Literacy

in the Primary Classrooms





Meet Our Team



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Agenda



- O1 Attestation and Resources
- O2 What is the Science of Reading?
- O3 Grade Level Specific
 Instructional Best Practices
 - Literacy in the Primary Classroom
- 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

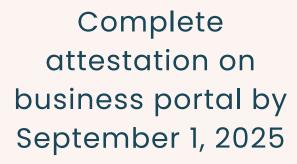
Education Law §818 and Required Attestation

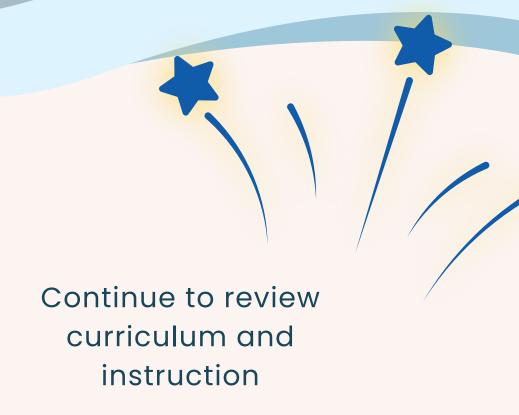
Review Instructional Best Practices Guide with district literacy leaders

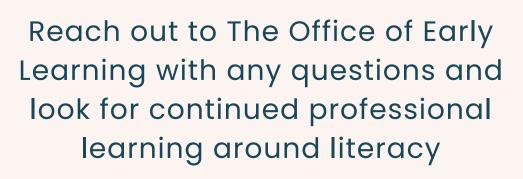
Review curriculum and instruction with staff



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







A Comprehensive Literacy Program and the Science of Reading



Literacy Briefs



NEW YORK STATE LITERACY INITIATIVE

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



NEW YORK STATE LITERACY INITIATIVE

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 Rea PreK years play in are building their f thinking, social-em of which support t grades.

High-Impact P "Big 6" for Life

Reading, writing, a early childhood thi years, these high-i in literacy-learning authentic and culti for lifelong literacy

Impact Instructional Practices

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE BRIEF 5 OF 7

Science of Reading: The Elementary Years

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

The Elementary Years: The Cornerstone Of Literacy Success

Developing strong literacy skills in the elementary years (K-6) is crucial for setting students on a path towards academic and personal success. The bedrock of this phase is explicit, cumulative, knowledge-building instruction that intensifies each year. In addition to promoting literacy, a knowledge-building approach cultivates critical thinking, social-emotional skills and competencies, and identity development. In this phase, students engage in a dual process: they develop automatic and accurate word reading skills ("crack the code") and develop skills, knowledge, and strategies to make meaning from text ("read to learn").

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)

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 Uteracy 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 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

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

Prekindergarten-3rd Grade Instructional Best Practices





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



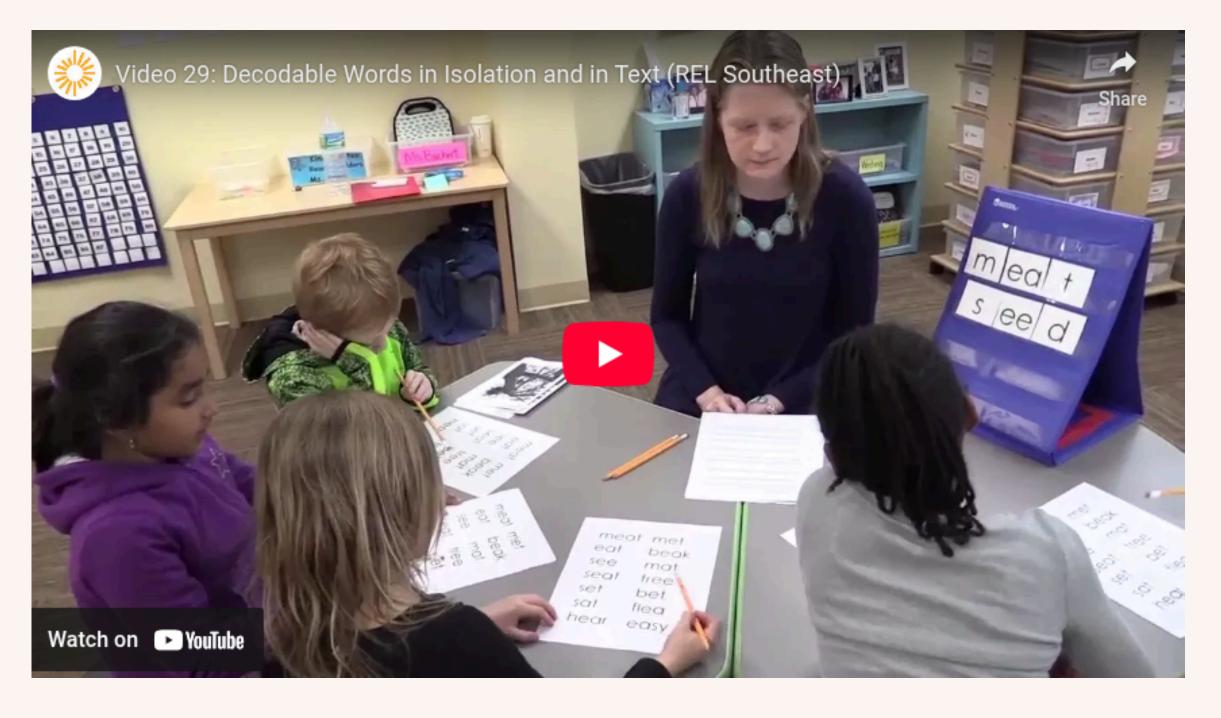
Instructional Best Practices for First Grade

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	 Develop awareness of the segments of sound in speech. Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. 			
Phonics	 Teach students letter-sound relations. 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. 			
Vocabulary	 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. Facilitate activities that actively engage students in the development of their vocabulary and language skills. 			
Fluency	 Model fluent reading on a daily basis. Provide daily opportunities for students to practice reading fluency. Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies. 			
Comprehension	 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	 Plan activities to expand and practice language skills. Engage students in conversations. Teach students academic language skills, including the 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. 			

Literacy

Phonemic Awareness, Phonics, Fluency



Literacy

Phonemic Awareness, Phonics, Fluency



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



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www.nysed.gov/early-learning



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