

# **Implementing the Literacy Briefs in the PreK Classroom**

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# Overview

- Literacy Briefs Overview
- Literacy Briefs and PreK: High Impact Practices
- Considerations for Special Populations
- Helpful Resources
- Networking Debrief
- Questions

# Key Terms to Know



**Science of Reading:** An interdisciplinary body of research that describes how reading and writing skills develop, and provides evidence-based guidance to inform curriculum and instruction.

**Structured Literacy:** A teaching approach that emphasizes the systemic and explicit teaching of all important reading skills and competencies.

**“Big 6” Skills and Competencies:** A set of essential literacy skills – oral language, phonics, phonological awareness, comprehension, vocabulary, and fluency – that are the targets of effective literacy instruction.

**High Impact Literacy Practices:** A set of instructional practices for use in all literacy-learning settings to cultivate the “Big 6” skills and competencies.

# Literacy Brief 1 & 2: Science of Reading - What is it?

## Key Idea #1

The Science of  
Reading Reflects a  
Body of Research

- Not a single approach or curriculum
- Refers to 50+ years of interdisciplinary research
- Large, diverse body of evidence that should be used to inform instruction



# Literacy Brief 1 & 2: Science of Reading - What is it?

## Key Idea #2

The Science of  
Reading Informs  
Instruction from Early  
Childhood through  
Adolescence

- With the appropriate structure, supports and interventions, every student can develop as a reader
- The Science of Reading should continually inform prevention and intervention efforts **and** shape daily instruction
- Districts should conduct a thorough self-evaluation to ensure instructional practices are aligned with the Science of Reading

# Literacy Brief 1 & 2: Science of Reading - What is it?

## Key Idea #3

The Science of Reading Emphasizes the Importance of **Structured Literacy** and the “Big 6” Skills and Competencies

- Structured literacy includes the features of effective literacy instruction and implementation
  - Systemic and Cumulative
  - Explicit and Direct
  - Responsive and Authentic
- The “Big 6” skills and competencies are: **oral language, phonological awareness, phonics, comprehension, fluency and vocabulary**

# The “Big 6”

## Phonological Awareness

An awareness of speech sounds; whereas phonemic awareness is the ability to identify and manipulate sounds

## Oral Language

Includes speaking and listening, providing foundation for written language

## Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts

## Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds

## 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



# Principles of Structured Literacy

1

## Systemic and Cumulative

The reading process is broken down into skills that are introduced systematically in a logical sequence.

2

## Explicit and Direct

Instruction is clear; students are not expected to make assumptions. Teachers provide clear examples.

3

## Responsive and Authentic

Learning pathways are personalized, differentiated, culturally and linguistically relevant and context-based.

# Literacy Brief 1 & 2: Science of Reading - What is it?

## Key Idea #4

The Science of Reading  
Emphasizes and Reflects  
the Importance of  
Fostering a Culturally  
Responsive Learning  
Environment

## Key Idea #5

The Science of Reading  
Suggests Key  
Instructional Approaches  
to Build Literacy Skills -  
Which Also Cultivate  
Learners' Social  
Emotional Skills



