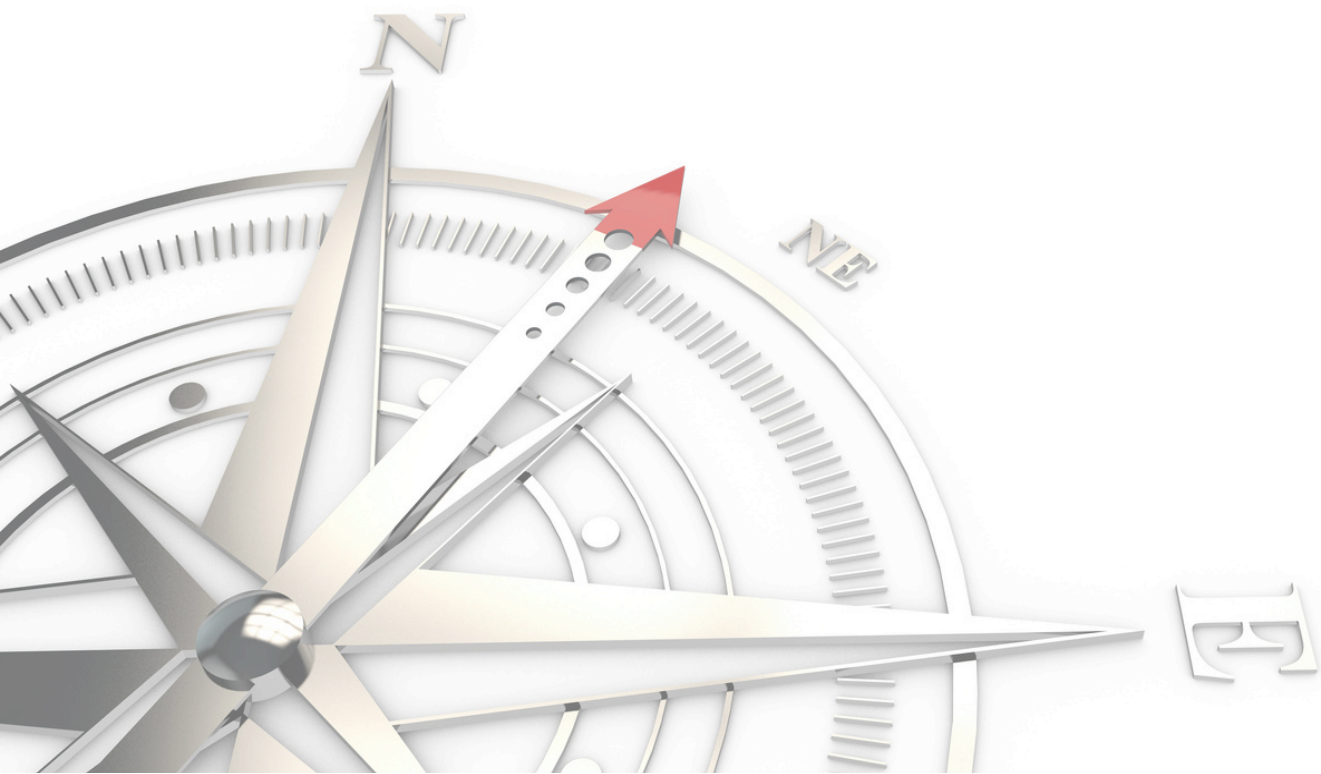


LITERACY

*In the
Prekindergarten Classroom*



MEET OUR TEAM



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AGENDA



- 01 | *Attestation and Resources*
- 02 | *What is the Science of Reading?*
- 03 | *PreK Instructional Best Practices*
- 04 | *Literacy in the PreK Classroom*
- 05 | *Follow up and Assistance*

