

# Literacy

## *in the Primary Classrooms*





# Meet Our Team



Madison Ramnes

Associate in  
Instructional Services  
Office of Early Learning



Christina Ryan

Literacy Associate  
Office of Early Learning



# Agenda



- 01 | Attestation and Resources
- 02 | What is the Science of Reading?
- 03 | Grade Level Specific Instructional Best Practices
- Literacy in the Primary 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 to all elements of the instructional best practices



# Education Law §818 and Required Attestation



Review Instructional Best Practices Guide with district literacy leaders

Review curriculum and instruction with staff

Find areas of need for additional professional learning and plan professional development accordingly

Complete attestation on business portal by September 1, 2025

Reach out to The Office of Early Learning with any questions and look for continued professional learning around literacy

Continue to review curriculum and instruction

# A Comprehensive Literacy Program and the Science of Reading





# Literacy Briefs

NYS

ED

.gov

New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE  
BRIEF 1 OF 7

## Science of Reading: What is it?

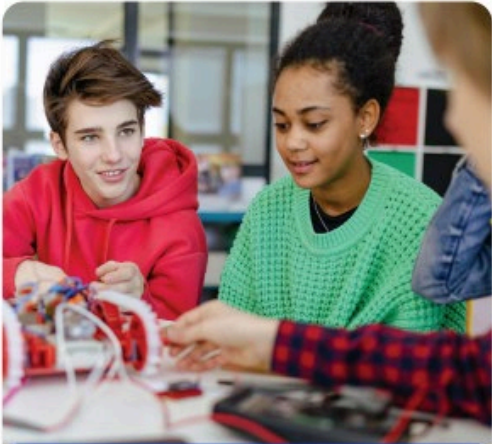
Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

**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.

*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.

