

Implementing Best Practices in Literacy Instruction



Remarks from Chancellor Lester W. Young Jr.



**Dr. Lester W. Young, Jr.
Chancellor, Board of Regents,
University of the State of New York**

PRESENTERS



Angelique Johnson Dingle
Deputy Commissioner
P-12 Instructional Support



Erik Sweet
Executive Director Office of
Early Learning



Dr. Paulette Coppin
Supervisor
Office of Early Learning



Madison Ramnes
Associate in Instructional
Services
Office of Early Learning



Christina Ryan
Associate in Instructional
Services (Literacy)
Office of Early Learning



Pamela Cantor, MD
Physician (Child Psychiatrist), Scholar, Author,
Nonprofit Founder & Leader

Reminders

- Mics and cameras are off for each location
- **Please use the Q&A feature for questions**
- Any unanswered questions will be answered and published with the recorded webinar
- The Q and A chat feature is available for general comment and the interactive portion of today's session
- This webinar is being recorded and will be available on NYSED's website once prepared for posting



Participants will...

The NYS Education Department intends for participants to gain an understanding of the evidence-based guide to be used as a verification tool when submitting the attestation per education law §818.



Agenda



| Time | Activity | Slides | Facilitator | Part |
|-------------|--|-----------------|--|------|
| 9:30-9:40 | Introduction, Overview and setting the purpose for the day | 1-7 | Webcast Angelique Johnson-Dingle and Erik Sweet | 1 |
| 9:40-10:10 | Science of Learning | Personal Slides | Webcast Dr. Pamela Cantor | |
| 10:10-10:20 | <ul style="list-style-type: none"> • Overview of law and attestation expectations • Overview of selection process for Instructional Best Practices | 8-12 | Webcast Erik Sweet and Paulette Coppin | |
| 10:20-11:15 | <ul style="list-style-type: none"> • Intro to the document to include overall layout • How to use the document (Example from Fluency) | 13-26 | Webcast Christina Ryan and BOCES Facilitators | 2 |
| 11:15-11:45 | Local Break/Lunch | 27 | BOCES Facilitators | |
| 11:45-12:45 | <ul style="list-style-type: none"> • Local questions, submit to Q&A/turn and talk about document structure - Fluency Competency • How to use the document (Example from Phonemic Awareness and Phonics) • Local questions submit to Q&A/turn and talk about document structure | 28-38 | Webcast Madison Ramnes and BOCES Facilitators | 3 |
| 12:45-12:50 | <ul style="list-style-type: none"> • Summarize attestation process and deadlines • Suggestions for next steps for local review of instruction and curriculum | 39-44 | Webcast Erik Sweet | 4 |
| 12:50-1:00 | <ul style="list-style-type: none"> • How to reach out for assistance • Closing and next steps | 45-46 | Webcast Erik Sweet and Angelique Johnson-Dingle | |

Brain Based Learning



Pamela Cantor, MD
Physician (Child Psychiatrist),
Scholar, Author, Nonprofit
Founder & Leader

