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
- Ongoing partnerships with BOCES, Big 5, and statewide professional organizations
- Working through solutions together
- Live and recorded conferences and webinars teachers and school leaders
- Customizable turnkey professional development toolkits
- Dedicated email and contact for standards questions (standards@nysed.gov)

Literacy Resources

P-3 Literacy Resources Available

Advanced Literacy Brief

P-3 Institute Literacy Video

P-3 Instructional Cycle Resource

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

HARVARD GRADUATE SCHOOL OF EDUCATION

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

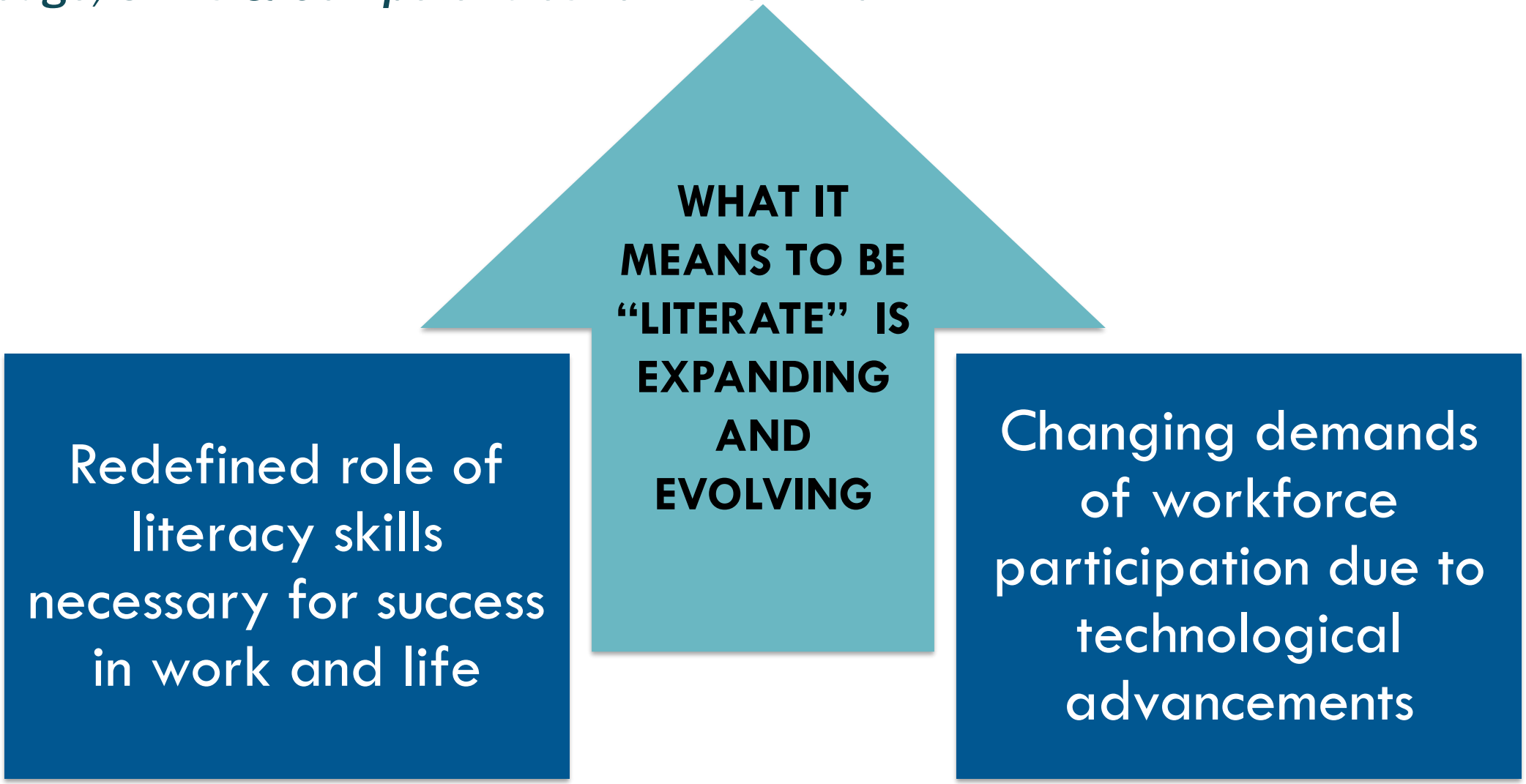
03

Literacy in the Developmental Context

Connections to Brain Science & Social-Emotional Learning

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era

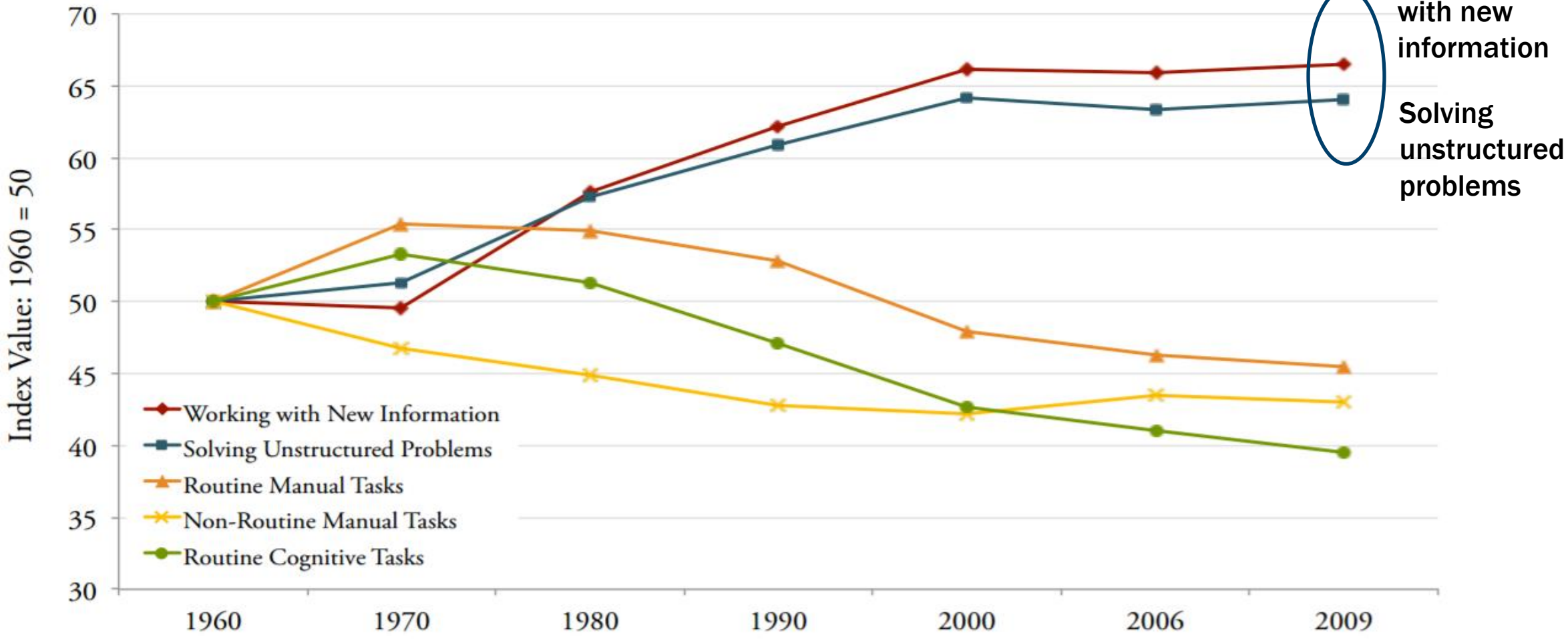


advanced literacy skills • critical thinking and problem-solving skills • global and cultural knowledge • social-emotional competencies

