



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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TO: BOCES District Superintendents
Superintendents of Public School Districts

FROM: Angelique Johnson-Dingle, Deputy Commissioner P-12

SUBJECT: Instructional Best Practices Survey

DATE: April 2025

On January 3, 2024 Governor Kathy Hochul unveiled her reading initiative that was signed into law in May 2024. New York State law §818 requires an annual review of school district curriculum and instructional practices in the subject of reading for students in prekindergarten through grade three. This law states that New York State public school districts must ensure that their curricula is aligned with the reading instructional best practices provided by the commissioner, and that all early reading instructional practices and interventions are part of an aligned plan designed to improve student reading outcomes in prekindergarten through grade three. Through the survey, superintendents are required to attest that the district is incorporating instructional best practices aligned to the science of reading as part of §818.

The Instructional Best Practices Survey may be accessed through the SED Monitoring and Vendor Performance System in the [NYSED Business Portal](#). Instructions for accessing the survey are attached to this Memo. **Survey responses must be submitted to the Department no later than 5:00 PM on September 1, 2025.**

New York State Education Commissioner Betty A. Rosa said, “Fostering literacy excellence and empowering young minds are paramount to nurturing the educational journey of our state’s youngest learners. Drawing from evidence-based literacy instruction methods, our educators are able to provide a comprehensive approach that enhances literacy skills and equips learners with the tools needed for effective communication and lifelong learning. The State Education Department is working to ensure all students have the resources they need to be successful in literacy and life, no matter their learning differences. All students deserve the opportunity of a high-quality education that allows them to thrive.”

To support schools with this attestation, the [Office of Early Learning](#) has developed a set of resources that are located on the New York State Education Department [Literacy Initiative Website](#). Please reach out to the Office of Early Learning (OEL@nysed.gov or 518-474-5807) if you have additional questions related to this survey.

Instructions for Submitting the Literacy Attestation Survey

As per [New York State Education Law §818 – Evidence-Based and Scientifically- Based Reading Instruction](#), all public-school districts must attest that their literacy instruction and curricula are aligned to the New York State Education Department's (NYSED) published evidence-based and scientifically-based instructional best practices. NYSED's Office of Early Learning has created the [Prekindergarten through 3rd Grade Literacy Instructional Best Practices](#) document to assist districts with making this determination. The survey is in the SED Monitoring and Vendor Performance System, located in the NYSED Business Portal.

To access the survey:

1. Go to the Business Portal (<http://portal.nysed.gov>).
2. Click on the Log In button. If needed, a user may also reset a previously assigned password.
3. Enter your username and password.
4. Click on "SED Monitoring and Vendor Performance System" under My Applications.
5. Click on "Office of Early Learning."
6. Select "Literacy Attestation."
7. Click on "View" to begin/continue to input information.
8. Superintendents may access any section or page of the attestation by clicking on one of the links in the Survey Navigation panel. Superintendents are not required to complete sections in the order they appear in the survey navigation menu. **Remember to continually save before moving to another section.**
9. Superintendents are required to answer all questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the attestation to NYSED for final review if a required question remains unresolved.
10. The survey must be submitted/certified by the Superintendent before submission.
11. Please contact the SEDDAS Help Desk at SEDDAS@nysed.gov to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.

Survey Instructions

Welcome to the Literacy Attestation Survey. Please read the following instructions before continuing on to the survey questions.

After utilizing the Prekindergarten through 3rd Grade Literacy Instructional Best Practices document, please complete the following attestation and submit it prior to September 1, 2025. Submission of this attestation will be counted as the district's acknowledgment that they are aligned to the requirements in Ed Law §818.

For more information, including, FAQ and videos-on-demand from the January 7, 2025 Literacy Instructional Best Practices Webinar Event, visit the NYSED Office of Early Learning P-3 Literacy Instructional Best Practices webpage.

This survey consists of:

- YES/NO questions
- Long or short answer questions

Estimated Completion Time: 10-30 minutes (Depending your district's alignment with the literacy best practices).

There is a YES/NO question for each of the Big Six Literacy Pillars: Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Oral Language, as well as, as a YES/NO question for Writing. After selecting YES or NO, click on Save and Continue in the lower right hand side of the page. If YES is selected for any of the Big Six Literacy Pillars, you will be redirected to the next Big Six Literacy Pillar. If NO is selected, a second page will become available, which consists of individual instructional best practices related to the pillar, broken down by the specific grades that each best practice is associated with. All of these questions are required.

Following the Big Six Literacy Pillars questions are five additional questions that consist of short and long answers. Most of these questions are required.

At any time, you can click SAVE in the lower righthand corner of the page and return to the survey at another time.

It is recommended that you click save often, especially when answering the long answers so that you do not lose your work.

Thank you for your continued dedication to promoting P-3 literacy best practice initiatives in New York State.

Literacy Attestation 2025

Phonemic Awareness

Pillar: Phonemic Awareness

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district's curriculum and instructional practices are aligned to all the ***Phonemic Awareness*** instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.

