

PRESENTERS



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Education Law Section §818

Highlights

(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 all elements of the instructional best practices

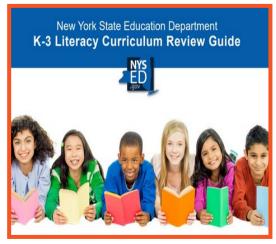


NYSED Literacy Resources







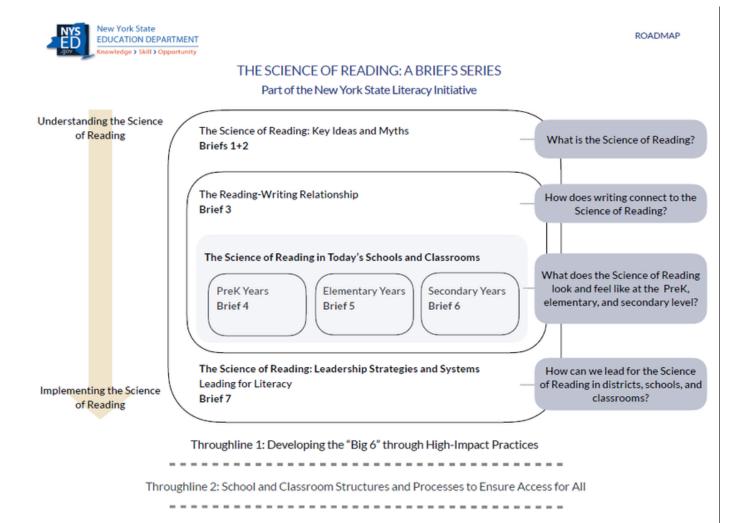




- P-20 Literacy Initiative
- Literacy Briefs
- K-3 Curriculum Review Guide
- P-3 Instructional Best Practices Guide
- Attestation adhering to §818 (forthcoming)



These briefs were produced by Dr. Nonie K. Lesaux, Professor of Education and Human Development at the Harvard Graduate School of Education and Katie C. Carr, M.Ed. The new literacy briefs may be used to strengthen knowledge of evidence-based literacy practices in PK-12 education.





The Path Forward utilizes a cohort model to support states in their efforts to transform teacher preparation and teacher licensure programs to include the science of reading.





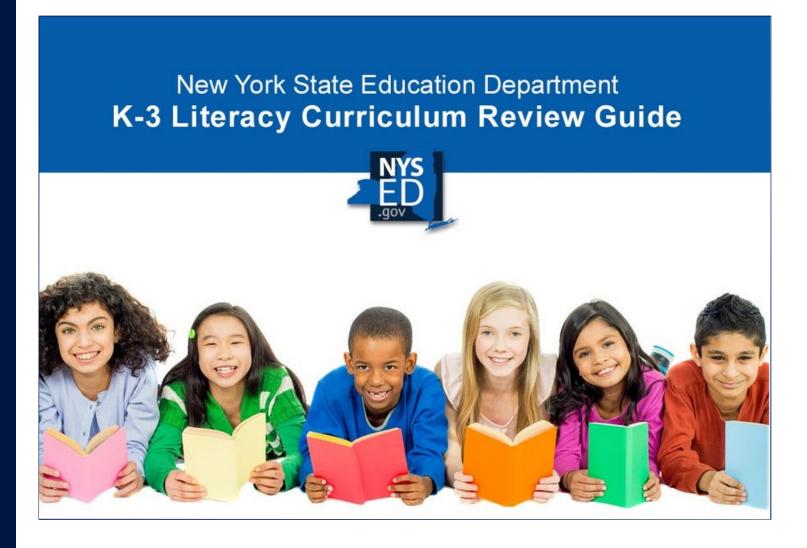
EMPOWERING TEACHERS THROUGH EVIDENCE-BASED LITERACY INSTRUCTION

The Path Forward

The Path Forward utilizes a cohort model to support states in their efforts to transform teacher preparation and teacher licensure programs to include the science of reading. Through virtual convenings and targeted coaching support, state teams establish an understanding of their current state context and work towards the development of a comprehensive action plan to embed the science of reading in teacher preparation. A National Advisory Group, a cadre of experts in reading, policy, and teacher preparation, serve as partners in the work by presenting to teams at convenings, providing resources, and offering feedback on state action plans. The Hunt Institute staff and coaches provide monthly coaching to support the teams in processing the information from the virtual convenings and engaging in state action planning.