# Literacy Brief 3: Science of Reading - The Role of Writing

## Reading-Writing Connections

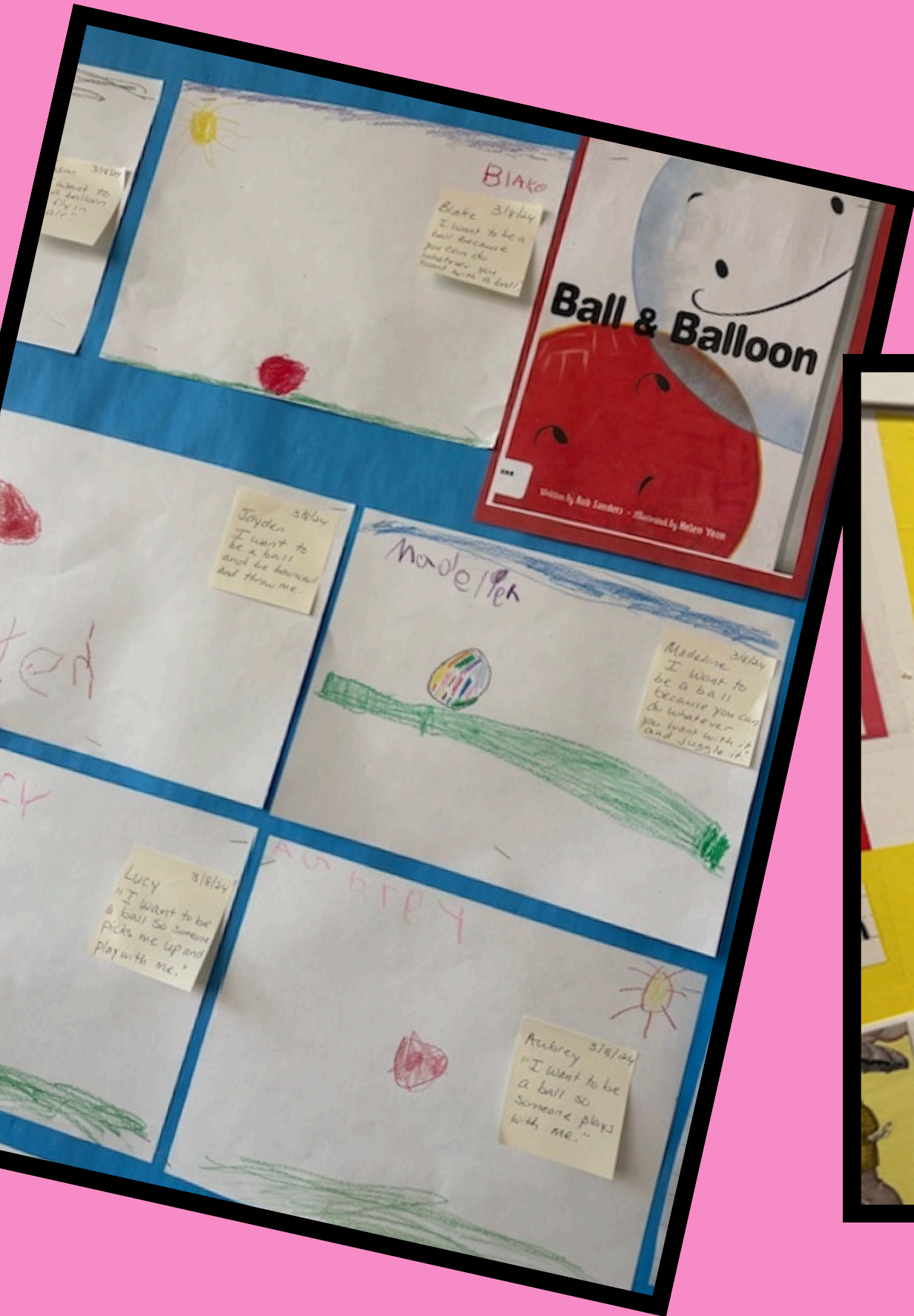
Reading fuels the writer with ideas, language, and ways to structure a written piece.

Writing promotes a deeper understanding of any text – further building language, knowledge and communication skills.

- Play planning (drawing/writing)
- Responding to text orally or by drawing
- Developmentally appropriate phonological awareness and phonics work and games
- Author study and review



# Prekindergarten Writing







**What does PreK literacy  
instruction currently look like in  
your district?**



# Literacy Brief 4: Science of Reading - The PreK Years



## Laying the Literacy Foundation

- PreK is vital to lifelong literacy
- Students build foundational skills in:
  - pre-literacy
  - critical thinking
  - social-emotional learning
  - personal identity
- All support learning in the primary grades

