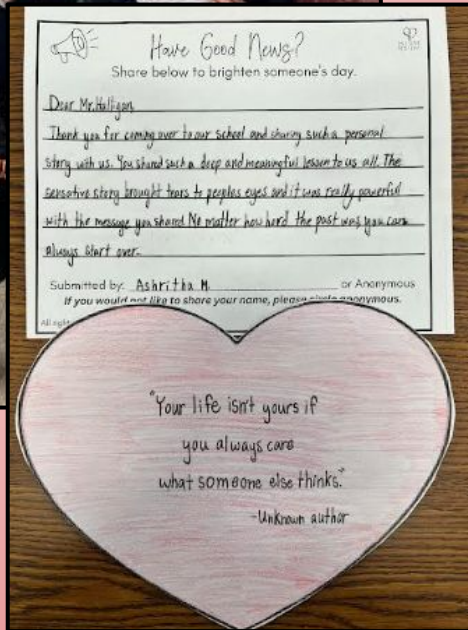
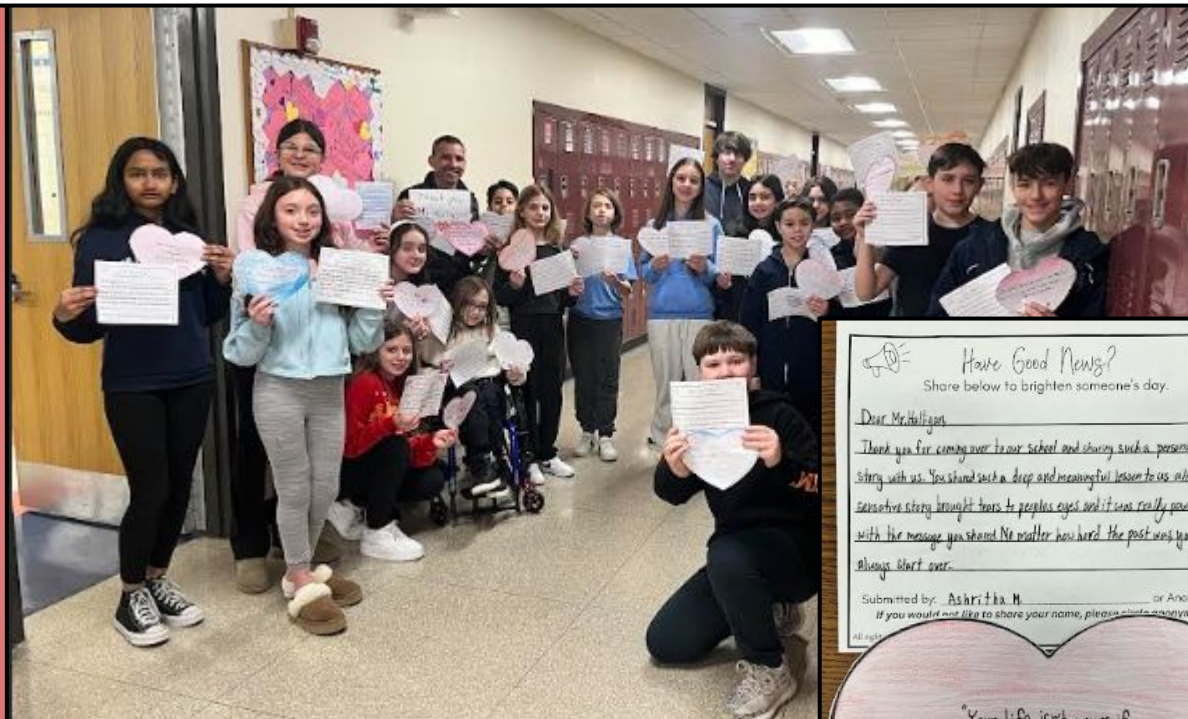
But Liam still doesn't know whether or not to do this because he made some really powerful memories in the castle by beating King Nate, talking with his mother, etc.