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

**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

**Comprehension**

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

**Phonological Awareness**

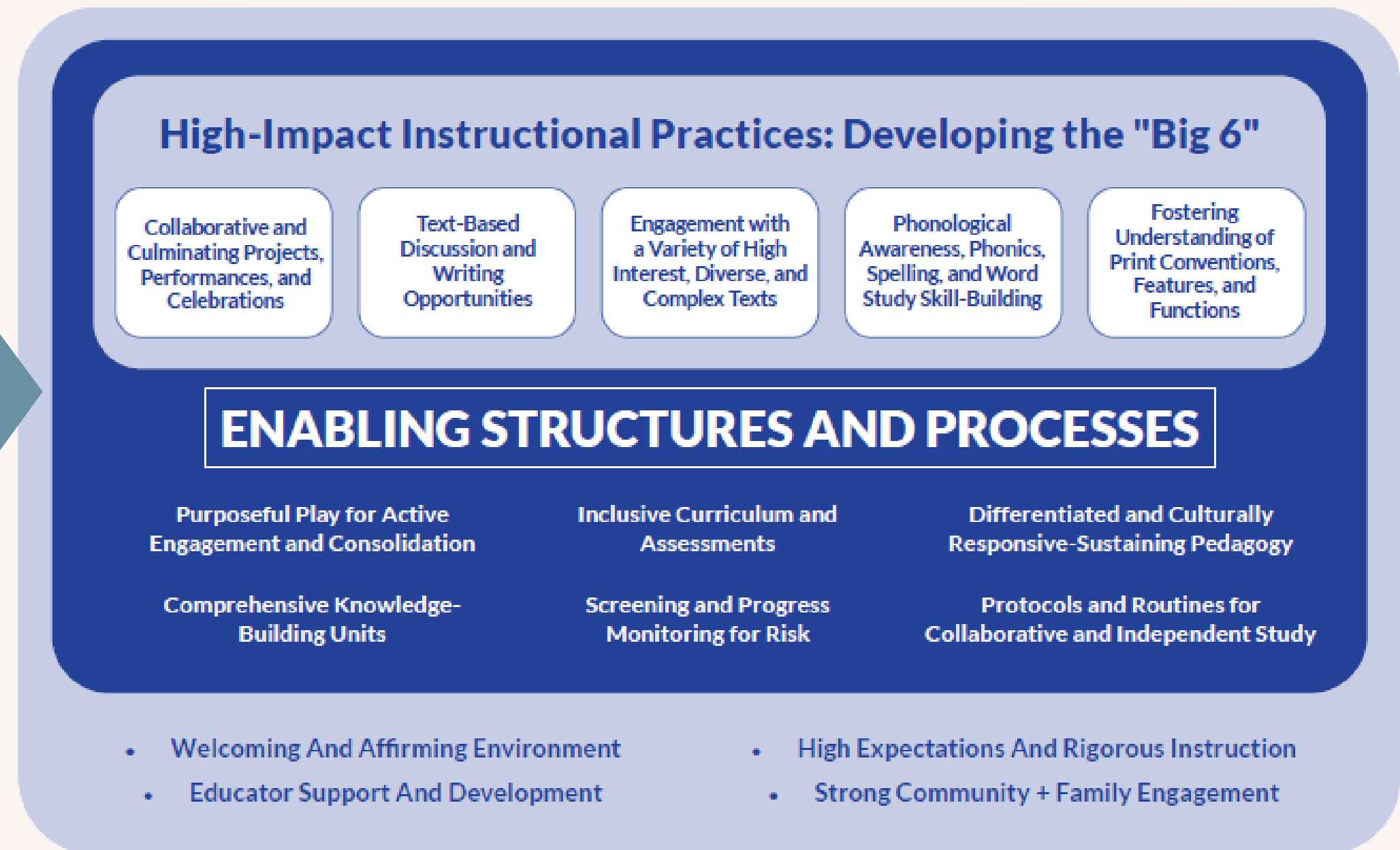
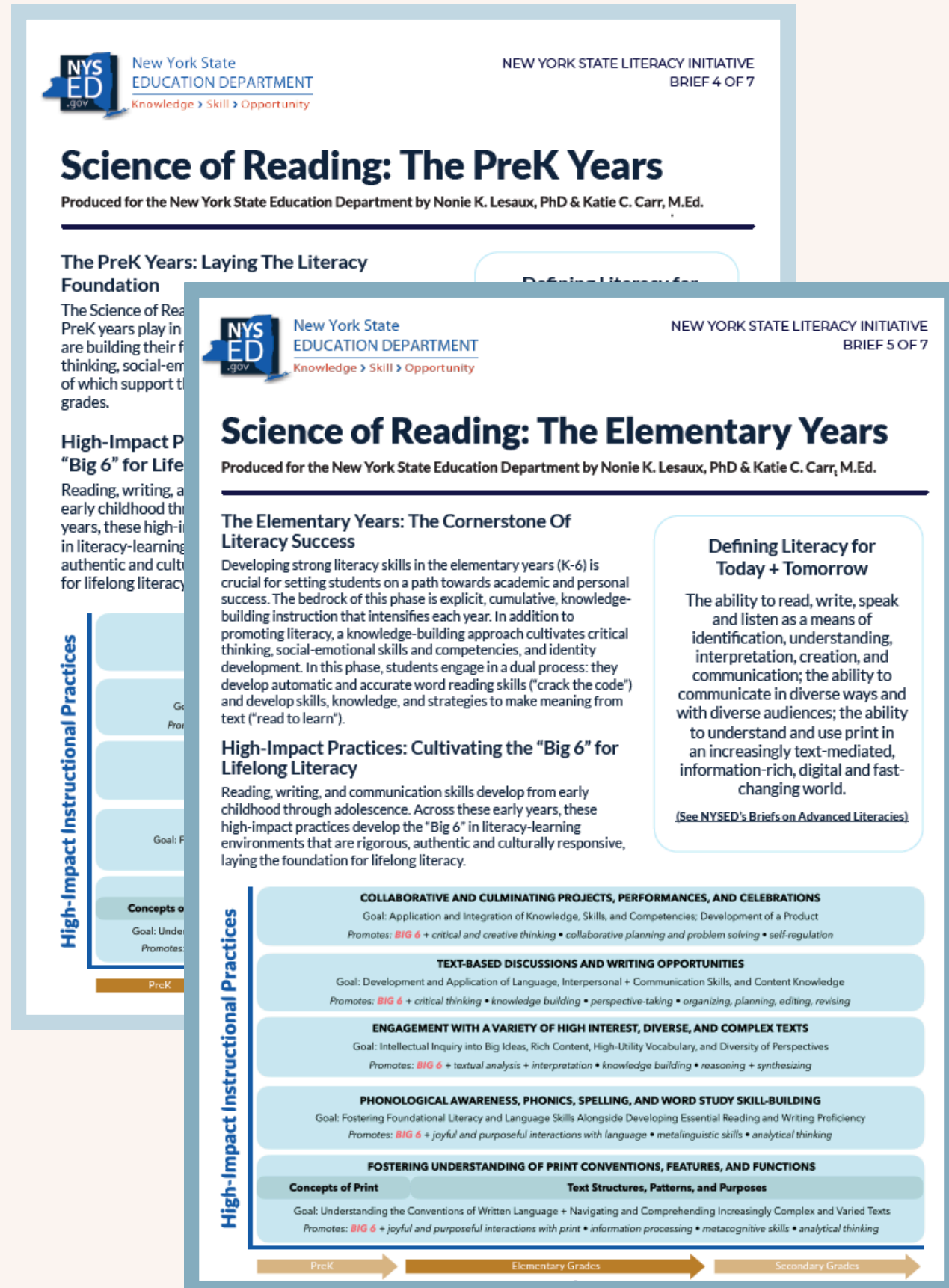
An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds

**Phonics**

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



# Literacy Briefs



# 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 First Grade

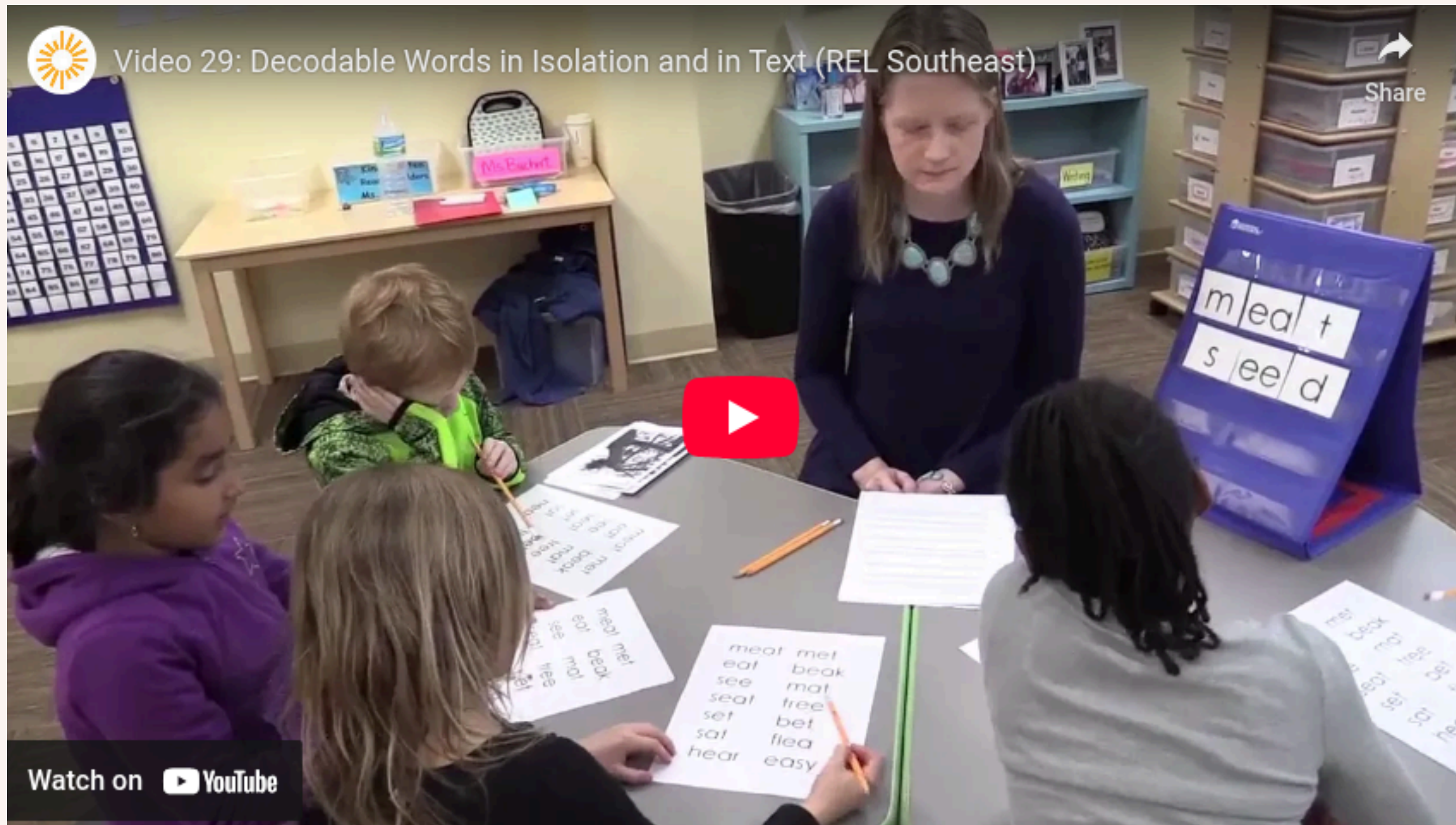
Review the following overarching and grade level specific instructional best practices to reflect on instruction in your classroom.

