

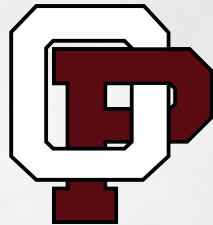
# Literacy Updates

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Assistant Superintendent for Curriculum and Innovation

Board of Education Meeting

October 10, 2023



# Recent Guidance from NYSED; What We Know

## **P-12 Literacy Briefs Under Development**

- Connected to the NYSED Literacy Initiative
- Guidance for elementary, middle, and high school literacy
- Focused on the science of reading and key elements of a literacy block
- Will include a turnkey guide for district curriculum self-study and discussion

## **High-Impact Instructional Practices from Briefs**

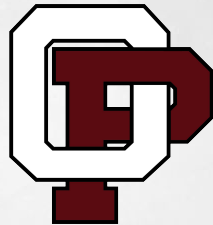
- Collaborative and Culminating Projects
- Text-based discussions and writing opportunities
- High interest + complex text spanning across genres
- Explicit, systematic phonics, spelling, and word study
- Guided practice recognizing and manipulating sounds + concepts of print



# Key Ideas About the Science of Reading

**1. The term Science of Reading refers to a body of research.**

Source: NYSED P-3 Summer Institute



# Key Ideas About the Science of Reading

## **1. The term Science of Reading refers to a body of research.**

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.

Source: NYSED P-3 Summer Institute



# Key Ideas About the Science of Reading

1. The term Science of Reading refers to a body of research.
- 2. This Science of Reading should inform instruction from early childhood through adolescence.**

Source: NYSED P-3 Summer Institute



# The Most Pressing Needs as a Nation:

- Word reading instruction in the primary grades
- Vocabulary, comprehension and fostering engagement across the grades
- Approaches and practices that are ineffective—or that are effective but absent—from classrooms, compromise students' opportunities for lifelong success

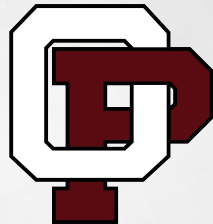




# Key Ideas About the Science of Reading

1. The term Science of Reading refers to a body of research.
2. This Science of Reading should inform instruction from early childhood through adolescence.
- 3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.**

Source: NYSED P-3 Summer Institute



# The Big 6

## Oral Language

Oral Language, which includes speaking and listening, provides for the foundation for written language.

## Phonological/Phonemic Awareness

Phonological Awareness is an awareness of speech sounds. Phonemic awareness involves being able to identify and manipulate sounds.

## Phonics

Phonics is an instructional method that involves systematically matching sounds with the letters that represent the sounds.

## Vocabulary

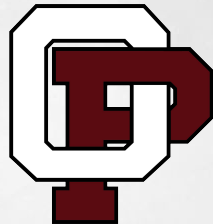
A student's vocabulary, or internal dictionary, is comprised of words and their meanings.

## Fluency

Oral Reading Fluency is the ability to read connected text with accuracy, expression, and at an appropriate rate.

## Comprehension

Comprehension, a complex process, is the ultimate goal of reading. It is the ability to construct meaning from and interpret texts..

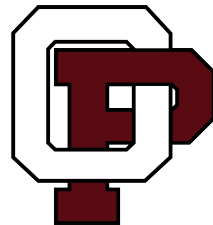




# Structured Literacy Instruction: Three Principles

<b>Systematic + Cumulative</b>	<b>Explicit + Direct</b>	<b>Responsive + Authentic</b>
<p>Reading skills and competencies are introduced and taught in a manner and sequence that is systematic and logical.</p> <p>New skills build upon those previously taught, to support strong foundational skills + competencies, language and knowledge for content learning and success.</p>	<p>Instruction is direct and structured. Lessons are clear; students are shown how to start and succeed on a task—they are not expected to assumptions.</p> <p>Curriculum materials and pedagogical approaches provide plenty of modeling, chances to learn + practice strategies and skills, and to get feedback.</p>	<p>Instruction is tailored to meet students' diverse needs and abilities. Educators provide various authentic pathways for learning and adapt instruction as necessary.</p> <p>There is a focus on the assets that students bring to the classroom, and there is a commitment to raising expectations and making learning relevant for all students.</p>