# Literacy Brief 4: Science of Reading - The PreK Years

## Enabling Structures and Processes

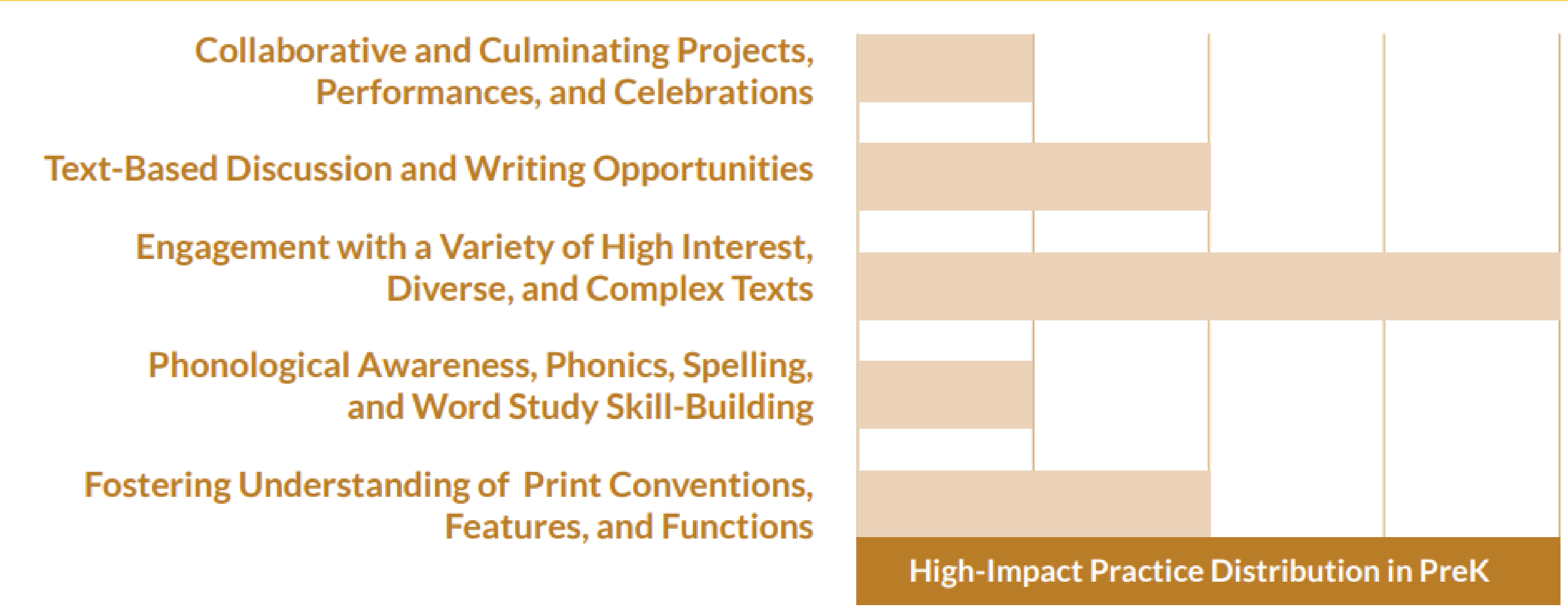
Laying the foundation for lifelong literacy requires well-designed, high-quality learning environments.

These environments have enabling structures and processes to bring high-impact practices to learners in a developmentally appropriate and engaging way.

- Purposeful Play
- 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

# Literacy Brief 4: The PreK Years

## High Impact Practices in Action



# High Impact Practices

Engagement with a Variety of High Interest, Diverse, and Complex Texts

Fostering Understanding of Print Conventions, Features and Functions

Text-Based Discussion and Writing Opportunities

Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building

Collaborative and Culminating Projects, Performances, and Celebrations



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

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





# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Engagement with a Variety of High Interest, Diverse, and Complex Texts

## Structures in place and examples:

- text sets with engaging content-rich theme that brings multiple perspectives
  - diverse and plentiful classroom library
- celebrating cultural celebrations through text
- regular use of talk and learning routines to support an inclusive learning environment
  - interactive read alouds





# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Fostering  
Understanding of  
Print Conventions,  
Features, and  
Functions

**Goal:** Understanding the conventions of written language and navigating and comprehending increasingly complex and varied texts.



