



SMITHTOWN CENTRAL SCHOOL DISTRICT

DIGEST

SCHOOL & COMMUNITY

Literacy Learning

(ENGLISH LANGUAGE ARTS)

From our youngest readers to high school writers, new initiatives in the Smithtown Central School District are giving students even more ways to grow their skills and confidence.

As students develop their writing skills, they will use a variety of strategies to plan, revise and strengthen their writing as they work independently and collaboratively to produce essays, poems, short stories, narratives and other written projects.

“Our kindergarten through grade five English Language Arts program fundamentally embodies a student-centered approach committed to recognizing and advancing each child’s unique strengths, needs

and interests,” Raina Ingoglia, director of English Language Arts, said.

“Overall, we have developed a framework of judiciously selected, high-quality resources, anchored instruction and advanced districtwide collaboration. We foster unity, while reflective and innovative instructional practices are purposefully implemented in the classroom.”

This focus on literacy extends beyond the classroom. Teachers are incorporating new reading and writing workshops, student author celebrations and cross-curricular projects that connect literacy with science, history and the arts. Districtwide professional development ensures educators are supported



Elementary students are getting hands-on with new literacy resources that make reading fun and strengthen important early literary skills.

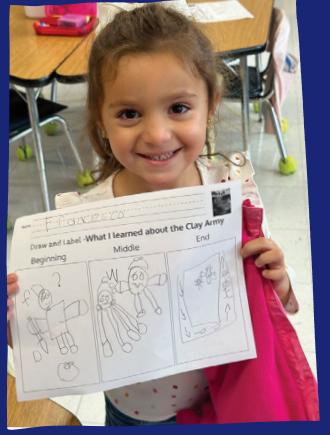
with the latest research-based strategies to engage students at every level.

Students across the district consistently engage with high-quality texts that reflect a balance of genres across a range of topics. Students have participated in activities that let them demonstrate their skills and knowledge through

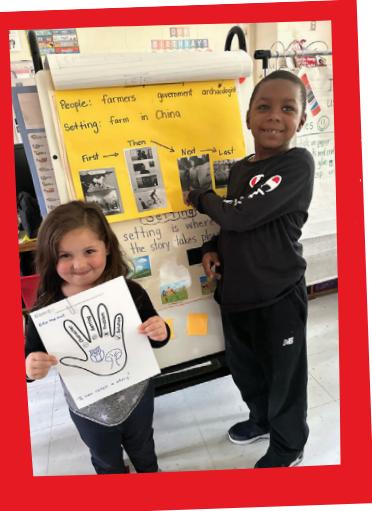
intentional and creative written and oral activities.

Our mission is to cultivate an interactive learning environment where students are inspired to become critical thinkers and effective communicators, equipped with the skills to work both independently and collaboratively.

ELEMENTARY SCHOOLS: Early Literacy Enhancements and New Resources



Building knowledge, comprehension and early writing skills.



Building knowledge and understanding elements within a text.



The Reading Train is a reading cocurricular club for first graders at Mills Pond where students engage in hands-on activities to train their reading brains.



MIDDLE SCHOOL: Honing Skills and Stretching Minds



As part of the Grade 8 curriculum, students read texts related to the Holocaust. Here, students are sharing their "People who used their voice to change the world" projects with their classmates.



Students are working together on an initial reading of "Harrison Bergeron" and playing the game, "Tic Tac Booyah." In this collaborative activity, students have to work together in teams to demonstrate their knowledge of the text being studied.

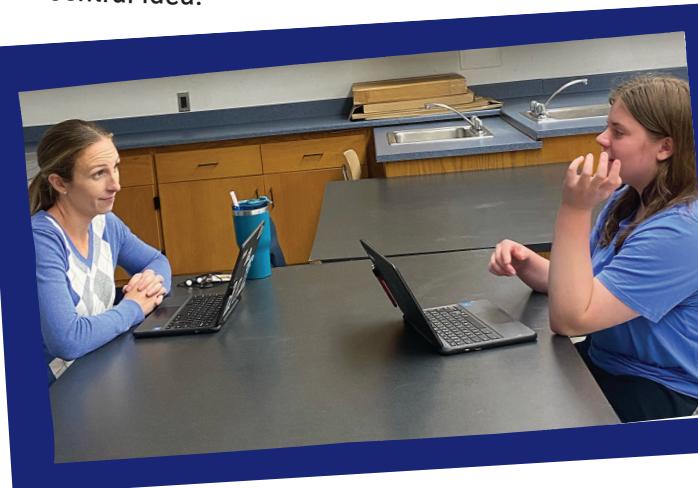
HIGH SCHOOL: Expanding Real-World Knowledge



Tenth grade students working on a literary analysis essay. Students are in the drafting stage in the writing process and are using their annotations and text evidence to support their central idea.



High School East and West students are taking part in a documentary project commissioned by the NFL and the National Federation of State High School Associations.



Students make appointments to meet with an English teacher for additional support in writing. These students are working on developing their essays for their college applications.



Supporting Teachers, Supporting Students

Professional development remains at the heart of these initiatives. Teachers are receiving ongoing training in areas like word recognition, comprehension, small-group instruction and how to motivate readers. They're also learning the ins and outs of new resources so they can bring fresh strategies straight into the classroom.



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HOMECOMING Happiness



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Smithtown Central School District does not discriminate on the basis of handicaps or on the basis of sex, race, or ethnic background in the educational programs or activities which it operates.