

New York State Education Department P-3 Literacy Instructional Best Practices

An Update to the Board of Regents
December 2024

Highlights

The Department will:

Publish P-3 Literacy Instructional Best Practices that include key literacy definitions.

Schools will:

Attest that their school curriculum and instruction aligns with all elements of the P-3 Literacy Instructional Best Practices on or before September 1, 2025.



The Science of Learning and Reading

- Focuses on understanding how young people learn and develop according to brain research and human development
- Based on a whole-child/student-centered approach, with a focus on project-based learning

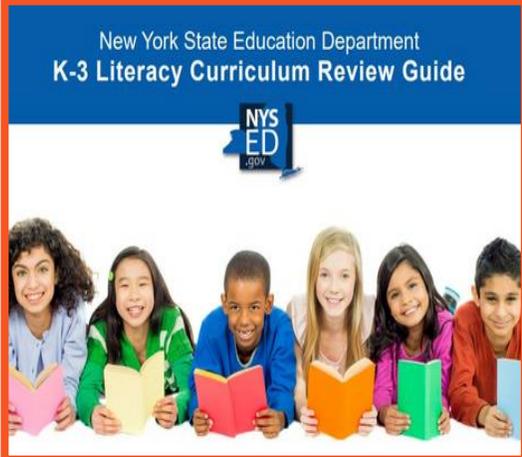
Four principles of practice:

- (1) supportive environment,
- (2) productive instructional strategies,
- (3) social and emotional development, and
- (4) system of supports.

Comprehensive Literacy Program



NYSED Literacy Resources



- P-20 Literacy Initiative
- Literacy Briefs
- K-3 Literacy Curriculum Review Guide
- P-3 Literacy Instructional Best Practices Guide
- The Path Forward

Literacy Briefs and Statewide Literacy Conference



NYSED New York State EDUCATION DEPARTMENT
Learning & Talent Development

NEW YORK STATE LITERACY INITIATIVE
BRIEF 1 OF 7

Science of Reading: What is it?

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

KEY IDEA #1
The Science of Reading Reflects a Body of Research

The Science of Reading refers to a body of research—50+ years of interdisciplinary research that documents and describes how children develop reading and writing skills and competencies. This research also features the principles and practices for research-based instructional design and opportunities to learn.

The Science of Reading is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy.

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.



Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

[Check out NYSED's Briefs on Advanced Literacies.]

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Purpose- Literacy Briefs

THE SCIENCE OF READING: A BRIEFS SERIES

Part of the New York State Literacy Initiative

Understanding the Science of Reading

The Science of Reading: Key Ideas and Myths
Briefs 1+2

What is the Science of Reading?

The Reading-Writing Relationship
Brief 3

How does writing connect to the Science of Reading?

The Science of Reading in Today's Schools and Classrooms

What does the Science of Reading look and feel like at the PreK, elementary, and secondary level?

PreK Years
Brief 4

Elementary Years
Brief 5

Secondary Years
Brief 6

The Science of Reading: Leadership Strategies and Systems
Leading for Literacy
Brief 7

How can we lead for the Science of Reading in districts, schools, and classrooms?

Implementing the Science of Reading

Throughline 1: Developing the "Big 6" through High-Impact Practices

Throughline 2: School and Classroom Structures and Processes to Ensure Access for All

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EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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NEW YORK STATE LITERACY INITIATIVE
BRIEF 2 OF 7

Science of Reading: Debunking Common Myths

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

Recent years have brought growing focus on the term "Science of Reading." Importantly, this increased attention and momentum has underscored the need to bring scientific principles and findings to literacy instruction. But as the term has gained momentum, so too have some myths and misconceptions. Educators, leaders, policymakers, and publishers are grappling with the Science of Reading's implications for their work and leadership—and it's crucial they understand common myths, and work to avoid the associated pitfalls.



MYTH #1
The Science of Reading refers to one instructional approach, i.e., it is a tangible program or curriculum.

MYTH #2
The Science of Reading signals that reading instruction should focus on teaching skills in isolation.

FACT: The term Science of Reading refers to 50+ years of interdisciplinary research. The term's value-add is to remind us to draw very closely on research findings, principles, and practices when designing and implementing literacy instruction and supports. The Science of Reading reflects research in education, psychology, linguistics, neuroscience, speech and language pathology, sociology, implementation science, and more.

FACT: Effective curriculum and pedagogical approaches match goals and target skills with the appropriate instructional strategies, ranging from isolated practice to integrated application. This daily work is always in service of the ultimate goal: to develop learners' skills and competencies that support higher-order thinking and knowledge building.

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High-Impact Instructional Practices: Developing the "Big 6"

Collaborative and Culminating Projects, Performances, and Celebrations

Text-Based Discussion and Writing Opportunities

Engagement with a Variety of High Interest, Diverse, and Complex Texts

Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building

Fostering Understanding of Print Conventions, Features, and Functions

ENABLING STRUCTURES AND PROCESSES

Purposeful Play for Active Engagement and Consolidation

Inclusive Curriculum and Assessments

Differentiated and Culturally Responsive-Sustaining Pedagogy

Comprehensive Knowledge-Building Units

Screening and Progress Monitoring for Risk

Protocols and Routines for Collaborative and Independent Study

- Welcoming And Affirming Environment
- Educator Support And Development
- High Expectations And Rigorous Instruction
- Strong Community + Family Engagement

Purpose- Curriculum Review

What it is...