Source: NYSED P-3 Summer Institute



# Key Ideas About the Science of Reading

1. The term Science of Reading refers to a body of research.
2. This Science of Reading should inform instruction from early childhood through adolescence.
3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.
- 4. The Science of Reading emphasizes and reflects the importance of fostering a culturally responsive teaching environment.**



## NYSED Culturally Responsive-Sustaining Education Framework

### Welcoming, affirming environments

Students feel represented, reflected, understood and valued



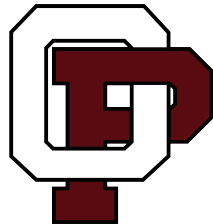
### Academically rigorous, intellectually challenging and adaptive to student needs



### Inclusive curriculum + assessments

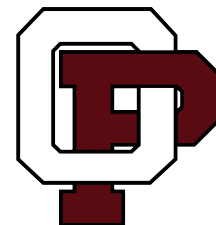
## Effective and Equitable Instruction

The cornerstone of Science of Reading



Myths	Facts
The Science of Reading (SoR) refers to one instructional approach, i.e., it is a tangible program or curriculum.	SoR is a term that references 50+ years of interdisciplinary research. The term reminds us to use the research to inform instructional design + implementation.
SoR signals that reading instruction should focus on teaching specific skills in isolation.	SoR shows that different skills require different instructional strategies; the overall approach should be cohesive and coordinated.
SoR demonstrates that effective early literacy instruction is limited to promoting the acquisition of phonics and decoding.	SoR shows that explicit, intensive phonics and word reading instruction is imperative in the primary grades. It also shows that explicit, intensive oral language + comprehension instruction is equally important in all grades.
SoR and culturally responsive teaching are distinct approaches.	SoR shows that it is only in student-centered, culturally-responsive and inclusive classrooms characterized by rigor and high expectations children develop literacy skills for life.

Source: NYSED P-3 Summer Institute



# Seeing the Good

What **Balanced Literacy**  
has taught us

What Balanced Literacy has taught us:

- Importance of a print-rich classroom
- Love of reading aloud to children
- Value of students seeing us write
- Pride in having an extensive classroom library
- Power of a mini-lesson
- Utility of great anchor charts
- Procedures to teach students how to behave as readers and writers
- Events that bring joy and accountability (author's chair, publishing parties, partner shares, etc.)
- Ways to set up centers so that we can teach in small groups
- Methods for introducing and organizing reading and writing materials
- Routines to reinforce skills (Morning Message, Shared Reading, Interactive Writing, etc.)
- Impact of school leadership when it focuses on literacy
- Benefits of participating in a warm and responsive professional learning community



# Next Steps in Orchard Park

Launching a Literacy Steering  
Committee which will begin  
meeting at the end of this month.

# Four Main Goals of the Literacy Steering Committee

1. Identify how we teach and assess each of the “Big 6”: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.
2. Research and review curriculum program options for K-6 reading instruction.
3. Survey all teachers on their needs related to building capacity in the science of reading.
4. Develop a professional development plan to support teachers as we implement changes in our reading curriculum.



# Literacy Steering Committee Timeline

Fall 2023	Winter 2023-24	Spring 2024	Summer/Fall 2024
<b>Launch Steering Committee</b>  Establish a common goal and understanding of the current state of our PK-6 ELA program and assess needs.	<b>Begin Pilots</b>  Research, identify and select pilot programs and pilot teachers. Secure necessary materials and training for pilots.	<b>Decision Making</b>  Decide on future curriculum and develop a structured literacy implementation plan.	<b>Professional Learning</b>  Training and supporting teachers in new or revised curriculum and assessments.

# Questions from the Board of Education

