

Instructional Best Practices at a Glance

The Big Six Literacy Pillars	NYS Prekindergarten–3rd Grade Literacy Instructional Best Practices	Grades
Phonemic Awareness	<ul style="list-style-type: none"> • Develop awareness of the segments of sound in speech. • Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. 	<ul style="list-style-type: none"> • PreK-1 • K-1
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. • Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness. • 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. • Teach students to blend letter sounds and sound-spelling patterns. • Teach common sound-spelling patterns. • Teach students to recognize common word parts. 	<ul style="list-style-type: none"> • PreK-3 • PreK • PreK • K • K-1 • 1-3 • 2-3 • 2-3 • 2-3
Vocabulary	<ul style="list-style-type: none"> • 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. • Teach students academic language skills, including the use of inferential language, and vocabulary knowledge. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3 • K-1 • 2-3

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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. • 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, practice, and provide feedback to students as they develop reading skills and strategies. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • K-1 • 2-3
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. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3
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. • 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. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • PreK • K-3 • K-3 • K-3