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era

Work tasks in the U.S. economy (1960-2009)



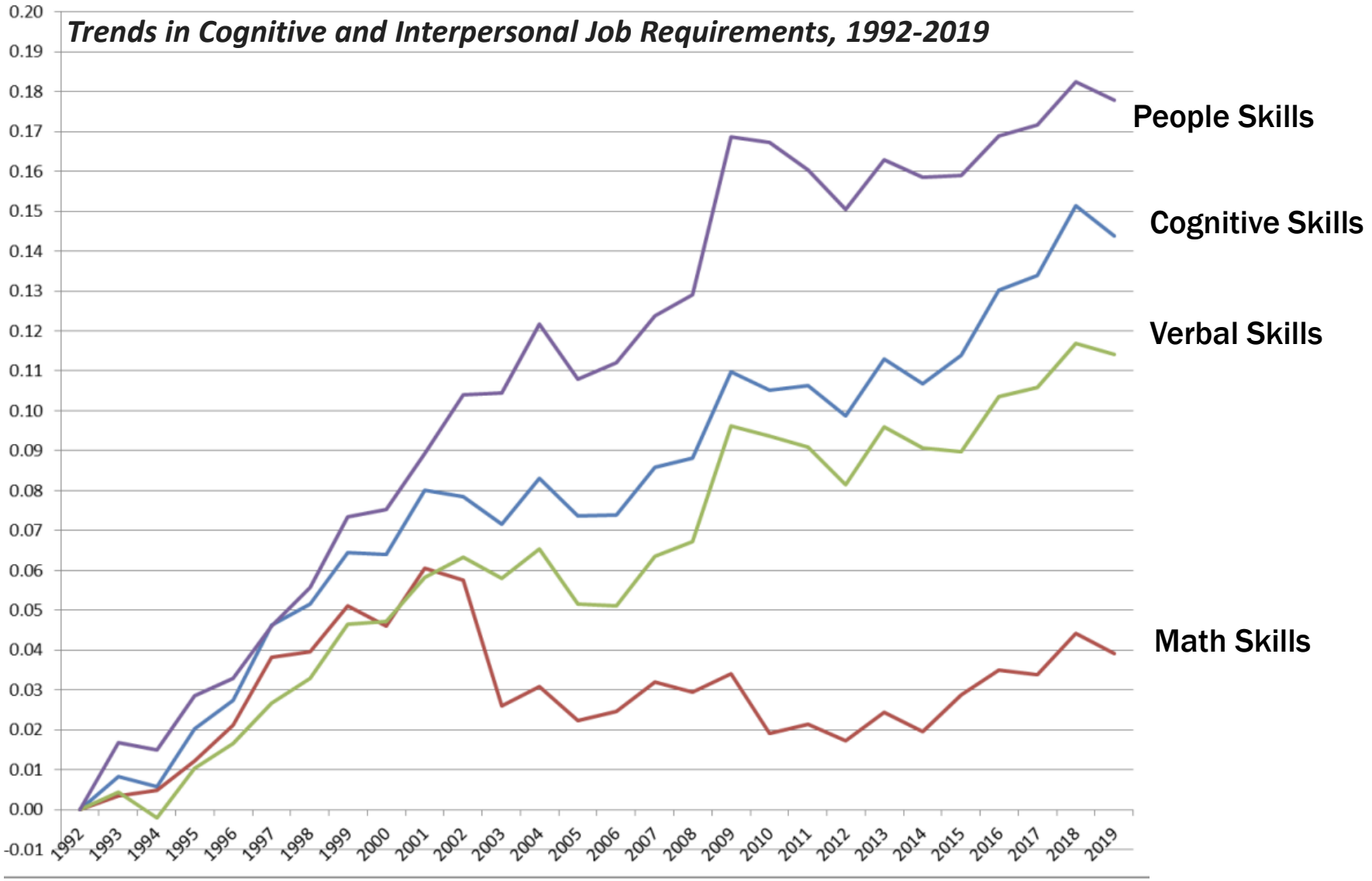
Working with new information

Solving unstructured problems

Murnane & Levy, 2013

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era



**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

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The Science of Reading

Key Ideas

1. 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.