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Fostering Understanding of Print Conventions, Features, and Functions



## Structures in place and examples:

- an environment where print is abundant yet purposeful, including labeling of cubbies, toys, and daily activities
- Routines focused on developing concepts of print such as calendar and schedule routines, interactive reading with big books and shared reading of poems and songs
  - interactive read aloud
  - conversations surrounding the function of text



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Text-Based  
Discussion and  
Writing  
Opportunities



**Goal:** Development and application of language, interpersonal and communication skills, and content knowledge



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?


Text-Based Discussion  
and Writing  
Opportunities

## Structures in place and examples:

- Text sets with a content-rich theme to support knowledge-building connections
- Routines to promote conversational and prewriting skills
  - engage in interactive reading and writing experiences
  - have conversations and write about what they've read



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?



Phonological  
Awareness, Phonics,  
Spelling, and Word  
Study Skill Building

**Goal:** Fostering foundational literacy and language skills alongside developing essential reading and writing proficiency

# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Phonological Awareness, Phonics, Spelling, and Word Study Skill Building



## Structures and examples:

- A systematic plan ( i.e.scope and sequence) for developmentally appropriate explicit and intentional exposure to work with words, letters and sounds.
  - playful manner, with songs, chants and structured activities where students are exposed to the relationship between letters and their sounds
- Developmentally appropriate multi-sensory tasks and activities that support plan implementation



# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Collaborative and Culminating Projects, Performances, and Celebrations

**Goal:** Fostering foundational literacy and language skills alongside developing essential reading and writing proficiency



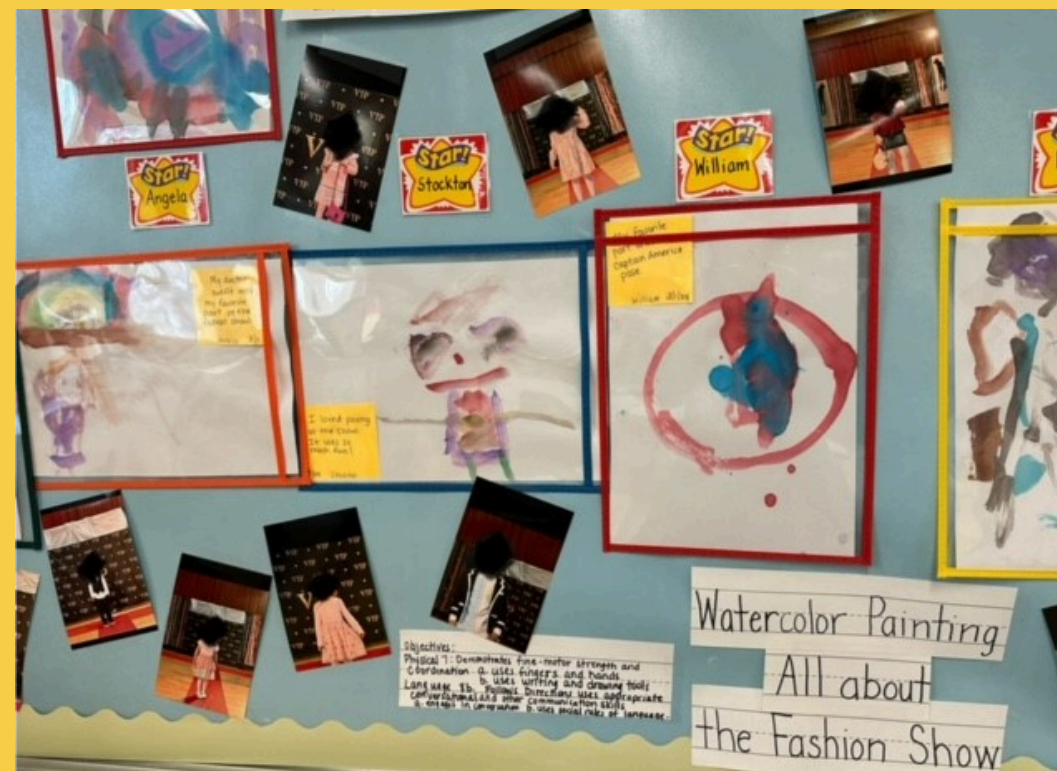
# High-Impact Practices in Action: What Do These Look Like in a PreK Setting?