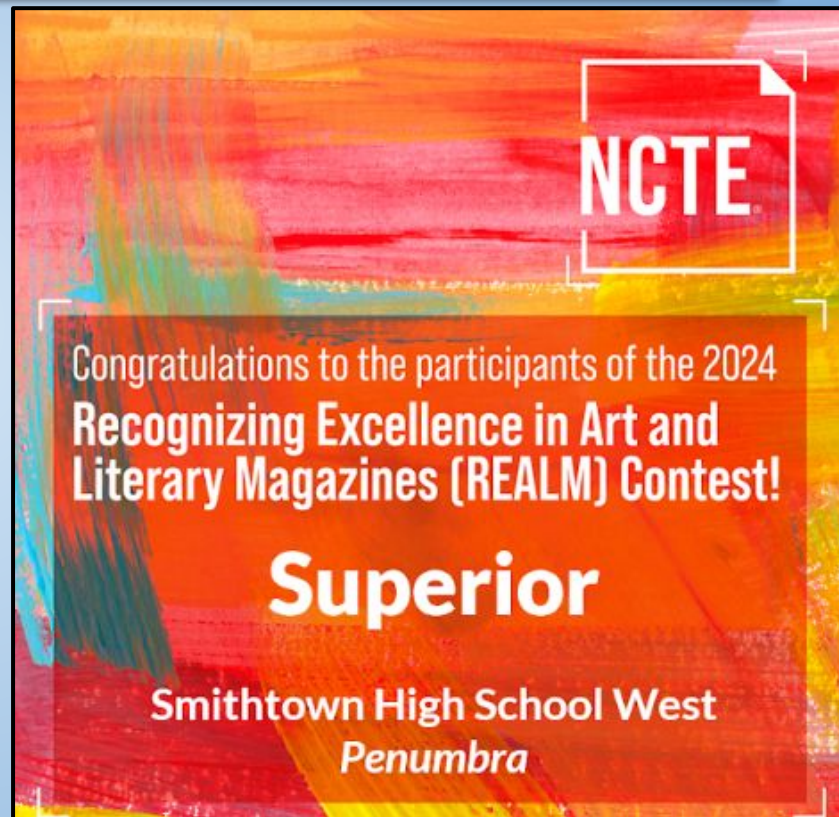
REFUSAL OF THE RETURN



# Grade 6 Students respond to Mr. Halligan's Presentations



# *Published Work and Awards*





2024

# Solstice

Volume 18

ART & LITERARY MAGAZINE  
SMITHTOWN HIGH SCHOOL EAST

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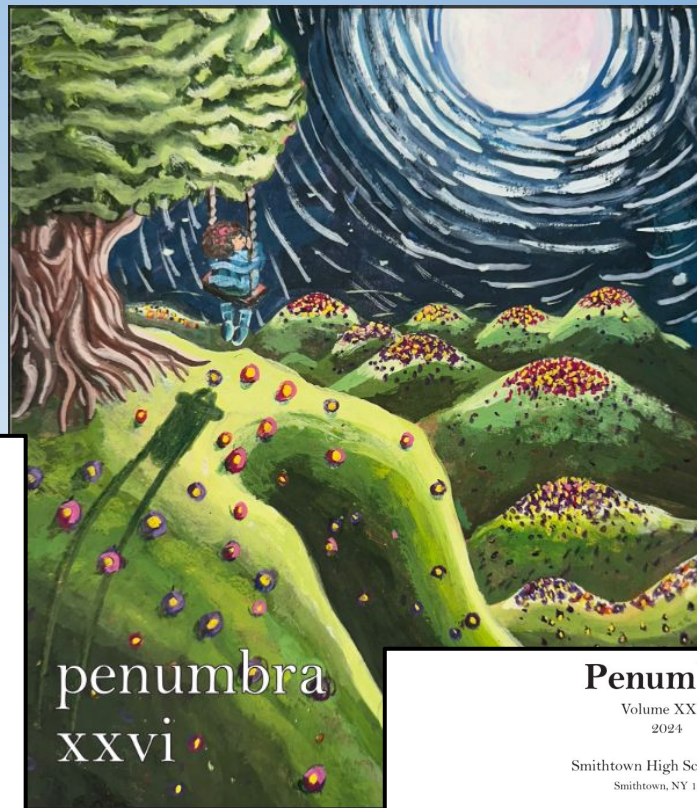
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A Smithtown High School East Paper