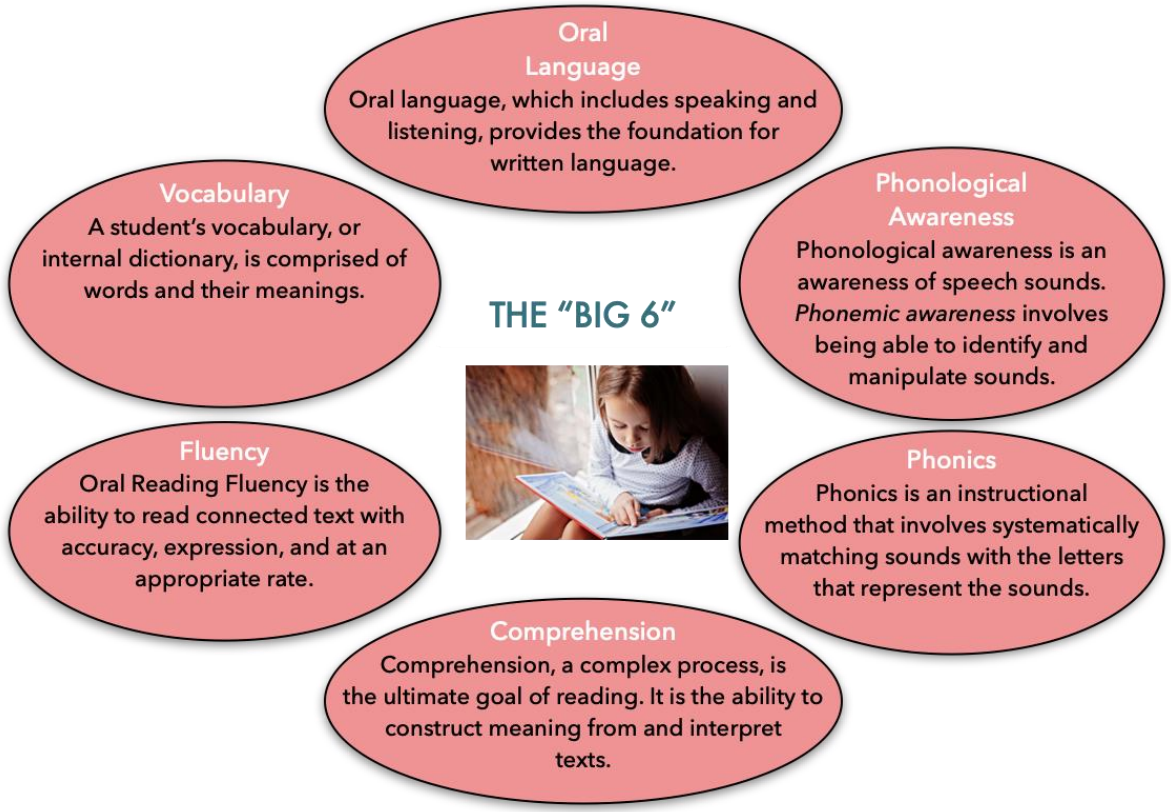
The Science of Reading

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

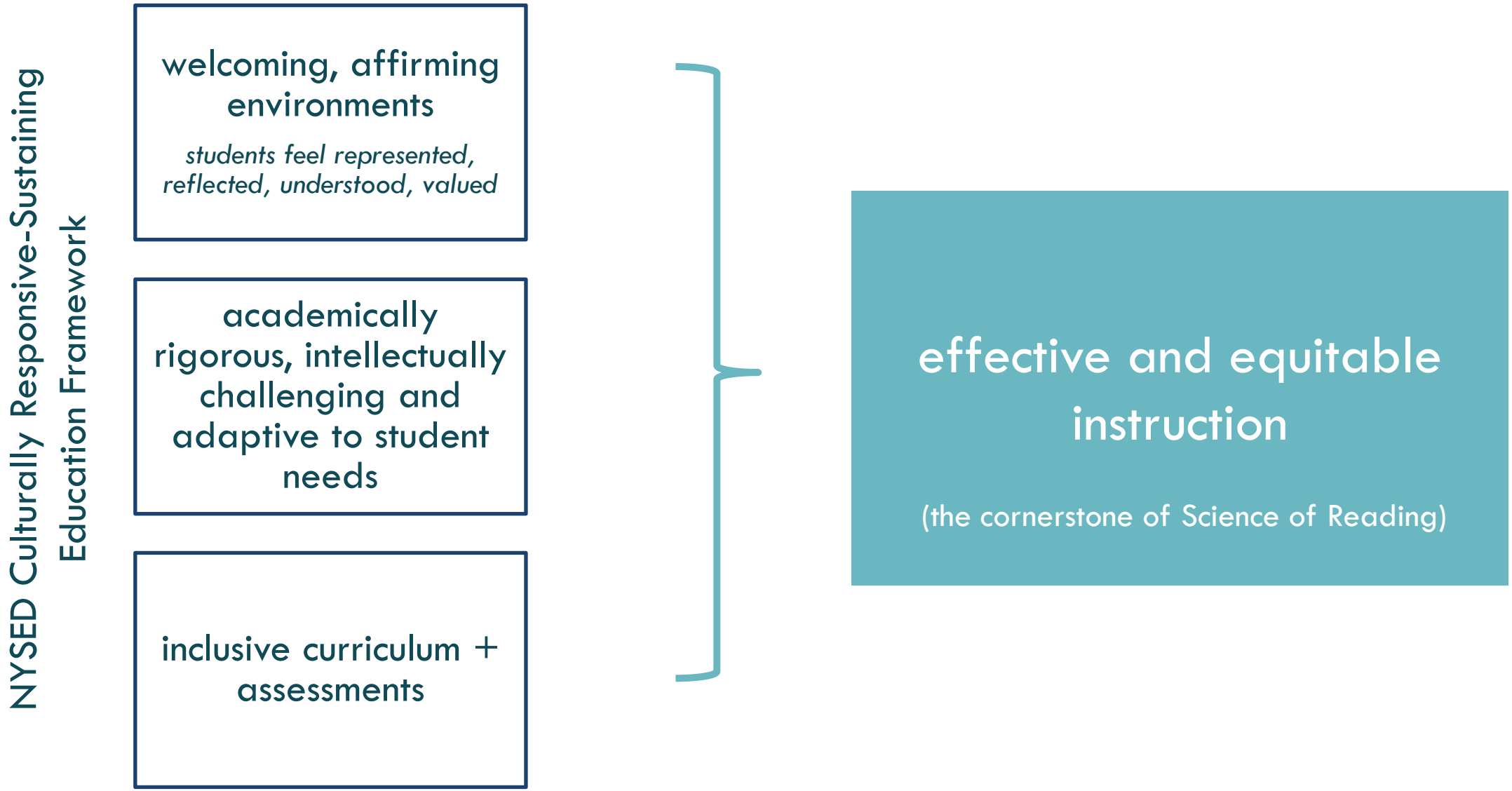


The Science of Reading

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



The Science of Reading

Myths + Facts

MYTHS

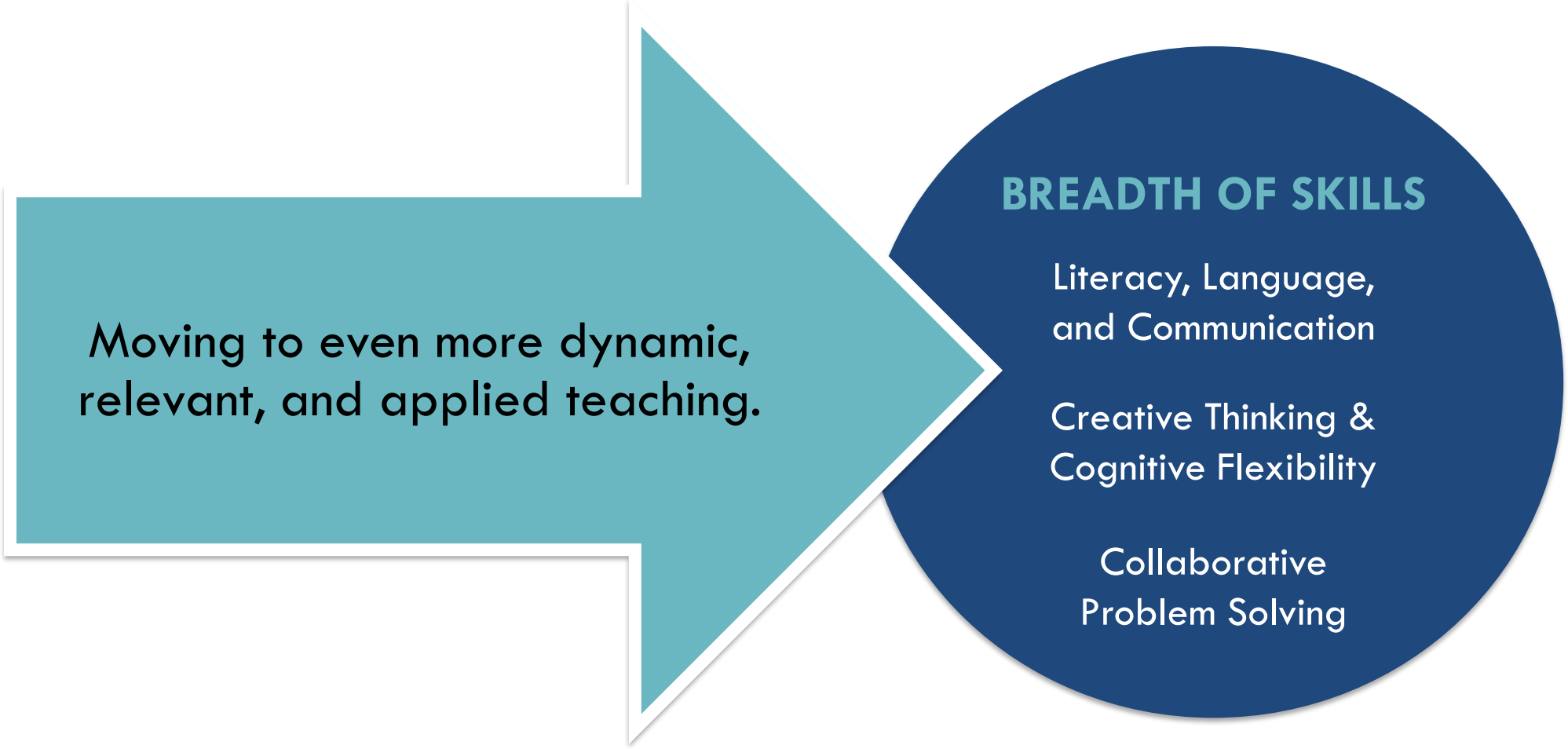
SoR = one instructional approach, i.e., program or curriculum.	SoR = teach specific skills only in isolation.	SoR = phonics and decoding.	SoR and culturally responsive teaching are distinct approaches.