- Optional
- For K-3 curricula
- Supports local selection and development of curricula to meet needs of “all students”
- Process
- Reflection tool to better ensure alignment with:
 - Evidence-based practices
 - ELA Learning Standards
 - CR-SE Framework
 - SEL benchmarks

What it is not...

- Mandated
- For PreK curricula
- Recommended curriculum/list of curricula
- Checklist
- Used to reject or discard entire curricula
- Reading instructional best practices required by the “Back to Basics Plan”

New York State Education Department K-3 Literacy Curriculum Review Guide



P-3 Literacy Definitions for Regulations

These terms are already included
in the *Next Generation English
Language Arts Learning Standards*.

- 📖 Evidence-based and Scientifically-based
- 📖 Phonemic Awareness
- 📖 Comprehension
- 📖 Reading Fluency
- 📖 Vocabulary Development
- 📖 Culturally Responsive-Sustaining Education
Framework

The P-3 Literacy Instructional Best Practices will be utilized when reviewing local district curriculum and instruction for evidence- and scientifically-based reading instruction prior to submitting the attestation per Education Law § 818.

New York State Education Department
Prekindergarten - 3rd Grade Literacy Instructional Best Practices



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EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



P-3 Literacy Instructional Best Practices

The Big Six Literacy Pillars	NYS P-3 Grades Literacy Instructional Best Practices	Grades
Phonemic Awareness	<ul style="list-style-type: none"> • Develop awareness of the segments of sound in speech. • Teach students to manipulate sounds in speech focusing on orally blending and segmenting words. 	<ul style="list-style-type: none"> • PreK-3 • K-2
Phonics	<ul style="list-style-type: none"> • Teach students letter-sound relations. • Introduce letters (graphemes) with the sounds (phonemes) they make. • Provide opportunities to practice letter identification and sounds. • Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. • Develop an awareness of segments of sounds in speech and how they correspond to letters. • Teach students to decode words, analyze word parts and write and recognize words. • Teach students to blend letter sounds and sound-spelling patterns. • Teach common sound-spelling patterns. • Teach students to recognize common word parts. 	<ul style="list-style-type: none"> • PreK-3 • PreK • PreK • K • K-1 • 1-3 • 2 & 3 • 2&3 • 2&3
Vocabulary	<ul style="list-style-type: none"> • Plan activities to expand and practice vocabulary. • Introduce words and their meanings • Engage students in activities to enhance vocabulary and language skills • Teach vocabulary in the context of other reading activities • Plan activities to expand and practice vocabulary. • Facilitate activities that actively engage students in the development of their vocabulary and language skills. • Teach students academic language skills, including the use of inferential language, and vocabulary knowledge. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3 • PreK • K&1 • 2 & 3

P-3 Literacy Instructional Best Practices

The Big Six Literacy Pillars	NYS P-3 Grades Literacy Instructional Best Practices	Grades
Fluency	<ul style="list-style-type: none"> • Model fluent reading on a daily basis • Provide daily opportunities for students to practice reading fluency • Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice. • Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • K-3
Comprehension	<ul style="list-style-type: none"> • Teach students to activate background knowledge prior to reading. • Engage in high-quality shared book reading and ensure students connect to texts daily. • Ask questions and engage students in conversations surrounding text daily. • Model and explicitly teach comprehension strategies. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3
Oral Language	<ul style="list-style-type: none"> • Plan activities to expand and practice language skills • Engage students in conversations • Intentionally plan activities to build children's language skills. • Create a language-rich environment in which students engage in meaningful conversations. • Teach students academic language skills, including use of inferential and narrative language. • Engage students in conversations that support the use of inferential language. • Explicitly engage students in developing narrative language skills. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • PreK • K-3 • K-3 • K-3

P-3 Literacy Instructional Best Practices



NYS LITERACY INITIATIVE

THE P-3 LITERACY INSTRUCTIONAL BEST PRACTICES

Date: January 7th, 2025
Time: 9:30am - 1:00pm
Location: Designated BOCES or Big 5 site

This event, which will be a hybrid webinar with in-person discussion and presentations, will provide New York State administrators and literacy leaders with an opportunity to learn about the P-3 Instructional Best Practices Tool to be utilized when reviewing instruction and making the required attestation per Education Law §818.

As per Education Law §818, districts must reflect on the instructional best practices and literacy curriculum for students in prekindergarten through third grade, ensuring literacy instruction and interventions align with the Commissioner's requirement of literacy instruction to be based on the body of research known as the Science of Reading.

At this event, New York State Education Department (NYSED) staff, along with partners from BOCES and the Big 5, will present an overview of the P-3 Literacy Instructional Best Practices. Participants will have time to walk through the resource, reflect on the implementation of the best practices, and consider the steps to complete the attestation process. Please note that to attend this event, you must attend in person at a BOCES or Big 5 designated site.

**REGISTRATION THROUGH
LOCAL BOCES OR BIG 5**

Statewide Hybrid Event on January 7, 2025

- Literacy Leaders and School Administrators
- Local discussions and sites in the Big 5 and BOCES
- Will be recorded and posted after the event

P-3 Attestation

Each school district will:

- Review local curriculum and instructional practices;
- Attest to which local instructional elements align to the P-3 Literacy Instructional Best Practices; and
- Complete the attestation through the NYSED Business Portal by September 2025.