Literacy Pillar	Instructional Best Practices
Phonemic Awareness	<ul style="list-style-type: none"><li>• Develop awareness of the segments of sound in speech.</li><li>• Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.</li></ul>
Phonics	<ul style="list-style-type: none"><li>• Teach students letter-sound relations.</li><li>• Develop an awareness of segments of sounds in speech and how they correspond to letters.</li><li>• Teach students to decode words, analyze word parts and write and recognize words.</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• Plan activities to expand and practice vocabulary.</li><li>• Introduce words and their meanings.</li><li>• Engage students in activities to enhance vocabulary and language skills.</li><li>• Teach vocabulary in the context of other reading activities.</li><li>• Facilitate activities that actively engage students in the development of their vocabulary and language skills.</li></ul>
Fluency	<ul style="list-style-type: none"><li>• Model fluent reading on a daily basis.</li><li>• Provide daily opportunities for students to practice reading fluency.</li><li>• Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies.</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Teach students to activate background knowledge prior to reading.</li><li>• Engage in high-quality shared book reading and ensure students connect to texts daily.</li><li>• Ask questions and engage students in conversations surrounding text daily.</li><li>• Model and explicitly teach comprehension strategies.</li></ul>
Oral Language	<ul style="list-style-type: none"><li>• Plan activities to expand and practice language skills.</li><li>• Engage students in conversations.</li><li>• Teach students academic language skills, including the use of inferential and narrative language.</li><li>• Engage students in conversations that support the use of inferential language.</li><li>• Explicitly engage students in developing narrative language skills.</li></ul>



# Literacy


## Phonemic Awareness, Phonics, Fluency



# Literacy

## Phonemic Awareness, Phonics, Fluency



Watch on  YouTube



# Reflect on Literacy

## Classroom Instruction

Discuss the best practices from the video with your table and consider how these strategies could be implemented in your classroom.





# Activity

## By Grade Levels



Choose

Select a pillar to explore through the lens of integrating the strategy throughout the day.



Read

Read the cover page and grade specific page for that pillar.



Discuss

Brainstorm and chart how this could look across multiple times of the day in your classroom.



Share

Select 1 person to share out information from your group.

# 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



518-474-5807



[oel@nysed.gov](mailto:oel@nysed.gov)



[www.nysed.gov/early-learning](http://www.nysed.gov/early-learning)



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Huxley by 1:15**