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



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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

Code-based skills

3 sounds, 1 word:
/sh/ /ar/ /k/

Spelling pattern:
there vs. their

~100 words correct per minute (grade 3)

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.

Meaning-based Skills

Cognitive strategies

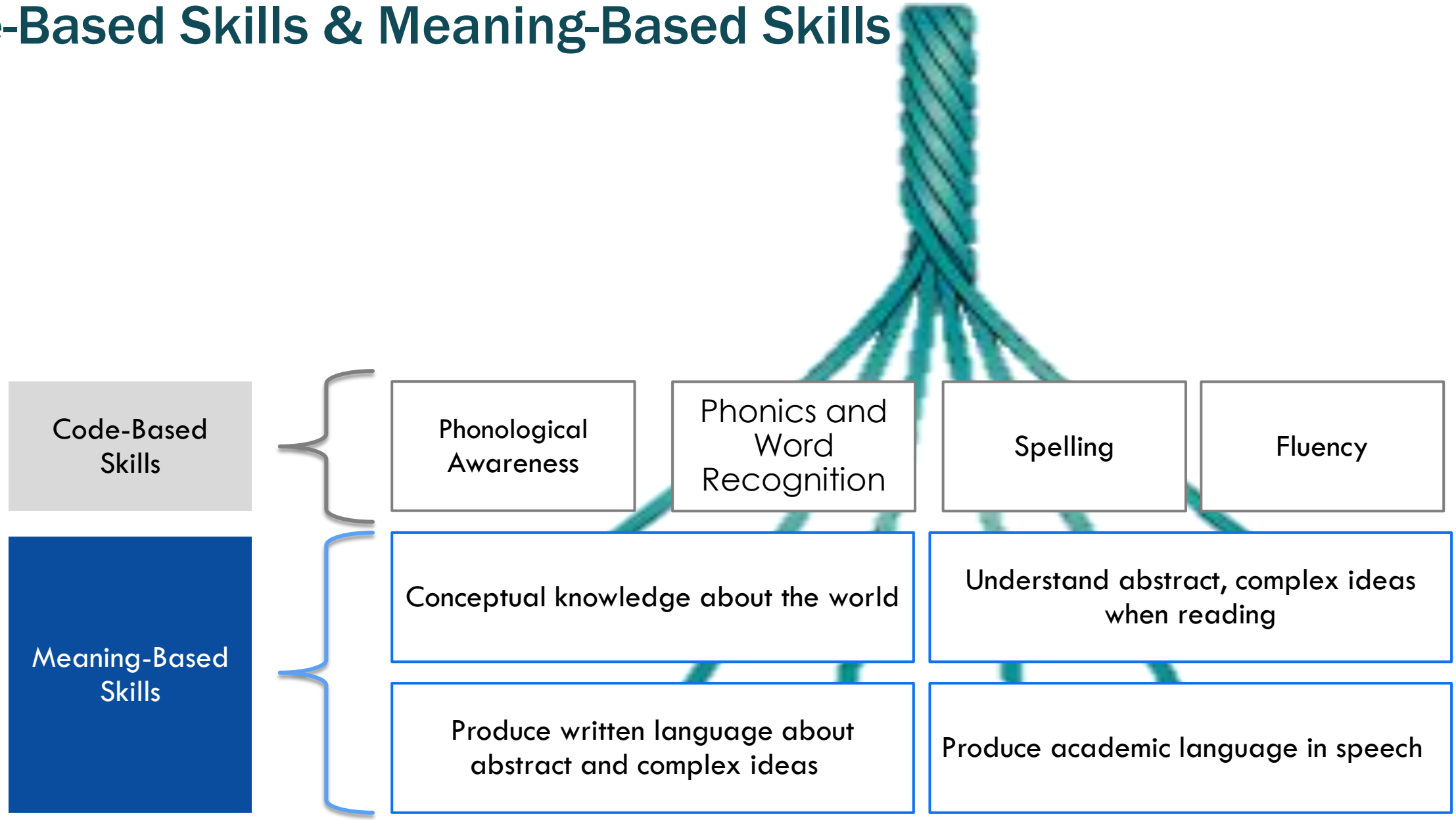
Vocabulary

Relevant background knowledge

Understanding of language

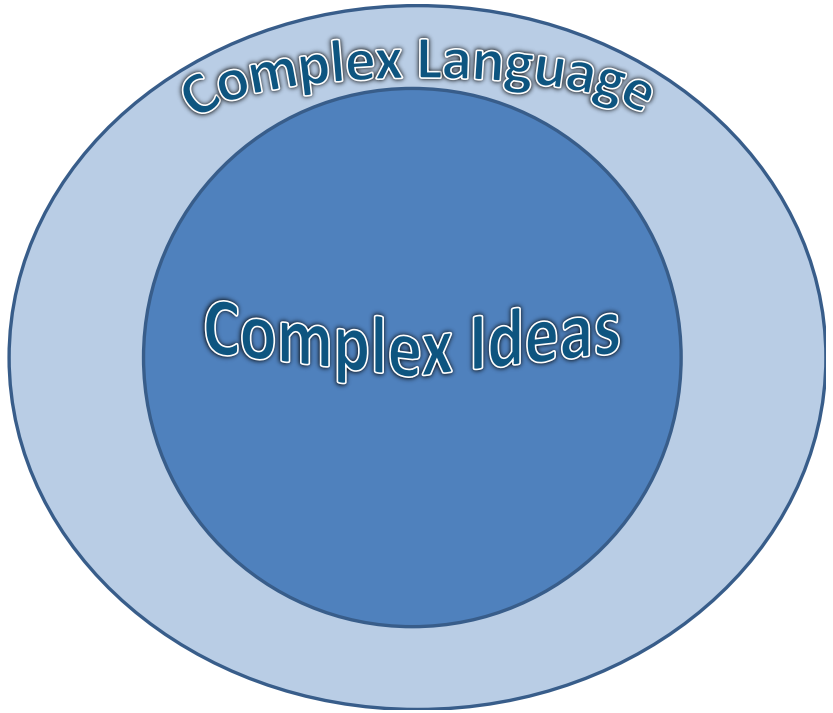
Interest and motivation

Key Distinction #1:
Code-Based Skills & Meaning-Based Skills



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.