To support local teams in the selection or development of high-quality literacy curricula and curricular materials for grades K-3.





Curriculum Review Guide

What it is...

- Optional
- For K-3 curricula
- Supports local selection and development of curricula to meet needs of "all students"
- Process
- Reflection tool to better ensure alignment with:
 - evidence-based practices
 - ELA Learning Standards
 - CR-SE Framework
 - SEL benchmarks

What it is not...

- Mandated
- For PreK curricula
- Recommended curriculum/list of curricula
- Checklist
- Used to reject or discard entire curricula
- Reading instructional best practices required by the "Back to Basics Plan"



A required tool to be utilized annually when reviewing curriculum and instruction for evidence and scientifically based reading instruction prior to submitting the attestation per law § 818, Evidencebased and scientifically based reading instruction.

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







Prekindergarten -3rd Grade Literacy **Instructional Best Practices**

Phonics

Phonics: An instructional method that includes the relationship between graphemes (letters) and the phonemes (sounds) they represent. (Literacy Briefs and Florida Center)

Overarching Best Practices and Instructional Considerations for Phonics

Phonics instruction involves teaching the relationship between graphemes (letters) and phonemes (sounds). Best practices and instructional considerations are tailored to grade level standards, there are some that can be applied to each grade level spanning prekindergarten to third grade. This page highlights the overarching best practices and instructional considerations for Phonics Instruction that can span the grade levels.

Note: As students advance through each grade, it is understood that the instructional materials and methodologies increase in complexity, gradually encouraging independence and autonomy. Also note that readers develop at different rates and may require the use of best practices and instructional considerations found outside of their designated grade level.

HIJKLMN OPQRSTU VWXYZ abcdefa hiikl

ABCDEFG

Overarching Instructional Best Practices PreK-3

Teach students letter-sound relations.

Overarching Instructional Considerations PreK-3

- . Incorporate multimodal/multisensory* approaches in phonics instruction.
- . Use print throughout the classroom to discuss the target letter or any other letters throughout the day (i.e., schedule, labels, student names, books).
- . Talk to children about the letter(s) in the print and the sound the letter makes in the word(s) they encounter.

CR-S Specific Instructional Considerations

- · Multilingual learners may need additional instruction and support such as modeling and the explicit teaching of letter-sound correspondence
- . Integrate letter or word walls with images representative of various cultures, religions, ethnicities and ability levels.
- . Be aware of the phonemes, affixes and roots in students' home languages and provide additional instruction and support when modeling or asking students to produce phonemes in the target language.
- Integrate letter or word walls with images representative of various cultures, religions, ethnicities and ability levels.

Instructional Best Practices: Phonics

2nd

Instructional Best Practices

Teach students to decode words, analyze word parts, 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.

NYS Next Generation ELA Standards

onics and word analysis skills in decoding words.

ng and short vowels when reading regularly spelled one-syllable words (including common vowel teams).

nd long vowel sounds in two-syllable words.

ly spelled two-syllable words.

identify root words and common suffixes and prefixes.

n high-frequency words by sight.

Instructional Considerations



Please reference the Phonics Introduction on page ___ to include all Instructional Considerations

- · Instruct students in common sound-spelling patterns and common word parts.
- . Teach students to blend letter sounds and sound-spelling patterns from left to right within a word.
- · Engage students in guided practice when they are reading decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- . Introduce non-decodable words that are essential to the meaning of the text as whole words.



