Literacy Update
September 2023
Board of Regents Meeting
P-12 Next Generation English Language Arts Learning Standards

- Comprehension
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Oral Language
- Writing
Service-Oriented Approach to Standards Implementation

Listening to what educators and students need

Working through solutions together

Customizable turnkey professional development toolkits

Ongoing partnerships with BOCES, Big 5, and statewide professional organizations

Live and recorded conferences and webinars teachers and school leaders

Dedicated email and contact for standards questions (standards@nysed.gov)
Advanced Literacy Brief  P-3 Institute Literacy Video  P-3 Instructional Cycle Resource

P-3 Literacy Resources Available
The Science and Practice of Literacy in Today's Schools and Classrooms

Nonie K. Lesaux, PhD

Roy E. Larsen Professor of Education and Human Development
Early Literacy
Today: The Science & Practice

NONIE K. LESAUX, PhD
September 11, 2023
01 Literacy for Today and Tomorrow
Knowledge, Skills + Competencies for all Learners

02 The Science of Reading & Early Literacy Instruction
Key Ideas, Key Myths, and Design for Learning

03 Literacy in the Developmental Context
Connections to Brain Science & Social-Emotional Learning
Redefined role of literacy skills necessary for success in work and life

advanced literacy skills • critical thinking and problem-solving skills • global and cultural knowledge • social-emotional competencies
Work tasks in the U.S. economy (1960-2009)

- Working with new information
- Solving unstructured problems

Index Value: 1960 = 50
Literacy for Today & Tomorrow
Knowledge, Skills & Competencies for A New Era

*Trends in Cognitive and Interpersonal Job Requirements, 1992-2019

- People Skills
- Cognitive Skills
- Verbal Skills
- Math Skills

*Scaled to the mean in 1992

Handel, 2020, Figure III.8
Literacy for Today & Tomorrow
Knowledge, Skills & Competencies for A New Era

Large-Scale Analysis of U.S. Job Descriptions

- Oral and Written Communication Skills
- Collaboration Skills
- Problem Solving Skills

Rios et al., 2020

EdWeek Survey of What Top Executives Want from Today’s K-12 Students

- Develop + Refine Skills to Communicate Clearly, w/ Intention (work, client, and personal relationships)
- Presentation Skills
- Effective Writing

Lieberman, 2021
01 Literacy for Today and Tomorrow
Knowledge, Skills + Competencies for all Learners

02 The Science of Reading & Early Literacy Instruction
Key Ideas, Key Myths, and Design for Learning

03 Literacy in the Developmental Context
Connections to Brain Science & Social-Emotional Learning
The term Science of Reading refers to a body of research. The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.
The Science of Reading

Key Ideas

1. The term Science of Reading refers to a body of research.

2. This Science of Reading should inform instruction from early childhood through adolescence.

Spotlight: Pressing Need to Anchor in SoR:

• Word reading instruction in the primary grades
• Vocabulary, comprehension, fostering engagement across the grades

Approaches and practices that are ineffective—or that are effective but absent—from classrooms compromise students’ opportunities for lifelong success.
The Science of Reading

Key Ideas

1. The term Science of Reading refers to a body of research.
2. This Science of Reading should inform instruction from early childhood through adolescence.
3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.
Structured Literacy Instruction: Three Principles

1. Systematic + Cumulative
2. Explicit and Direct
3. Responsive and Authentic
The Science of Reading

Key Ideas

1. The term Science of Reading refers to a body of research.

2. This Science of Reading should inform instruction from early childhood through adolescence.

3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.

4. The “Science of Reading” emphasizes and reflects the importance of fostering a culturally responsive teaching environment.
Student-Centered, Culturally Responsive Environments

NYSED Culturally Responsive-Sustaining Education Framework

- welcoming, affirming environments
  - students feel represented, reflected, understood, valued
- academically rigorous, intellectually challenging and adaptive to student needs
- inclusive curriculum + assessments

effective and equitable instruction

(the cornerstone of Science of Reading)
The Science of Reading
Myths + Facts

**MYTHS**

- SoR = one instructional approach, i.e., program or curriculum.
- SoR = teach specific skills only in isolation.
- SoR = phonics and decoding.
- SoR and culturally responsive teaching are distinct approaches.