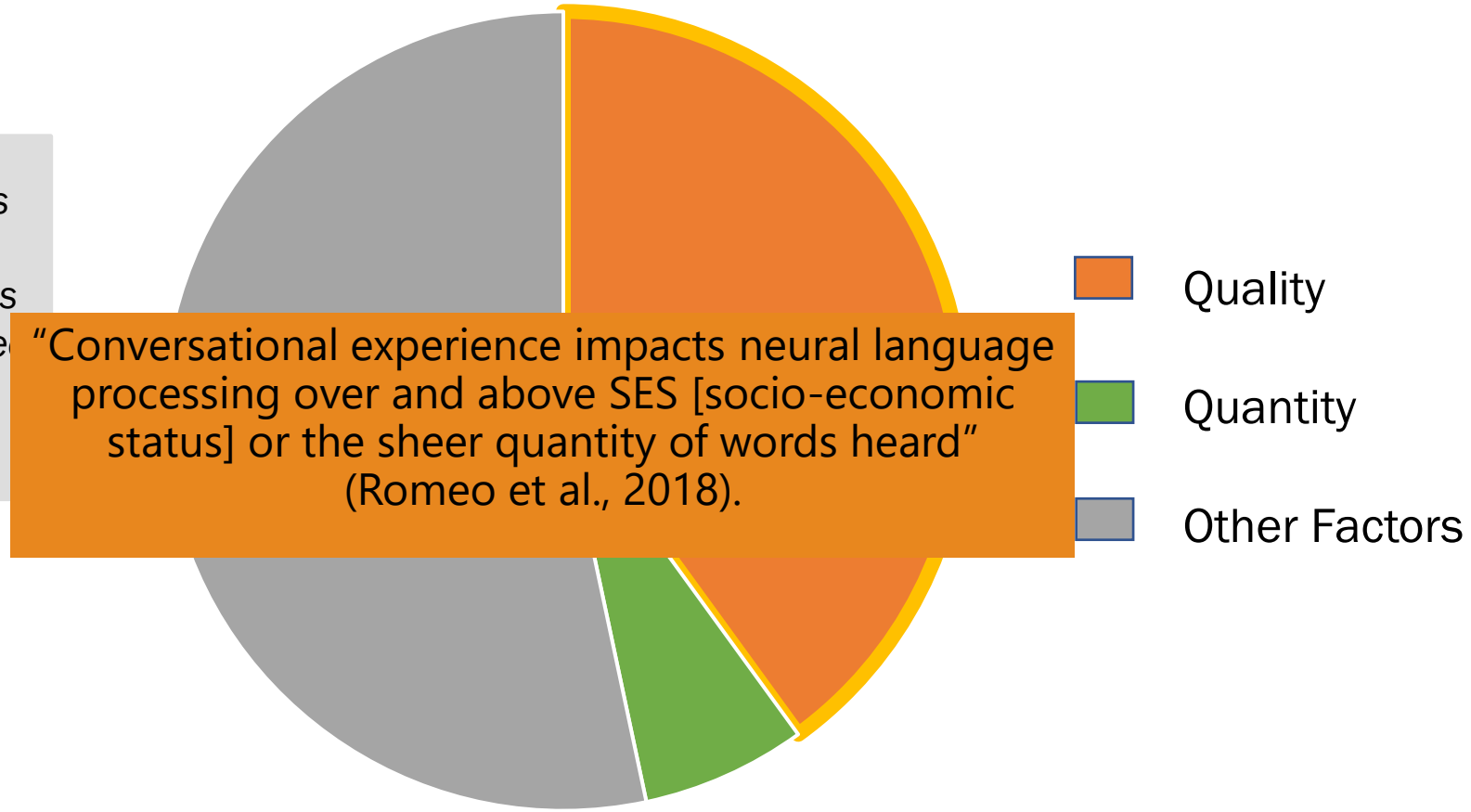
Key Distinction #2:
Everyday Language & Academic Language

Source	Academic words per 1,000
Newspapers	68.3
Adult books	52.7
Comic books	53.5
Children's books	30.9
Conversation between two college-educated adults	17.3

Hayes & Ahrens, 1998

Research Snapshot: *Quality* of language environment matters more than the quantity of talk

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.)



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

(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

What are the Core Elements of Early Literacy Instruction?

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What do we learn at school? What are schools like around the world?	What makes a family?
How do we get what we need?	What's wild about weather?
How are animals different?	Why do we need maps?
What's different about then and now?	NATIONAL GEOGRAPHIC LEARNING

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

What are the Core Elements of Early Literacy Instruction?

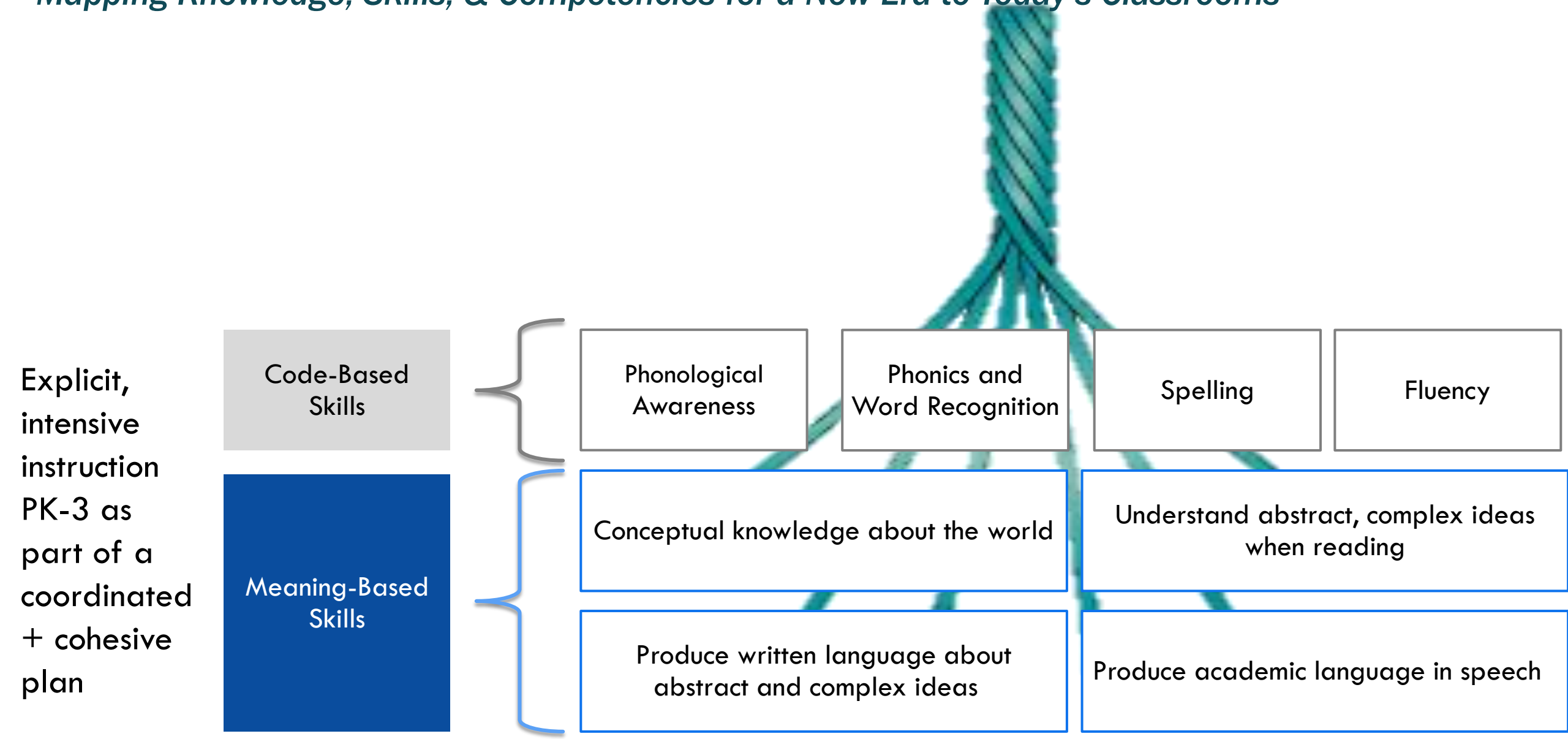
Mapping Knowledge, Skills, & Competencies for a New Era to Today's Classrooms

