

RESEARCH BASE  
NEW YORK STATE EDUCATION  
DEPARTMENT  
**Prekindergarten - 3rd Grade  
Literacy Instructional  
Best Practices**

This document includes research tied to the instructional best practices referenced in the Prekindergarten-3rd Grade Literacy Instructional Best Practices Tool for:

- Comprehension
- Phonemic Awareness
- Phonics
- Vocabulary Development
- Reading Fluency
- Oral Language



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

## Instructional Best Practice - Phonemic Awareness

## Research Base

- Develop an awareness of segments of sounds in speech.
- Teach students to manipulate sounds in speech focusing on orally blending and segmenting words.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

## Instructional Best Practice- Phonics

## Research Base

- Develop an awareness of segments of sounds in speech and how they correspond to letters.
- Introduce letters (graphemes) with the sounds (phonemes) they make.
- Provide opportunities to practice letter identification and sounds.

Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

- Teach students letter-sound relations.
- Develop an awareness of segments of sounds in speech and how they correspond to letters.
- Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.
- 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.
- Teach students to decode words, analyze word parts and write and recognize words.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

**Instructional Best Practice - Vocabulary Development**

**Research Base**

- Engage students in activities to enhance vocabulary and language skills.
- Plan activities to expand and practice vocabulary.
- Introduce words and their meanings.
- Facilitate activities that actively engage students in the development of their vocabulary and language skills.

Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

- Teach students academic language skills, including the use of inferential and vocabulary knowledge.
- Teach vocabulary in the context of other reading activities.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012. What Works Clearinghouse.

**Instructional Best Practice - Reading Fluency**

**Research Base**

- Model fluent reading on a daily basis. Engage in high-quality shared book reading and ensure students connect to texts daily.
- Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to emergent reading habits and strategies. Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice.
- Provide daily opportunities for students to practice reading fluency. 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.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

## Instructional Best Practice - Comprehension

## Research Base

- Engage in high-quality shared book reading and ensure students connect to text daily.
- Ask questions and engage students in conversations surrounding text daily.
- Engage students in conversations.

Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

- Model and explicitly teach comprehension strategies.
- Teach students to activate background knowledge prior to reading.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. What Works Clearinghouse.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. What research has to say about reading instruction, 4(1), 286-314.

### Instructional Best Practice - Oral Language

### Research Base

- Intentionally plan activities to build children's language skills.
- Engage students in conversations.
- Plan activities to expand and practice language skills.

Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

- Teach students academic language skills, including 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. Plan activities to expand and practice language skills.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>