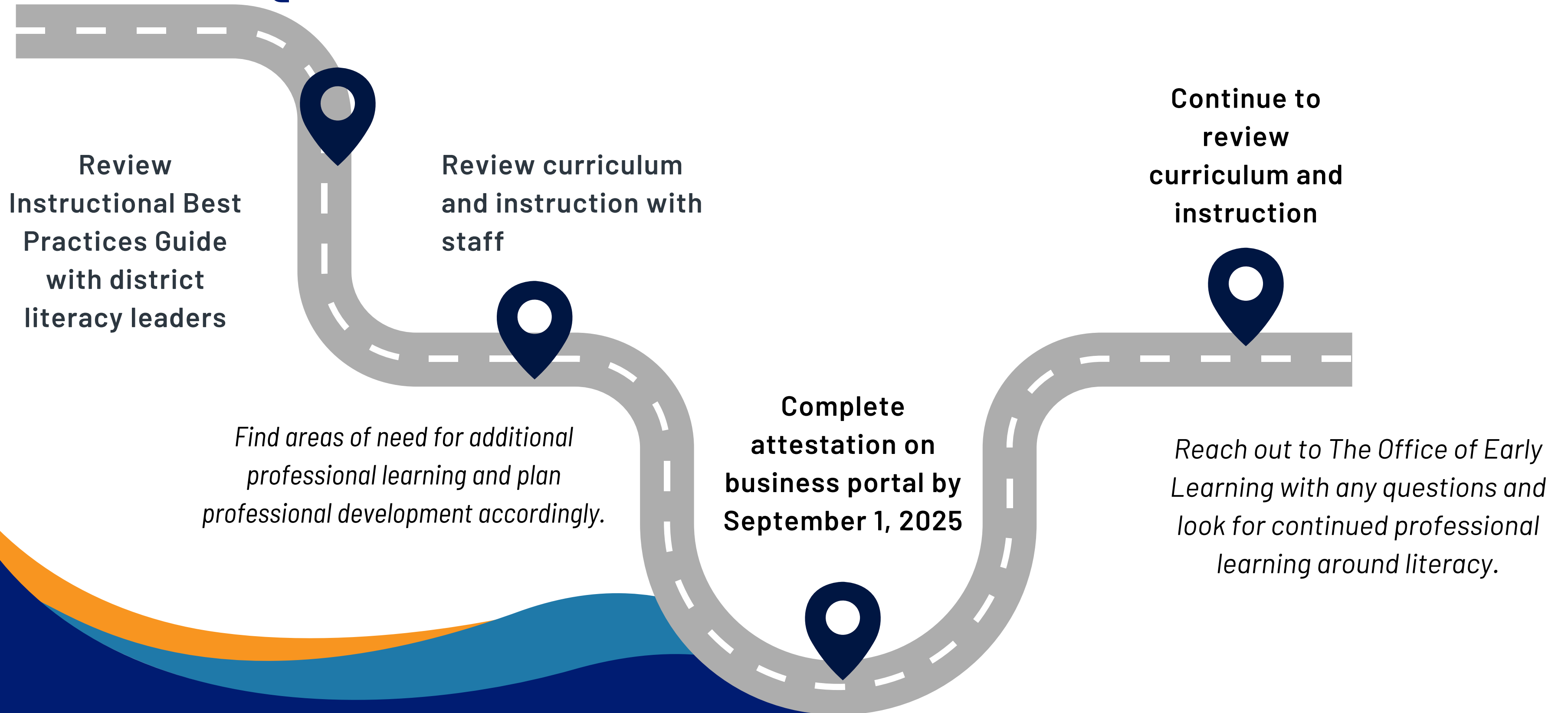
Education Law §818 and Required Attestation

(a) January 1, 2025 - provide instructional best practices for teaching reading in prekindergarten to grade three

(b) Schools must review curriculum annually to ensure alignment with the instructional best practices

- Definitions for evidence-based and scientifically based”, “phonemic awareness”, “comprehension”, “reading fluency”, “vocabulary development”, “culturally responsive-sustaining framework
- Schools must attest the curriculum and instruction align all elements of the instructional best practices


Education Law §818 and Required Attestation



A Comprehensive Literacy Program and the Science of Reading



Literacy Briefs



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 1 OF 7

Science of Reading: What is it?

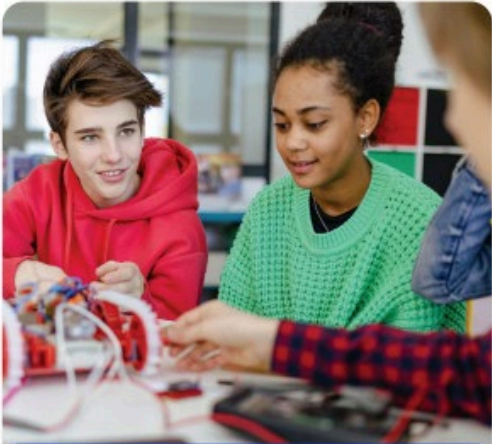
Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

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.