Collaborative and Culminating Projects, Performances, and Celebrations

## Structures and examples:

- A plan to ensure topics and content are directly connected to prior learning, to serve as opportunity to consolidate learning.
  - students are able to plan and work together, express themselves, and showcase their thoughts and ideas
  - celebrations or culminating projects at the end of a unit

- Regular use of talk and learning routines and protocols to support collaboration





**How might you integrate some of these ideas into your current PreK program?**

**What challenges/benefits do you see in making these changes?**



# Considerations for EML Students

- **EMLs are developing two or more language systems,** and both are valuable for the student and the learning environment.
  - Keep in mind that a student's home language may have a writing system that is different from the English language.
- **Developing oral language is critical for EMLs.**
  - Both listening and speaking skills need attention.
- **Home language and culture impact literacy and language development.**
  - Markers of students' identities,
  - Resources for learning, and
  - The lens students use to make sense of their world.





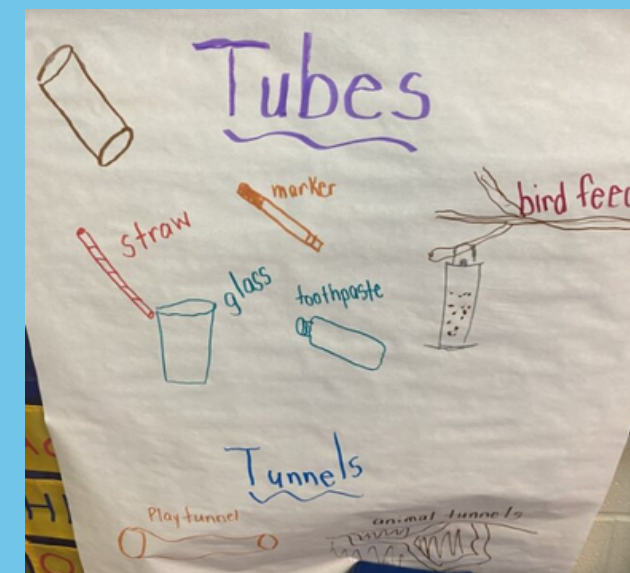
# Practices for Supporting EMLs



- **Allow and encourage students to use their home languages** in all situations and interactions.
  - If a student is at the beginning levels of acquiring English, do not force students to speak before they are ready.
- **Contextualize instruction and focus on meaning-making.**
  - **Example:** The unit of study is Buildings. Use the associated vocabulary for the unit as words for:
    - syllable clapping
    - initial sound sorting
    - letter writing
    - word walls
    - concept sorts
- **Leverage play** to help students develop fluency in their spoken language.

# More Practices for Supporting EMLs

- **Use helpful visuals** for instructional routines, directions, and new information.
- **When working on phonological awareness, be sure to:**
  - Clearly model and explain the task.
  - Provide visual supports to build vocabulary.
  - Begin with known or familiar vocabulary.
- **Use read alouds** to connect prior knowledge/experience to new learning, build knowledge, and language.
  - Build diverse text sets.
  - Incorporate purposeful places for talk.
  - Explicitly teach vocabulary.
  - Repeated, patterned language builds fluency.