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MORNING NEWS  
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## The Report on the Reporters



Smithtown High School West



Behind the Headlines:



# Authentic Writing in Film as Literature

## INT. DOWNSTAIRS BATHROOM - KATHY HILL'S HOUSE - DAY/MORNING - 1950s

The living room of a 1950s house feels like a step back in time, with soft, pastel-colored furniture and a sense of suburban coziness. The walls are painted a warm, light beige, with floral wallpaper borders near the ceiling. The floor is covered in a plush, woolen area rug in muted shades of pink, green, and beige, with an elegant, vintage pattern. The windows are large, framed with heavy, draped curtains in a neutral tone, their folds softened by the natural light filtering in. KATHY HILL, a 16 year old girl, stands in front of the mirror, observing her face, playing with her shiny, blonde hair. There is a worried/nervous look that covers her face

KATHY'S MOTHER

## EXT. THE FRONT OF THE HILL HOUSE

CUT TO:

There is a car stopped on the gravel driveway. Inside the car sits JAMES MULLSON, Kathy's long-term boyfriend. He has chocolate colored hair and a muscular build. He is wearing a letterman jacket showing that he is on the football team. He honks at the sight of Kathy coming out of the house. Kathy jogs up to the car, throws her bag onto the seat through the window and gets into the car.

CUT TO:

## INT. JAMES' CAR

James drives off from the house, he looks over at Kathy who has a sad/worried face. A concerned look crossed his face.

JAMES

Hey, doll...

James quickly back at the road, but

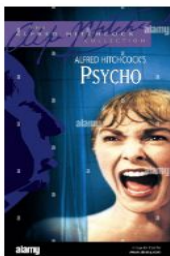
You okay?

Yeah..

(sigh)  
It's just something  
yesterday..I'm ju

JAM  
You wanna talk a

## Film and Literature: Final Project



This has been such a wonderful semester, and I am devastated to see it come to an end. You will choose one of the final projects as a way of showing all that you have learned throughout the semester. Here are your options:

1. **Write a 3-4 page screenplay** (5-6 if pairs) that can be original or adapted from a short story of your choosing.
  - a. Use the Celtx program to write your screenplay
  - b. On a separate page, include casting, shots, and any symbolic film techniques that you think will be useful to the reader to get a full picture of your vision
  - c. Before you start writing, be sure to look at some of your favorite screenplays online as a template (Don't worry. I will be meeting with this group separately to go over any technicalities.)

## Movie Review: *Anyone But You*... More Like *Anything But This*

I would call myself a rom-com expert, having seen all the classic rom-coms such as *How to Lose a Guy in 10 Days*, *When Harry Met Sally*, *10 Things I Hate About You*, and the list goes on. However, *Anyone But You*, directed by Will Gluck, will NOT go down in history as a classic romantic comedy no matter how much everyone is saying it will. The talk of it being the "comeback" of all rom-coms is seriously making me spiral. I, and probably others, can say that we expected more from this film just because of the extreme marketing tactics that were made sure to be thrown in everyone's faces. Seriously, every entertainment news program contained headlines of "Co-Stars or Dating?". And not only did it have the most predictable storyline ever, but also it contained mediocre acting. The story follows Sydney Sweeney, as the female lead Bea, and Glen Powell as leading man, Ben. Now I can't tell





# National English Honor Society Book Buddies

Sharing our passions with others...





# Where are we now?

6-12

- Grade 7 Curriculum revision completed
- Implementation of Revised 9th and 10th Grade Curriculum
- AP Capstone collaboration with other districts

# Where are we going?

- Continue to explore college level opportunities for our current courses
- Continue to promote opportunities for teachers to collaborate with other districts/organizations

*Thank you!*

