



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

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>

- 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

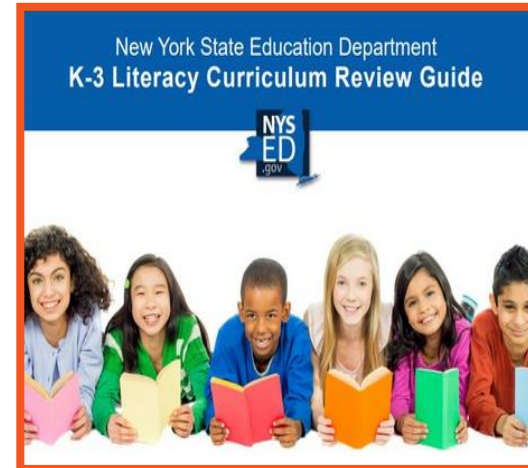
Four principles of practice:

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

Comprehensive Literacy Program

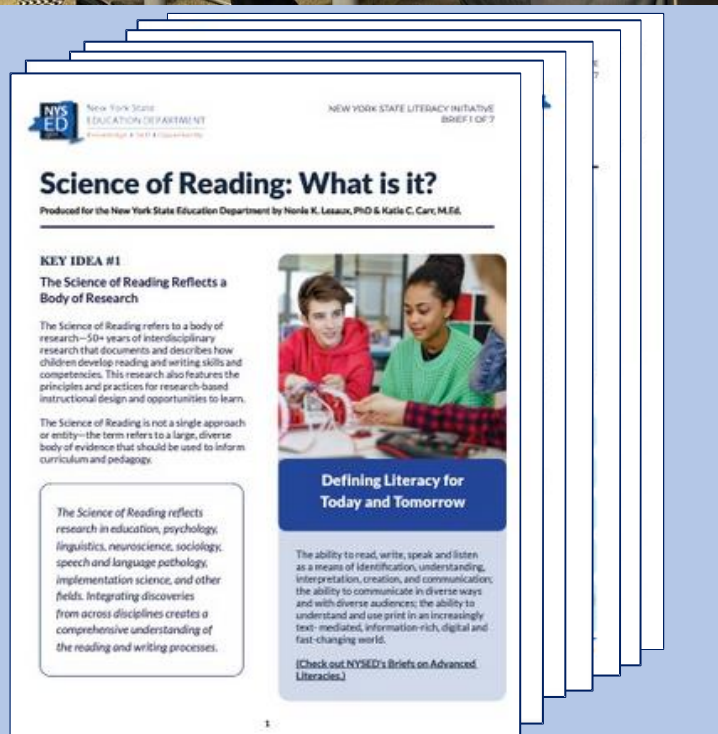
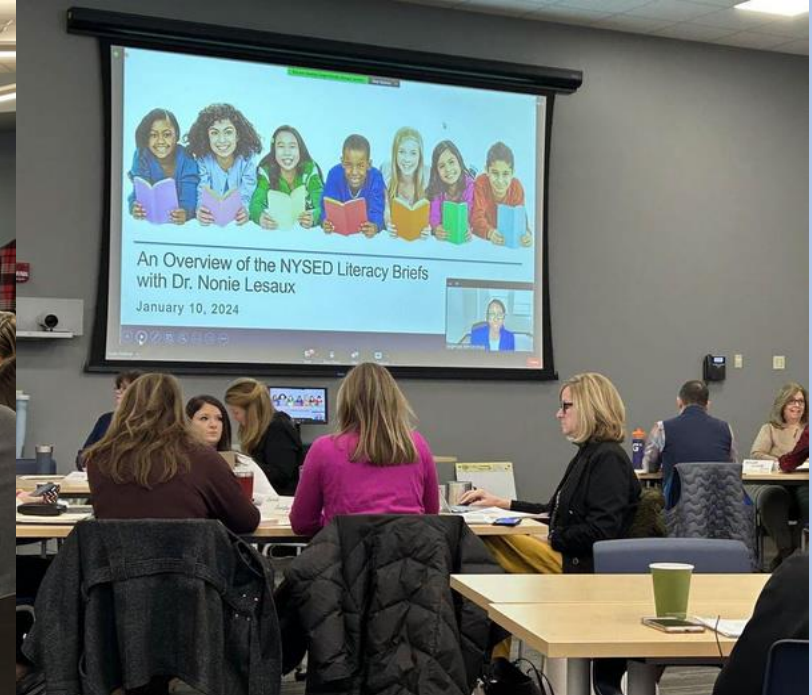


NYSED Literacy Resources



- 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



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

The Reading-Writing Relationship

Brief 3

The Science of Reading in Today's Schools and Classrooms

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

What is the Science of Reading?

How does writing connect to the Science of Reading?

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

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

ROADMAP



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

Comprehensive Knowledge-
Building Units

Inclusive Curriculum and
Assessments

Screening and Progress
Monitoring for Risk

Differentiated and Culturally
Responsive-Sustaining Pedagogy

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.




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.