How To Use These Documents







June 2024

New York State Education Department Prekindergarten - 3rd Grade Literacy Instructional Best Practices New York State EDUCATION DEPARTMENT Knowledge > Skill > Opportunity

K-3 Literacy Curriculum Review Guide

- intended to help educators ensure the written curriculum is aligned to evidence-based practices.
- supports districts in selecting and developing highquality curricular materials
- provides high-level guidance, in the form of guiding questions, criteria, and indicators, to assist districts in choosing or revising K-3 curricular materials to better ensure alignment with evidence-based practices, the New York State Learning Standards, the NYS Culturally Responsive-Sustaining Education Framework, and the New York State Social-Emotional Learning Benchmarks.

Prekindergarten-3rd Grade Literacy Instructional Best Practices

- is a required tool to be utilized annually when reviewing curriculum and instruction for evidence and scientifically based reading instruction prior to submitting the attestation per law § 818,
- provides detailed best practices and instructional considerations to enhance literacy instruction in classrooms across the state
- use to reflect on the instructional best practices and literacy curriculum for students in prekindergarten through third grade, ensuring literacy instruction and interventions align with the Commissioner's requirement of literacy instruction to be based on the body of research known as the Science of Reading.



Next Steps



Literacy Instructional
Best Practices
PreK-3



UNVEILING THE P-3 LITERACY INSTRUCTIONAL BEST PRACTICES

Date: January 7th, 2025 **Time:** 9:30am - 1:00pm

Location: Designated BOCES or Big 5 site

This event, which will be a hybrid webinar with in-person discussion and presentations, will provide New York State administrators and literacy leaders with an opportunity to learn about the P-3 Instructional Best Practices Tool to be utilized when reviewing instruction and making the required attestation per Education Law §818.

As per Education Law §818, districts must reflect on the instructional best practices and literacy curriculum for students in prekindergarten through third grade, ensuring literacy instruction and interventions align with the Commissioner's requirement of literacy instruction to be based on the body of research known as the Science of Reading.

At this event, New York State Education Department (NYSED) staff, along with partners from BOCES and the Big 5, will present an overview of the P-3 Literacy Instructional Best Practices. Participants will have time to walk through the resource, reflect on the implementation of the best practices, and consider the steps to complete the attestation process. Please note that to attend this event, you must attend in person at a BOCES or Big 5 designated site.

REGISTRATION THROUGH LOCAL BOCES OR BIG 5



P-3 Attestation



Each school district will:

- ☐ Review local curriculum and instructional practices;
- ☐ Attest to which local instructional elements align to the P-3 Literacy Instructional Best Practices; and
- ☐ Complete the attestation through the NYSED Business Portal by September 2025.



Office of Early Learning Resources



UPK At a Glance



1.2 Billion



659 School Districts



6,000 + Three-Year-Old Students Served



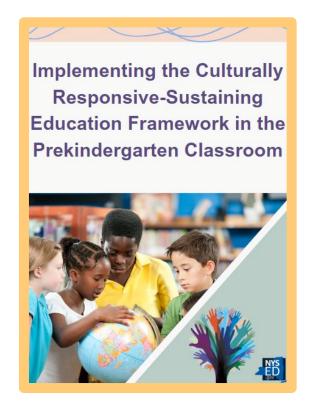
1,700 + Collaborating
Partners

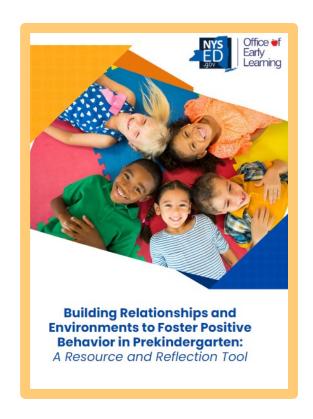


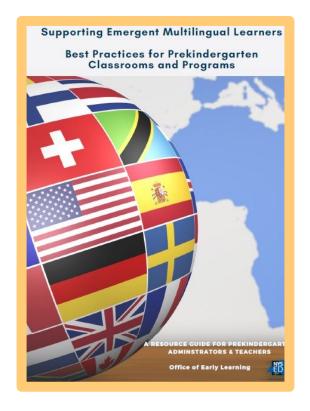
119,000 + Four-Year-Old Students Served



Resources







"The results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work." -NYSED Culturally Responsive-Sustaining Education Framework