What makes a strong friendship?	What shapes our identity?
What qualities do leaders need to succeed?	How can innovation improve society?
Why do people take risks?	How does adversity make us stronger?
How can we achieve happiness?	How can we become citizens of the world?

NATIONAL GEOGRAPHIC LEARNING

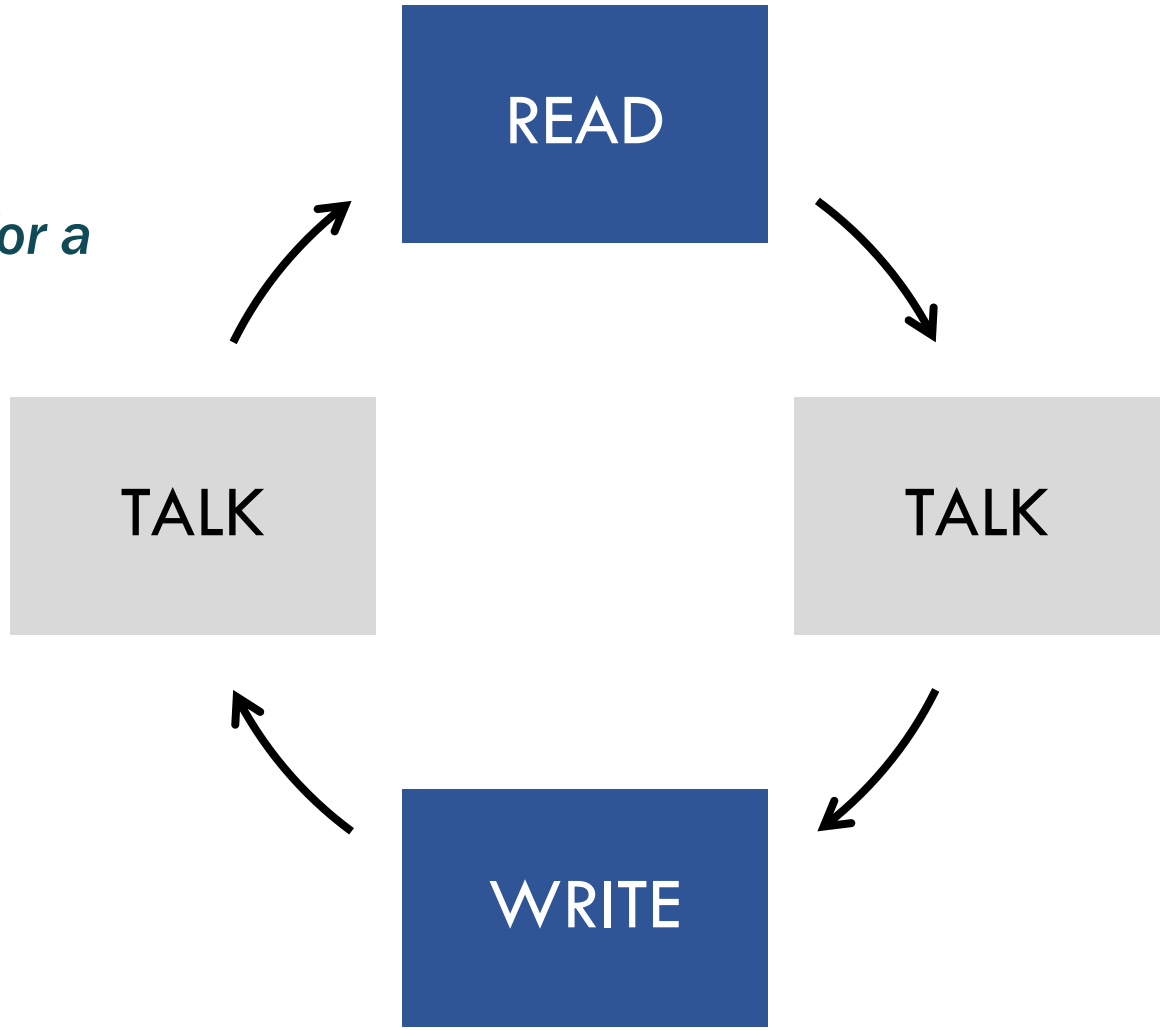
What are the Core Elements of Early Literacy Instruction?

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



A Learning Cycle for Today's Context

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



LESAUX, PHILLIPS GALLOWAY & MARIETTA, 2016; LESAUX & HARRIS, 2015

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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?

Focus thinking

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

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

Understand and deal with feelings

Manage behavior

Emotion knowledge and expression, emotion & behavioral regulation, empathy

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

Build positive relationships

Jones et al., 2021

- 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.)