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.

[\(Check out NYSED's Briefs on Advanced Literacies.\)](#)

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.



Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Oral Language

Includes speaking and listening, providing the foundation for written language



Phonological Awareness

An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds

Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts

PreK Literacy Brief

NYS

ED

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NEW YORK STATE LITERACY INITIATIVE

BRIEF 4 OF 7

Science of Reading: The PreK Years

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

The PreK Years: Laying The Literacy Foundation

The Science of Reading underscores the vital role the PreK years play in lifelong literacy. At this stage, children are building their foundational pre-literacy skills, critical thinking, social-emotional skills and their identities—all of which support their literacy learning in the primary grades.

High-Impact Practices: Cultivating the "Big 6" for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Across these early years, these high-impact practices develop the "Big 6" in literacy-learning environments that are rigorous, authentic and culturally responsive, laying the foundation for lifelong literacy.

Defining Literacy for Today + 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.

(See NYSED's Briefs on Advanced Literacies)

High-Impact Instructional Practices

COLLABORATIVE AND CULMINATING PROJECTS, PERFORMANCES, AND CELEBRATIONS

Goal: Application and Integration of Knowledge, Skills, and Competencies; Development of a Product

Promotes: BIG 6 + critical and creative thinking • collaborative planning and problem solving • self-regulation

TEXT-BASED DISCUSSIONS AND WRITING OPPORTUNITIES

Goal: Development and Application of Language, Interpersonal + Communication Skills, and Content Knowledge

Promotes: BIG 6 + critical thinking • knowledge building • perspective-taking • organizing, planning, editing, revising

ENGAGEMENT WITH A VARIETY OF HIGH INTEREST, DIVERSE, AND COMPLEX TEXTS

Goal: Intellectual Inquiry into Big Ideas, Rich Content, High-Utility Vocabulary, and Diversity of Perspectives

Promotes: BIG 6 + textual analysis + interpretation • knowledge building • reasoning + synthesizing

PHONOLOGICAL AWARENESS, PHONICS, SPELLING, AND WORD STUDY SKILL-BUILDING

Goal: Fostering Foundational Literacy and Language Skills Alongside Developing Essential Reading and Writing Proficiency

Promotes: BIG 6 + joyful and purposeful interactions with language • metalinguistic skills • analytical thinking

FOSTERING UNDERSTANDING OF PRINT CONVENTIONS, FEATURES, AND FUNCTIONS

Goal: Understanding the Conventions of Written Language + Navigating and Comprehending Increasingly Complex and Varied Texts

Promotes: BIG 6 + joyful and purposeful interactions with print • information processing • metacognitive skills • analytical thinking

Concepts of Print

Text Structures, Patterns, and Purposes

Goal: Understanding the Conventions of Written Language + Navigating and Comprehending Increasingly Complex and Varied Texts

Promotes: BIG 6 + joyful and purposeful interactions with print • information processing • metacognitive skills • analytical thinking

PreK

Elementary Grades

Secondary Grades

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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

Prekindergarten-3rd Grade Instructional Best Practices



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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



Instructional Best Practices for PreKindergarten

Review the following overarching and grade level specific instructional best practices to reflect on instruction in your classroom.

Literacy Pillar	Instructional Best Practices
Phonemic Awareness	<ul style="list-style-type: none"> Develop awareness of the segments of sound in speech.
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.
Vocabulary	<ul style="list-style-type: none"> 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.
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.
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.
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.
Writing	<ul style="list-style-type: none"> Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. Teach students to use the writing process for a variety of purposes. <p><i>Writing Best Practices are not required as part of the NYS Literacy Attestation</i></p>

Literacy

Embedding Literacy Opportunities in Daily Activities

**VIDEO 4: PLAY-BASED
INTERACTIONS WITH
TEACHER GUIDANCE
(REL SOUTHEAST)**



Watch on  YouTube

Reflect on Literacy

Classroom Instruction

Discuss with your table, the best practices from the video and consider how these could be implemented in your prekindergarten setting.



ACTIVITY



Choose

Select a pillar to explore through the lens of a Prekindergarten teacher.



Read

Read the Cover page and Prekindergarten page for your pillar.



Discuss

Brainstorm and chart how this could look in the Prekindergarten classroom.



Share

Select 1 person to share out information from your group.