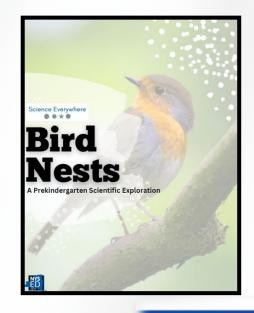
Supporting Special Populations

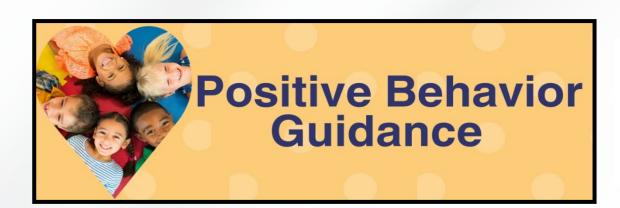


Resources Continued













Upcoming Webinars

- Science Everywhere
- Fostering Positive Behavior in PreK
- Supporting Emergent Multilingual Learners in PreK
- Inclusion in Prek: Why it Matters and Best Practice





SCIENCE EVERYWHERE November 6, 2024 3:00-4:00pm

Science Everywhere is an initiative designed specifically for PreK students that emphasizes Inquiry-Based Learning. Spearheaded by NYSED's Office of Early Learning and Office of Cultural Education, the initiative aims to cultivate a love of science and nature in young children through hands-on learning while fostering important critical thinking and problem-solving skills.





FOSTERING POSITIVE BEHAVIOR IN PREK February 5, 2025 3:00-4:00pm

Fostering Positive Behaviors in the Prekindergarten Classroom.

Participants will delve deeper into the implementation of strategies used to address current challenging behaviors and further their understanding of how to build a positive learning environment.





SUPPORTING EMERGENT MULTILINGUAL LEARNERS IN PREK March 5, 2025 3:00-4:00pm

Participants will learn about the importance of cultivating a culturally and linguistically responsive learning environment for Emergent Multilingual Learners (EML), identify practices that nurture language development for EML students, and hear examples of practical applications for supporting EML students from New York State school districts.





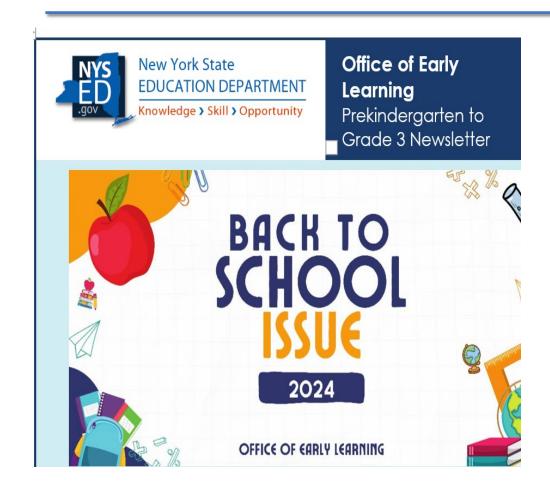
INCLUSION IN PREK: WHY IT MATTERS AND BEST PRACTICE May 14, 2025 3:00-4:00pm

Learn why creating inclusive PreK classrooms benefits all children, explore best practices, and gain practical strategies to foster a welcoming and supportive learning environment for every child.





P-3 Newsletter: Fall Edition



Back to School Literacy Resources

Looking to support early literacy development?
We've gathered a selection of resources to help foster a love of reading and build foundational literacy skills in young learners. Explore the links below to access valuable information to enhance early literacy for your students.



NYS Literacy Briefs



Subscribe







UPK Day: May 2025

- Join us to learn together in 2025!
- More panel and full-group presentations with district presenters
- Breakout sessions and chances to meet one-on-one with Early Learning staff





THANK YOU!



Office of Early Learning

Contact Us:





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