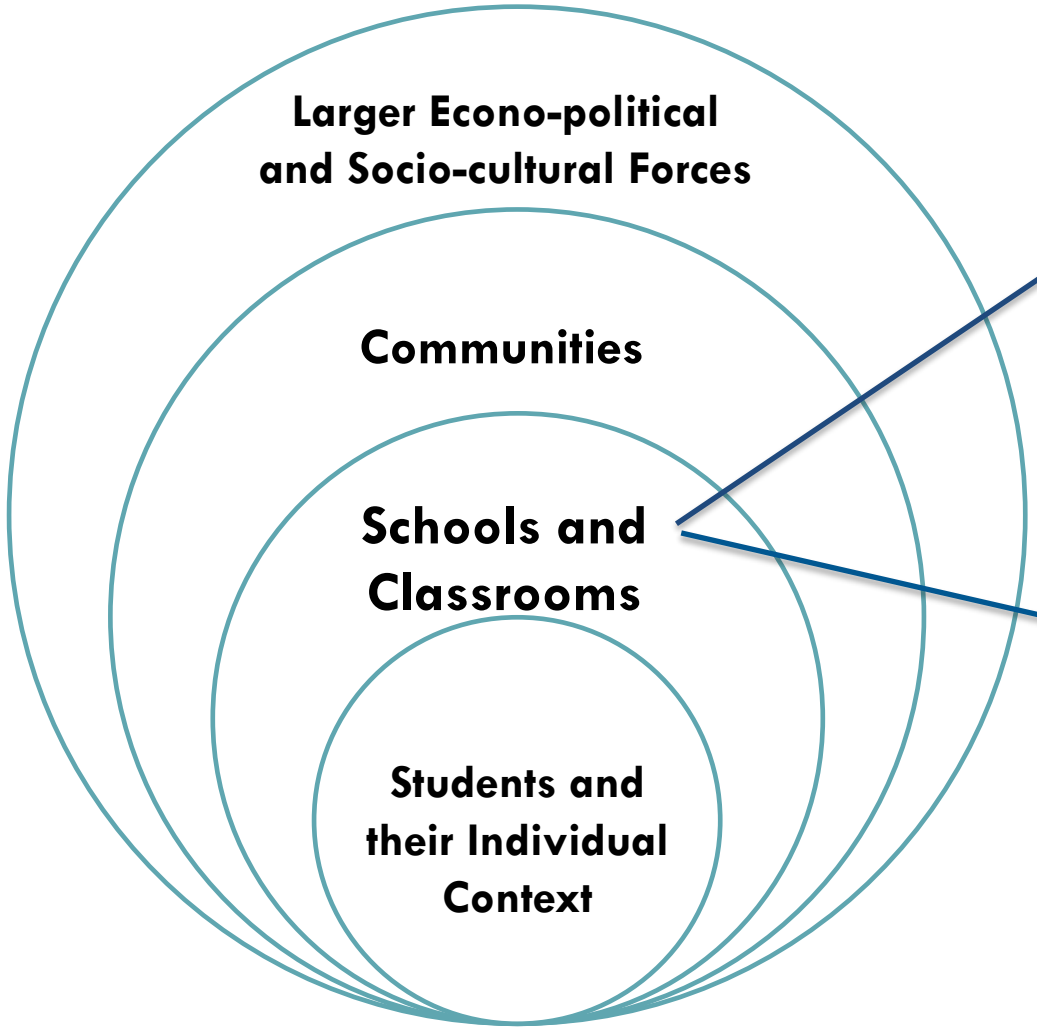
- Partnerships with family & community
- Culturally relevant/ responsive practices

- Clear about which skills are being taught
- Understand what it looks like when are or are not successfully using skills

- Define expectations for students, students, and classroom/school environment
- Align goals with approach

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

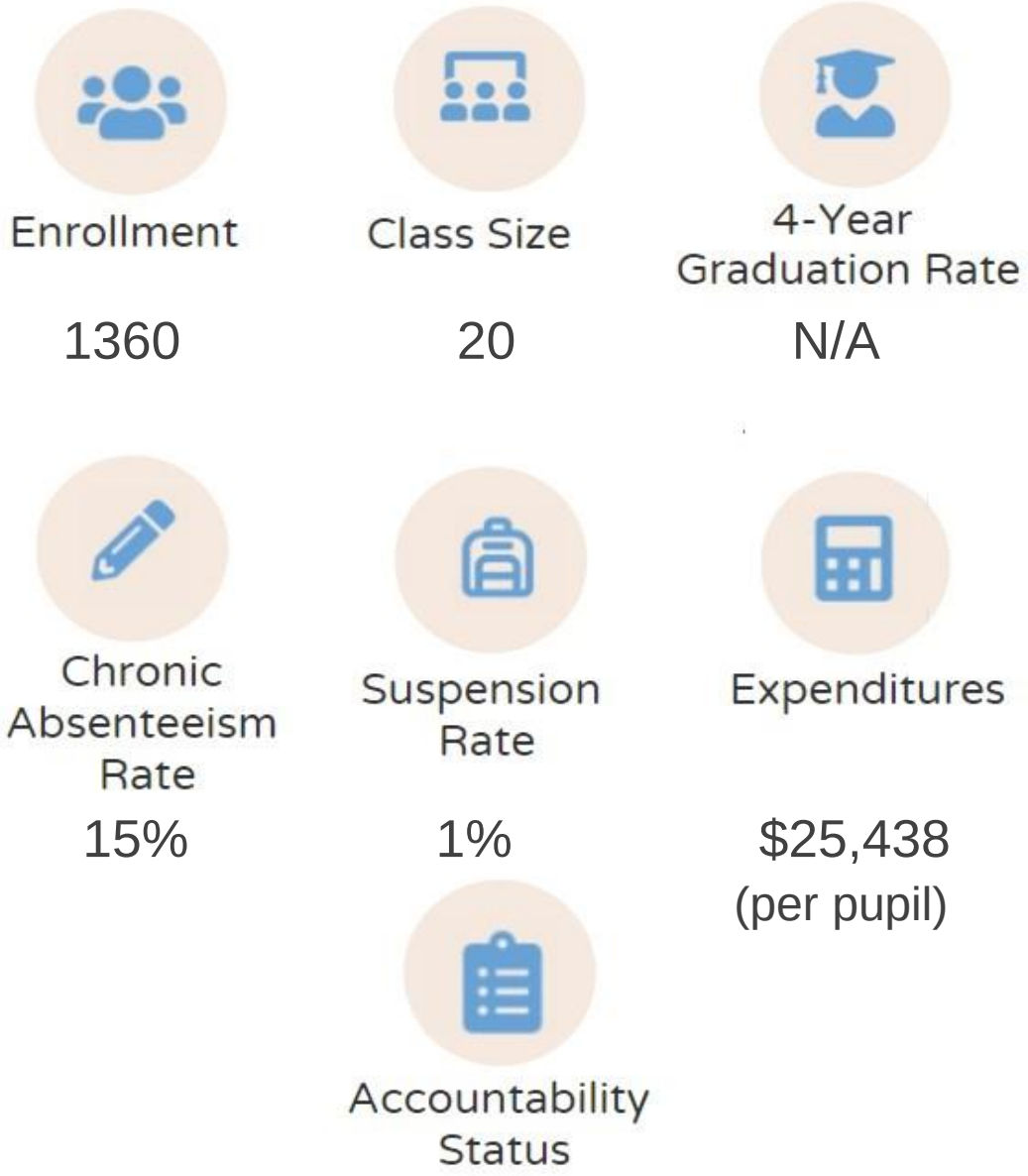
Bronfenbrenner & Morris, 1998; Vélez-Agosto, 2017