PreKindergarten-3rd Grade Instructional Best Practices - Writing



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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



Instructional Best Practices- Writing

Writing

Writing: The process of communicating thoughts and ideas through various methods, including scribbles, drawings, typing, or speech synthesis. It involves authentic text generation through planning, drafting, revising, and editing, with flexibility to move between components, and may culminate in a published product.

Overarching Best Practices and Instructional Considerations for Writing

Teaching writing involves modeling for students so that they acquire the ability to express their ideas clearly, organize their thoughts, and use written language effectively. Although best practices and instructional considerations are tailored to grade-level standards, there are some that can be applied universally across prekindergarten to third grade. This section highlights the overarching best practices and instructional considerations that can span these grade levels. Although prekindergarten best practices are not required as part of the attestation, please consider them as you review writing as part of your literacy program. Research is limited in this area in prekindergarten; however, the PreK Next Generation standards set the expectations.



Note: Although the Literacy Instructional Best Practices were taken from only strong evidence recommendations, the Department noted that a moderate evidence recommendation applies to this supplemental writing guide due to the limited amount of writing research in the earliest grades. This has been referenced in the introduction as well and reflected in the research in the Appendix.

Instructional Best Practices P-3

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

Teach students to use the writing process for a variety of purposes.

Instructional Considerations P-3

- Teach writing skills explicitly, using clear, direct language and modeling each skill or strategy.
- Incorporate daily opportunities for students to practice writing in meaningful contexts.
- Gradually release writing responsibility from the teacher to the student.

CR-SE Specific Instructional Considerations

- Encourage oral storytelling and shared writing using culturally relevant texts to bridge home language and literacy development.
- Value student voice by providing choice in writing topics, celebrating diverse experiences, and prioritizing expression over correctness while guiding students toward writing conventions.

Technology Specific Instructional Considerations

Word processing is a skill that progresses over time as students become familiar with letters. The New York State Education Department of Educational Design & Technology has previously released a guidance memo on [Keyboarding Instruction](#). This memo highlights student exploration of keyboards from prekindergarten-1st grade with an introduction to keyboarding skills beginning in second and more in-depth instruction at third grade.

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Instructional Best Practices: Writing

Instructional Best Practices

Teach students to use the writing process for a variety of purposes.

NYS Next Generation ELA Standards

- PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.
- PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.
- PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.
- PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- W5: Begins in Grade 4
- PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
- PKW7: Engage in a discussion using gathered information from experiences or provided resources.

Instructional Considerations

Please note that the research is emerging for prekindergarten.

Below are some instructional considerations that connect to the NYS Next Generation Writing Standards:

- Teach students how to build fine motor skills (e.g. how to hold writing utensils, finger painting, playdough manipulation, tearing paper, etc.).
- Encourage students to draw pictures to express their ideas.
- Allow students to share their ideas orally and scribe students' ideas while explaining basic conventions of sentences (capitalization, punctuation).
- Create play-based centers that allow preschoolers to experiment with the writing process by having writing materials available in centers.
- Connect classroom theme(s) to collaborative writing projects.
 - Students participate in a shared writing experience (e.g. a letter, a list, a story) where the teacher is doing the writing as needed and students are providing the ideas or pictures, engaging in the writing process.
- Label items in the classroom and draw attention to them when speaking to students.
- Model writing in front of students during morning meeting or other instructional times.

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Reflect on Writing

Classroom Instruction

*What does writing look like in your
Prekindergarten classrooms?*



NYS Examples

Do you have a great literacy lesson?

OEL is collecting information from school districts interested in possibly being featured for their work around literacy.





THANK YOU

We appreciate your attention and involvement in this significant conversation. Together, let's collaborate to create a better world through education.

CONTACT US



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www.nysed.gov/early-learning

Literacy and The Science of Reading

How do you ensure that literacy instruction is inclusive, culturally responsive, and reflective of each child's language and literacy background?

How are you intentionally building foundational oral language skills in PreK settings, and how do those efforts align with the science of reading?

How are you supporting print concepts and alphabet knowledge in a way that balances meaningful experiences with intentional, systematic instruction?

How do you assess growth in literacy and what interventions are in place when children are not progressing?

Are there specific parts of the briefs or instructional best practices that have transformed your early literacy instruction?

In what ways are you embedding explicit phonological awareness instruction into daily routines?