**FACTS**

- SoR = a term that references 50+ years of research to guide instruction.
- SoR = different skills need different approaches; coordination + cohesion.
- SoR = explicit, intensive phonics and decoding + language and comprehension.
- SoR = student-centered, culturally-responsive and inclusive classrooms + rigor and high expectations.
What are the Core Elements of Literacy Instruction?

Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms

Moving to even more dynamic, relevant, and applied teaching.

BREADTH OF SKILLS

- Literacy, Language, and Communication
- Creative Thinking & Cognitive Flexibility
- Collaborative Problem Solving
What are the Core Elements of Literacy Instruction?

*Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms*

**ENVIRONMENTS WHERE LEARNERS ARE:**

- Mentally active
- Engaged
- Socially interactive
- Building meaningful connections to their lives
Getting There: We Make Two Key Distinctions

1. Code-Based Skills and Meaning-Based Skills

2. Everyday Language and Academic Language
Key Distinction #1: Code-Based Skills & Meaning-Based Skills

There are almost 400 different kinds of sharks. Each kind of shark looks different, has a unique diet, and behaves differently. There are sharks in all four oceans of the world. Some sharks are longer than a school bus, while others are so small they can live in fish tanks. Sharks come in all kinds of colors. Most of the time, their skin color helps them blend in with their surroundings. But, some sharks that live in the deepest part of the ocean actually have parts that glow in the dark. Most sharks live in salt water, but some can live in fresh water. All sharks are unique, or have different qualities that make them so special.
Key Distinction #1: Code-Based Skills & Meaning-Based Skills

Code-Based Skills
- Phonological Awareness
- Phonics and Word Recognition

Meaning-Based Skills
- Conceptual knowledge about the world
- Produce written language about abstract and complex ideas

Spelling
- Understand abstract, complex ideas when reading

Fluency
- Produce academic language in speech
Key Distinction #2: Everyday Language & Academic Language

Academic language is the oral and written language used primarily in school, civic, and professional settings—the language of text, academic success, and of power and influence. It is distinct from everyday conversational language.
Key Distinction #2:
Everyday Language & Academic Language

<table>
<thead>
<tr>
<th>Source</th>
<th>Academic words per 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>68.3</td>
</tr>
<tr>
<td>Adult books</td>
<td>52.7</td>
</tr>
<tr>
<td>Comic books</td>
<td>53.5</td>
</tr>
<tr>
<td>Children’s books</td>
<td>30.9</td>
</tr>
<tr>
<td>Conversation between two college-educated adults</td>
<td>17.3</td>
</tr>
</tbody>
</table>

Hayes & Ahrens, 1998
Research Snapshot: Quality of language environment matters more than the quantity of talk

“Conversational experience impacts neural language processing over and above SES [socio-economic status] or the sheer quantity of words heard” (Romeo et al., 2018).

Note: “Other Factors” includes all other factors related to language development besides the speech children are exposed to (e.g., nutrition, parenting stress, genetic factors, etc.)

(e.g., Cartmill et al., 2013; Hirsh-Pasek et al., 2015; Newman, Rowe & Ratner 2016; Rowe, 2012; Rowe, Leech & Cabrera, 2016; Rowe & Snow, in press)
We Make Two Key Distinctions.

And then we Design to Foster Skills, Competencies, Knowledge, and Engagement.
What are the Core Elements of Early Literacy Instruction?

Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms

**DESIGN PRINCIPLES**

- Organizes learning around units of study with content-rich themes and texts
- Provides rigor and challenge in a supportive context
- Combines explicit instruction with inquiry-based learning
- Promotes culturally responsive learning environments
- Uses consistent routines and language
- Supports peer-to-peer interaction
### Themes

- Learning around the world
- Communities: Familiar to Global
- Goods and Services
- Physical Adaptations in The Animal Kingdom
- Understanding the Weather around Us
- Innovations Then + Now
- Representing our World Through Mapping

<table>
<thead>
<tr>
<th>What do we learn at school? What are schools like around the world?</th>
<th>What makes a family?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we get what we need?</td>
<td>What’s wild about weather?</td>
</tr>
<tr>
<td>How are animals different?</td>
<td>Why do we need maps?</td>
</tr>
<tr>
<td>What’s different about then and now?</td>
<td></td>
</tr>
</tbody>
</table>
## What are the Core Elements of Early Literacy Instruction?

*Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms*

<table>
<thead>
<tr>
<th>What makes a strong friendship?</th>
<th>What shapes our identity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What qualities do leaders need to succeed?</td>
<td>How can innovation improve society?</td>
</tr>
<tr>
<td>Why do people take risks?</td>
<td>How does adversity make us stronger?</td>
</tr>
<tr>
<td>How can we achieve happiness?</td>
<td>How can we become citizens of the world?</td>
</tr>
</tbody>
</table>
What are the Core Elements of Early Literacy Instruction?

Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms

Explicit, intensive instruction PK-3 as part of a coordinated + cohesive plan

- **Code-Based Skills**
  - Phonological Awareness
  - Phonics and Word Recognition
  - Spelling
  - Fluency

- **Meaning-Based Skills**
  - Conceptual knowledge about the world
  - Produce written language about abstract and complex ideas
  - Understand abstract, complex ideas when reading
  - Produce academic language in speech
A Learning Cycle for Today’s Context

Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms
What are the Core Elements of Early Literacy Instruction?

Mapping Knowledge, Skills, & Competencies for a New Era to Today’s Classrooms

- Organizes learning around units of study with content-rich themes and texts
- Provides rigor and challenge in a supportive context
- Combines explicit instruction with inquiry-based learning
- Promotes culturally responsive learning environments
- Uses consistent routines and language
- Supports peer-to-peer interaction
01  Literacy for Today and Tomorrow
    Knowledge, Skills + Competencies for all Learners

02  The Science of Reading & Early Literacy Instruction
    Key Ideas, Key Myths, and Design for Learning

03  Literacy in the Developmental Context
    Connections to Brain Science & Social-Emotional Learning
Literacy in the Developmental Context

Connections to Brain Science + Social-Emotional Research

The brain builds connections throughout a lifetime. The brain develops cognitive, language, and social-emotional skills together. The brain is very, very sensitive to its environment.

Children are not born with these skills...they need to be cultivated for proficiency, beginning at birth and esp. between ages 3 and 8.

Another significant period of development occurs in late childhood and through adolescence.

Knudsen, 2004
What is Social and Emotional Learning?

Understanding social cues, social perspective taking, prosocial behavior, conflict resolution, social problem solving

Understand and deal with feelings

Self-efficacy, growth mindset, agency, self-esteem, self-knowledge, purpose

Focus thinking

Managing & shifting attention, controlling impulses, planning & goal setting, critical thinking

Manage behavior

Emotion knowledge and expression, emotion & behavioral regulation, empathy

Build positive relationships

Jones et al., 2021
**EFFECTIVE LITERACY & SEL PROGRAMS**

- **Set specific goals**
- **Target specific behaviors & skills**
- **Taught, modeled, practiced, discussed**
- **Occur within supportive contexts**
- **Build adult skills**
- **Consider Broader Context**

- Clear, explicit instruction
- Adults model and live skills
- Real life practice
- Reflection to facilitate understanding and transfer
- Positive culture and climate
- Integration into school structures and classroom practices
- Adult competencies
- Teacher/staff training
- Supports (coaching, planning time, etc.)

- Define expectations for students, students, and classroom/school environment
- Align goals with approach
- Clear about which skills are being taught
- Understand what it looks like when are or are not successfully using skills
- Partnerships with family & community
- Culturally relevant/ responsive practices

**Sources:**
- Jones et al., 2021
Bringing it All Together

Process Features
- Safe, caring environments
- Warm climate, tone/tenor
- Consistent, effective routines, behavior + classroom management practices
- Opportunities to develop strong relationships

Developmentally Appropriate Instruction
- Rigorous, explicit, and supportive
- Units of study w/ rich content
- Frequent opportunities to respond (oral, written, small + whole group)
- Collaborative learning, peer-to-peer learning interactions
- Track + monitor growth

Bronfenbrenner & Morris, 1998; Vélez-Agosto, 2017
Questions
Valley Stream District
30

the friendly schools

Dr. Roxanne Garcia-France
Superintendent of Schools

Enrollment
1360

Class Size
20

4-Year Graduation Rate
N/A

Chronic Absenteeism Rate
15%

Suspension Rate
1%

Expenditures
$25,438 (per pupil)

Accountability Status
Local Support and Improvement District
NYC Public Schools

26 of 32 Geographic Districts are Identified as Target Districts.