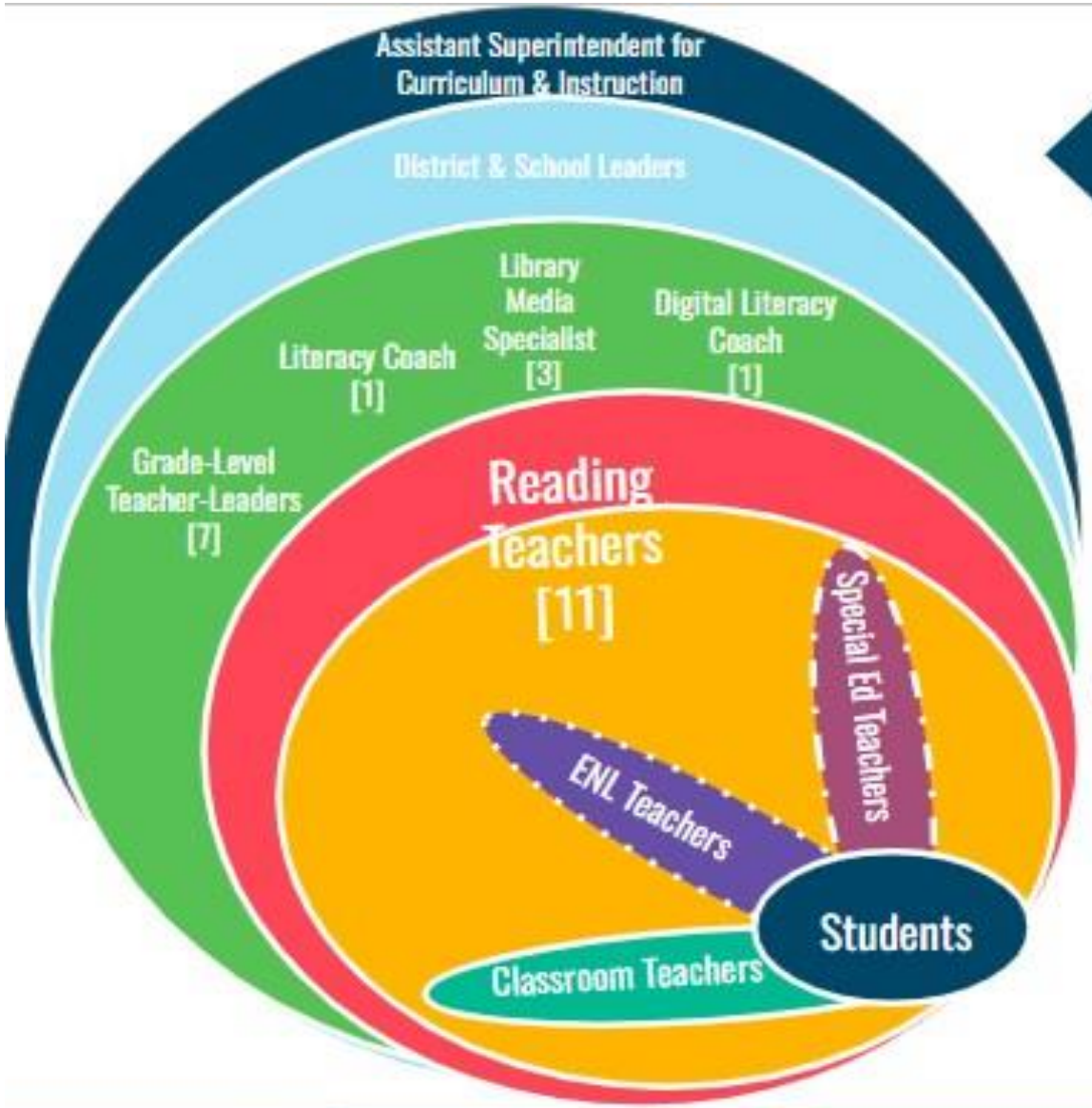
Questions

Valley Stream District 30

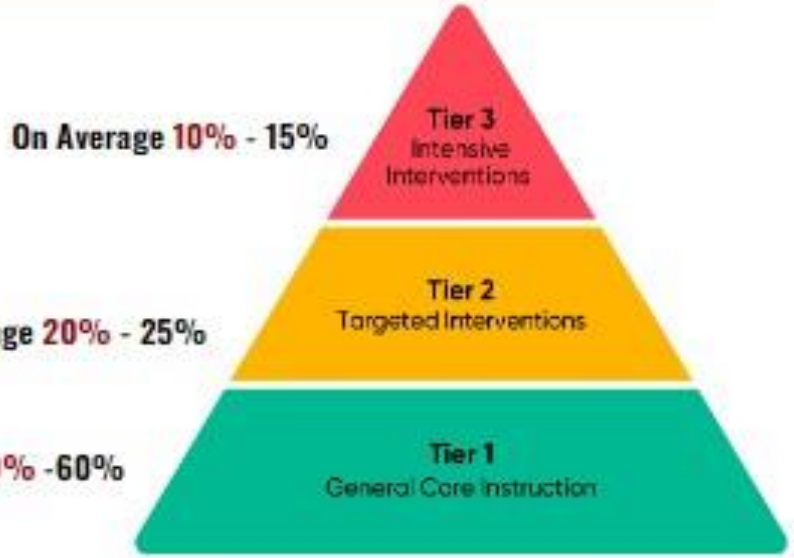
the friendly schools

Dr. Roxanne Garcia-France
Superintendent of Schools





Valley Stream District 30| *the friendly schools* Literacy Program



GRADE 3 ENGLISH LANGUAGE ARTS NYSED ASSESSMENT STUDENT PROFICIENCY

2017-18	2018-19	2019-20	2020-21	2021-22
75%	80%	COVID	68%	64%

Literacy Framework | Staffing & Support Structures | Dedicated Time Literacy & Intervention Block | Instructional Practices & Strategies | Instructional Resources | Continuous Progress Monitoring

NYC Public Schools

Enrollment
957,438

4-Year
Graduation Rate
83%

Accountability
Status

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

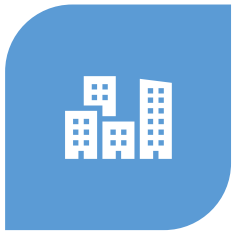
From Common Literacy Practices	To Science of Reading-Informed Practices
Non-Systematic, Incidental Instruction in Phonics	Systematic, Explicit Phonics Instruction
Leveled Texts (K-2)	Decodable Texts (K-2)
Leveled Reading Groups	Small Group, Differentiated Instruction Based on Need
Incidental Instruction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

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

Build and sustain practices in evidence-based interventions. 1

Build and sustain practices in progress monitoring. 2

Build and sustain practices in diagnostic assessments. 3

Build and sustain practices in data-based decision-making protocols. 4

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	AT-RISK GATED SCREENING
Identifies students who are not on track to meet grade level reading outcomes	Additional gated screening assessments for students identified as at risk of not reaching grade level reading outcomes
Administered to all students 3x during the school year (Beginning, Middle, End)	May indicate a high level of risk of dyslexia
Acadience Reading (K-2 Universal Screener) MapGrowth or iReady (3-8 Universal Screener)	May indicate the need for intervention

Monroe 2-Orleans BOCES

Stephanie Smyka

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

District/School Leaders		
Partners in analysis of curriculum, resources, assessments, instructional practices	Developing and prioritizing action steps	In-district, customized professional learning

Teachers		
Job-embedded coaching	Using data to inform instructional decisions	Progress monitoring

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

Strategy 2: Educator 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.

Educator Preparation Programs

Educator Certification

Continuing Teacher and Leader Education (CTLE)

Strategy 3: Family & Collaborative Partnerships


live out people
who work
6. bike
7. dime
8. hide
9. ice
10. kite
get
good
use
up
Catch

Questions