

# Literacy Resources



**Science of Reading: What is it?**  
Produced for the New York State Education Department by Noelle K. Léoux, PhD & Katie C. Corr, M.Ed.

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

The Science of Reading refers to a body of research that documents and describes how people learn to read and write, and the knowledge and competencies this research also features. This research also features the instructional design and opportunities to learn.

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

**The Science of Reading reflects research in education, psychology, linguistics, neuroscience, cognitive science, speech-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 communication; understanding; interpretation; creation; and expression; the ability to communicate in diverse ways and multiple modalities; the ability to understand and use print in an increasingly transparent, complex, and dynamic, digital and fast-changing world.

(Check out NYSED's Briefs on Advanced Literacies.)

## Science of Reading Literacy Briefs

From The Office of Early Learning and Standards and Instruction

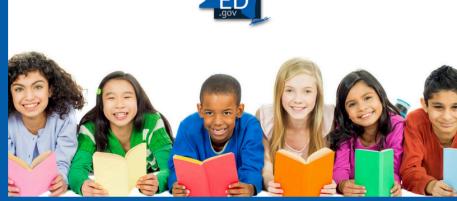


## K-3 Literacy Curriculum Review Guide

From The Office of Standards and Instruction

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

**NYS ED .gov**



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

**NYS ED .gov**  
Knowledge > Skill > Opportunity



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

**NYS ED .gov**  
Knowledge > Skill > Opportunity



## Prekindergarten-3rd Grade Literacy and Writing Instructional Best Practice Guides

From The Office of Early Learning



## Science of Reading for ELLs and MLs Literacy Briefs

From The Office of Bilingual Education and World Languages

SCIENCE OF READING FOR ENGLISH LANGUAGE LEARNERS (ELLs)  
BRIEF 1 OF 6

**Expanding the Scope of Reading to Include Multilingual Learners**  
Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department NYSED by Kathy Escamilla, PhD.

**Abstract**  
In 2023-2024, English Language Learners (ELLs) comprised 10% of K-12 students nationwide and 1% in New York State. This diverse and growing population includes students whose primary language is English at 85% and those who are new arrivals. While ELLs have unique needs that must come to inform literacy instruction policies in the U.S., additional consideration must be given to the challenges of language acquisition and issues that come with bilingualism is necessary. Many studies do not fully address the needs of ELLs and the needs of multilingual learners of this significant population's needs should be addressed. This brief provides an overview of the needs of ELLs, research-based practices that support bilingualism, bilingualism and its impact on the brain, and highlights the ontological differences between multilingual and monolingual learners. It is important that addressing these distinctions is essential to ensuring equitable and effective literacy instruction.

**Using the Brief**

1. Relating to ontology, the philosophical study of being. It is the study of the nature of reality. 2. Describes a set of concepts and categories within a subject area that shows the properties and relations between them.

**English Language Learner (ELL)**  
An ELL is a student who speaks or is developing English language skills, and

**Multilingual Learner (ML)**  
Multilingual Learner refers to all students who speak or are learning one or more languages other than English, including