Carolyne Quintana
Deputy Chancellor of Teaching and Learning

Jason Borges
Executive Director
Literacy Collaborative
# Shifting Toward the Science of Reading

<table>
<thead>
<tr>
<th>From Common Literacy Practices</th>
<th>To Science of Reading-Informed Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Systematic, Incidental Instruction in Phonics</td>
<td>Systematic, Explicit Phonics Instruction</td>
</tr>
<tr>
<td>Leveled Texts (K-2)</td>
<td>Decodable Texts (K-2)</td>
</tr>
<tr>
<td>Leveled Reading Groups</td>
<td>Small Group, Differentiated Instruction Based on Need</td>
</tr>
<tr>
<td>Incidental Instruction and Practice in Fluency</td>
<td>Explicit Instruction and Practice in Fluency</td>
</tr>
<tr>
<td>Assessing Reading with Running Records</td>
<td>Assessing Reading with Universal Screening, Diagnostics, and Additional Formative Assessments</td>
</tr>
<tr>
<td>Skill-Based Reading Curriculum</td>
<td>Content-Rich Reading Curriculum to Build Background Knowledge and Vocabulary</td>
</tr>
</tbody>
</table>
NYC Reads Implementation Support

- JOB-EMBEDDED COACHING
- TRAINED READING INTERVENTIONISTS
- VENDOR-LED PROFESSIONAL LEARNING
- CITYWIDE PROFESSIONAL LEARNING
- MONTHLY DISTRICT LITERACY POINT MEETINGS
AT-RISK DYSLEXIA INITIATIVE

1. Build and sustain practices in evidence-based interventions.
2. Build and sustain practices in progress monitoring.
3. Build and sustain practices in diagnostic assessments.
4. Build and sustain practices in data-based decision-making protocols.
Specialized Training and Intervention Programs

Pathways to Proficient Reading & Structured Literacy

Sounds Sensible (K-1)

Wilson Reading (Grades 2+)

Use of Decodable Texts for Fluency Practice
**UNIVERSAL SCREENING**

- Identifies students who are not on track to meet grade level reading outcomes

**ADMINISTERED TO ALL STUDENTS 3x DURING THE SCHOOL YEAR**

- Beginning
- Middle
- End

- Acadience Reading (K-2 Universal Screener)
- MapGrowth or iReady (3-8 Universal Screener)

**AT-RISK GATED SCREENING**

- Additional gated screening assessments for students identified as at risk of not reaching grade level reading outcomes

- May indicate a high level of risk of dyslexia

- May indicate the need for intervention
Monroe 2-Orleans BOCES

Stephanie Smyka

- Enrollment: 38,000
- PreK-12
- 9 Districts
Leading Best Practices in Literacy

A Thoughtful Approach

• Depth of learning

• Evaluating the current state

• Considering the local context
Building Knowledge

- Sorting Through the Science(s) of Reading
- Science(s) of Reading Roundtable for Leaders
- Best Practices in Phonics/Word Study
- The Role of Discussion in Meeting the Next Generation ELA Standards
## Supporting Implementation

<table>
<thead>
<tr>
<th>District/School Leaders</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners in analysis of curriculum, resources, assessments, instructional practices</td>
<td>Developing and prioritizing action steps</td>
</tr>
<tr>
<td>In-district, customized professional learning</td>
<td>Using data to inform instructional decisions</td>
</tr>
</tbody>
</table>
Next Steps

Strategy 1: Instructional Support

Strategy 2: Educator Support - Preparation to Teach Literacy

Strategy 3: Family and Collaborative Partnerships

P-20 LITERACY INITIATIVE
P-12 Literacy Briefs Under Development

A series of topic briefs: under development

➢ Connected to the NYSED P-20 Literacy Initiative

➢ Guidance for elementary, middle, and high school literacy

➢ Focused on the science of reading and key elements of a literacy block

➢ Will include a turnkey guide for district curriculum self-study and discussion
Strategy 1: Instructional Support
• The Offices of Education Policy and Higher Education will work collaboratively with stakeholders, including higher education and P-12, to examine State requirements related to literacy instruction in the following areas.

• The goal of the review is to ensure that teachers are prepared to provide effective reading instruction to all students that is grounded in research and evidence-based practices.

Strategy 2: Educator Support

- Educator Preparation Programs
- Educator Certification
- Continuing Teacher and Leader Education (CTLE)
Strategy 3: Family & Collaborative Partnerships
Questions