# Considerations for Students with Special Needs

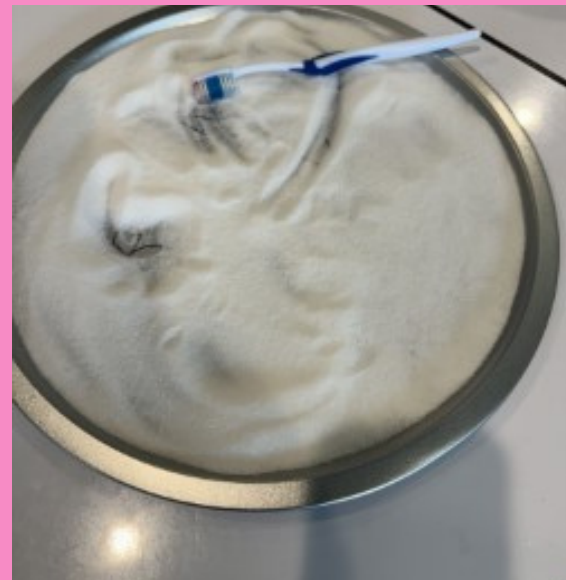


- **Instruction is individualized** to support student strengths and needs so that progress in their personal goal areas are made.
- **Create an environment that nurtures positive identities** for students.
  - Focusing on abilities and differences as gifts and assets, rather than as deficits.
- Ensure that **materials are accessible** for all learners.



# Practices for Supporting Students with Special Needs

- Use **multi-sensory methods** that support students' sensory needs
  - **Example:** Practice forming letters and writing names with sand, salt, shaving cream, etc.
  - **Example:** Teach phonological awareness with music, chants, and movement.

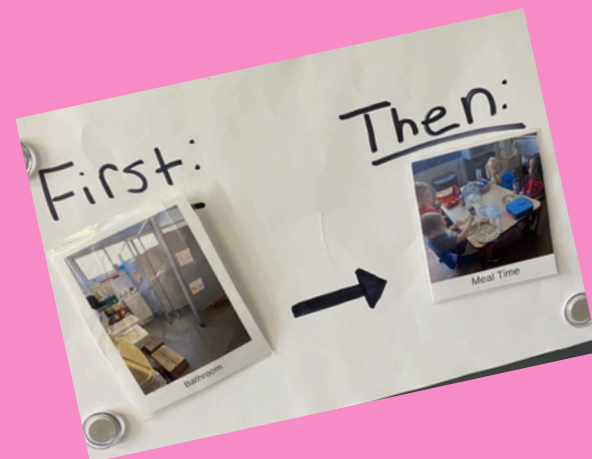


- Develop **language skills** and expand **vocabulary** across the entire day through:
  - Book reading
  - Dramatic play
  - Hands on exploration



# More Practices for Supporting Students with Special Needs

- **Use peer modeling, parallel play, and peer-to-peer interactions** by using partnerships or small groups
  - Model language use or coach child through interactions/tasks as needed
- **Provide students with flexibility and choice** for how to practice a targeted skill
  - Use a child's specific interests to create activities and opportunities that target literacy and language development
- **Use visual cues or "chunk" the activity** to help students understand the task and build stamina



# Literacy Briefs 5 & 6: Science of Reading - The Elementary & Secondary Years

## Elementary Years

*The Cornerstone of Literacy Success*

- Explicit, cumulative, knowledge-building instruction
- Students are engaged in a dual process:
  - develop automatic and accurate **word reading skills**
  - develop skills and strategies to make **meaning** from text

## Secondary Years

*Literacy for Ideas and Identities*

- Purpose driven integration of information across sources
- Development of strong oral and written communication skills to showcase:
  - content mastery
  - individual insights
  - understanding of abstract concepts



# Literacy Brief 7: Leading for Literacy

## 5 Action Steps

1

Understand the  
Science of  
Reading

2

Understand the  
Relationship Between  
the Science of  
Reading and Key  
Instructional  
Frameworks

3

Cultivate the  
Conditions for Adult  
Learning and  
Collaborative  
Planning and Action

4

Implement  
Assessment Systems  
for Identifying  
Student Progress and  
Needs

5

Build Systems for  
Effective  
Assessment-  
Instruction Links to  
Support Educators  
and Serve All Learners



# Reflect and Analyze: Professional Learning & Strategic Planning

## Discuss with your table:

- Curriculum
- Instructional Environments
- Culturally and linguistically responsive practices
- Consider professional learning opportunities
- Examine vertical instructional trends from PreK to K
- Share contact information for networking



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