☐ Yes

☐ No

Literacy Attestation 2025

Phonemic Awareness by Grade-Level Attestations

Phonemic Awareness Page 2

**N/A is only to be marked if a district does not run a prekindergarten program.*

1. Phonemic Awareness: Develop awareness of the segments of sound in speech in PreK.

	Develop awareness of the segments of sound in speech.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. Phonemic Awareness: Develop awareness of the segments of sound in speech.

	Develop awareness of the segments of sound in speech.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Phonemic Awareness: Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.

	Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Phonics

Pillar: Phonics

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district's curriculum and instructional practices are aligned to all the ***Phonics*** instructional best practices. **Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.**

☐ Yes

☐ No

Phonics Page 2

1. Phonics: Teach students letter-sound relations in Pre K.

	Teach students letter-sound relations.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. Phonics: Teach students letter-sound relations.

	Teach students letter-sound relations.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Phonics: Introduce letters (graphemes) with the sounds (phonemes) they make.

	Introduce letters (graphemes) with the sounds (phonemes) they make.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

4. Phonics: Provide opportunities to practice letter identification and sounds in Pre-K.

	Provide opportunities to practice letter identification and sounds.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

5. Phonics: Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

	Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No

6. Phonics: Develop an awareness of segments of sounds in speech and how they correspond to letters.

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Phonics by Grade-Level Attestations

	Develop an awareness of segments of sounds in speech and how they correspond to letters.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. Phonics: Teach students to decode words, analyze word parts and write and recognize words.

	Teach students to decode words, analyze word parts and write and recognize words.
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. Phonics: Teach students to blend letter sounds and sound-spelling patterns.

	Teach students to blend letter sounds and sound-spelling patterns.
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

9. Phonics: Teach common sound-spelling patterns.

	Teach common sound-spelling patterns.
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

10. Phonics: Teach students to recognize common word parts.

	Teach students to recognize common word parts.
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Vocabulary

Pillar: Vocabulary

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district's curriculum and instructional practices are aligned to all the ***Vocabulary*** instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.

☐ Yes

☐ No

Vocabulary Page 2

1. Vocabulary: Plan activities to expand and practice vocabulary in PreK.

	Plan activities to expand and practice vocabulary.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. Vocabulary: Plan activities to expand and practice vocabulary.

	Plan activities to expand and practice vocabulary.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Vocabulary: Introduce words and their meanings in PreK.

	Introduce words and their meanings.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

4. Vocabulary: Introduce words and their meanings.

	Introduce words and their meanings.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. Vocabulary: Engage students in activities to enhance vocabulary and language skills PreK.

	Engage students in activities to enhance vocabulary and language skills.
Prekindergarten	<input type="checkbox"/> Yes

Literacy Attestation 2025

Vocabulary by Grade-Level Attestations

	Engage students in activities to enhance vocabulary and language skills.
	<input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

6. Vocabulary: Engage students in activities to enhance vocabulary and language skills.

	Engage students in activities to enhance vocabulary and language skills.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. Vocabulary: Teach vocabulary in the context of other reading activities in PreK.

	Teach vocabulary in the context of other reading activities.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

8. Vocabulary: Teach vocabulary in the context of other reading activities.

	Teach vocabulary in the context of other reading activities.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

9. Vocabulary: Facilitate activities that actively engage students in the development of their vocabulary and language skills.

	Facilitate activities that actively engage students in the development of their vocabulary and language skills.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Vocabulary by Grade-Level Attestations

	Facilitate activities that actively engage students in the development of their vocabulary and language skills.
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

10. **Vocabulary: Teach students academic language skills, including the use of inferential language and vocabulary knowledge.**

	Teach students academic language skills, including the use of inferential language and vocabulary knowledge.
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Fluency

Pillar: Fluency

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district’s curriculum and instructional practices are aligned to all the ***Fluency* instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.**

☐ Yes

☐ No

Literacy Attestation 2025

Fluency by Grade-Level Attestations

Fluency Page 2

1. **Fluency: Model fluent reading on a daily basis in PreK.**

	Model fluent reading on a daily basis.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. **Fluency: Model fluent reading on a daily basis.**

	Model fluent reading on a daily basis.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. **Fluency: Provide daily opportunities for students to practice reading fluency in PreK.**

	Provide daily opportunities for students to practice reading fluency.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

4. **Fluency: Provide daily opportunities for students to practice reading fluency.**

	Provide daily opportunities for students to practice reading fluency.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. **Fluency: Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice in PreK.**

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Fluency by Grade-Level Attestations

	Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

6. **Fluency: Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies.**

	Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. **Fluency: Incorporate daily interactive oral reading structures into whole and small group instruction to model, practice, and provide feedback to students as they develop reading skills and strategies.**

	Incorporate daily interactive oral reading structures into whole and small group instruction to model, practice, and provide feedback to students as they develop reading skills and strategies.
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Comprehension

Pillar: Comprehension

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district's curriculum and instructional practices are aligned to all the ***Comprehension*** instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.

☐ Yes

☐ No

Comprehension Page 2

1. **Comprehension: Teach students to activate background knowledge prior to reading in PreK.**

	Teach students to activate background knowledge prior to reading.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. **Comprehension: Teach students to activate background knowledge prior to reading.**

	Teach students to activate background knowledge prior to reading.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. **Comprehension: Engage in high-quality shared book reading and ensure students connect to texts daily in PreK.**

	Engage in high-quality shared book reading and ensure students connect to texts daily.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

4. **Comprehension: Engage in high-quality shared book reading and ensure students connect to texts daily.**

	Engage in high-quality shared book reading and ensure students connect to texts daily.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. **Comprehension: Ask questions and engage students in conversations surrounding text daily in PreK.**

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Comprehension by Grade-Level Attestations

	Ask questions and engage students in conversations surrounding text daily.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

6. Comprehension: Ask questions and engage students in conversations surrounding text daily.

	Ask questions and engage students in conversations surrounding text daily.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. Comprehension: Model and explicitly teach comprehension strategies in PreK.

	Model and explicitly teach comprehension strategies.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

8. Comprehension: Model and explicitly teach comprehension strategies.

	Model and explicitly teach comprehension strategies.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Oral Language

Pillar: Oral Language

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Prekindergarten-3rd Grade Literacy Best Practices document, the district's curriculum and instructional practices are aligned to all the ***Oral Language* instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.**

☐ Yes

☐ No

Literacy Attestation 2025

Oral Language by Grade-Level Attestations

Oral Language Page 2

1. **Oral Language: Plan activities to expand and practice language skills in PreK.**

	Plan activities to expand and practice language skills.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

2. **Oral Language: Plan activities to expand and practice language skills.**

	Plan activities to expand and practice language skills.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. **Oral Language: Engage students in conversations in PreK.**

	Engage students in conversations.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

4. **Oral Language: Engage students in conversations.**

	Engage students in conversations.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. **Oral Language: Intentionally plan activities to build children's language skills in PreK.**

	Intentionally plan activities to build children's language skills.
Prekindergarten	<input type="checkbox"/> Yes

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Oral Language by Grade-Level Attestations

	Intentionally plan activities to build children's language skills.
	<input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

6. **Oral Language: Create a language-rich environment in which students engage in meaningful conversations in PreK.**

	Create a language-rich environment in which students engage in meaningful conversations.
Prekindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (District Does Not Run a PreK Program)

7. **Oral Language: Teach students academic language skills, including the use of inferential and narrative language.**

	Teach students academic language skills, including the use of inferential and narrative language.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. **Oral Language: Engage students in conversations that support the use of inferential language.**

	Engage students in conversations that support the use of inferential language.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

9. **Oral Language: Explicitly engage students in developing narrative language skills.**

	Explicitly engage students in developing narrative language skills.
Kindergarten	

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Oral Language by Grade-Level Attestations

	Explicitly engage students in developing narrative language skills.
	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Writing

Writing

1. Attestation of Compliance with Law §818 – Evidence-Based and Scientifically- Based Reading Instruction
After utilizing the Writing Best Practices document, the district's curriculum and instructional practices are aligned to all the *Writing* instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete additional questions on subsequent pages.

☐ Yes

☐ No

Writing Page 2**1. Writing: Teach students to use the writing process for a variety of purposes.**

	Writing: Teach students to use the writing process for a variety of purposes.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

	Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Second Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No

Literacy Attestation 2025

Professional Development and Instructional Practices

1. **After completing the review of your instructional practices at the district level, in which area(s) will the district provide further learning/professional development?**
 - ☐ Phonemic Awareness
 - ☐ Phonics
 - ☐ Vocabulary
 - ☐ Fluency
 - ☐ Comprehension
 - ☐ Oral Language
 - ☐ Writing
 - ☐ N/A

 2. **After completing the review of your instructional practices at the district level, in which area(s) will the district provide further curricular modifications?**
 - ☐ Phonemic Awareness
 - ☐ Phonics
 - ☐ Vocabulary
 - ☐ Fluency
 - ☐ Comprehension
 - ☐ Oral Language
 - ☐ Writing
 - ☐ N/A

 3. **If your district is not in alignment with any of the P-3 Literacy Instructional Best Practices, please describe your plan to address the best practices that are not included:**
-

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Current Curriculum

1. List the current curriculum and/or any curricular resources the district is utilizing for the teaching of reading and writing; please note grade level where applicable.

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Reading Interventions

1. I attest, that in compliance with Education Law §818, all early reading interventions are part of an aligned plan, at the district level, designed to improve student reading outcomes in Prekindergarten to Grade Three.

☐ Yes
☐ No

2. List the current reading interventions the district uses indicating grade level where applicable. If the district is not currently utilizing a reading intervention, indicate the reading interventions the district intends to use in the future.

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Optional

1. Are there any additional P-3 Literacy Resources that your district would like to see the New York State Education Department create and publish? (Optional)