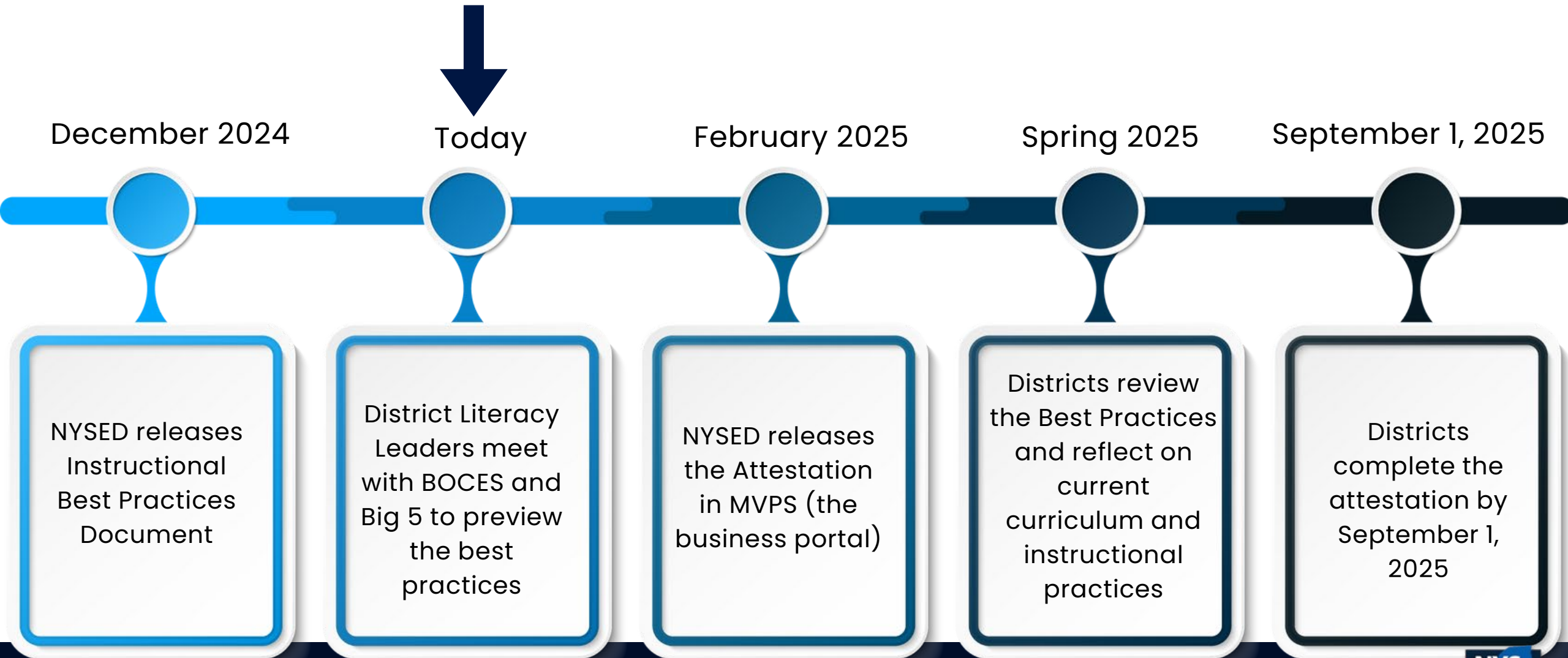
Evidence-Based and Scientifically Based Reading Instruction

(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

Attestation Overview



Comprehensive Literacy Program



PURPOSE

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, Evidence-based and scientifically based reading instruction.



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



Selection Process of Best Practices



What Works
Clearinghouse™

Preparing Young Children
for School

Educator's Practice Guide

WWC1022009
U.S. DEPARTMENT OF EDUCATION

A publication of the National Center for Education Evaluation (NCEE) at IES



EDUCATOR'S PRACTICE GUIDE

A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support
Reading for Understanding in
Kindergarten Through 3rd Grade



NCEE 2016-4008



Introduction

Introduction to the Prekindergarten–3rd Grade Literacy Instructional Best Practices

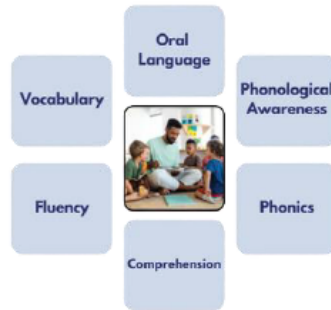
Introduction

Welcome to the Prekindergarten–3rd Grade Literacy Instructional Best Practices! This evidence-based guide is a tool to be utilized when reviewing local school district literacy curriculum and instruction for evidence- and scientifically-based reading instruction prior to submitting the attestation required per education law §818. The purpose of this guide is to help facilitate discussions among district leaders, building leaders, literacy leaders, and teachers to reflect on the instructional best practices and literacy curriculum for students in prekindergarten through third grade. The instructional best practices should be used by literacy leaders to talk with school building leaders about literacy instruction at the local level and what adjustments may be needed. The included Prekindergarten–3rd grade Literacy Instructional Best Practices and interventions align with the requirement of literacy instruction based on the body of research known as the Science of Reading.

Evidence-Based and Scientifically-Based Culturally Responsive Literacy Instruction

The New York State Education Department is dedicated to providing all students with access to high quality literacy education, which is culturally responsive and follows evidence-based practices, commonly referred to as the Science of Reading. Therefore, this guide identifies best practices in literacy instruction that are aligned to the New York State Next Generation English Language Arts Standards and integrates the four principles identified in the Culturally Responsive-Sustaining Education Framework (CR-SE).

For further information regarding the Science of Reading, please see the [NYSED Literacy Briefs](#), authored by Dr. Nonie Lesaux (Professor of Education and Human Development at the Harvard Graduate School of Education) and Katie C. Carr, M.Ed.



Evidence- and scientifically-based reading instruction includes attention to the following reading skills and competencies: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A systematic, explicit, responsive, and cumulative approach ensures that every student can develop strong reading skills. By integrating diverse cultural perspectives and materials, the Department aims to promote inclusive learning environments where every student feels valued and represented. Through these efforts, the Department strives to close achievement gaps, foster a love of reading, and prepare students for lifelong success.

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Introduction to the Prekindergarten–3rd Grade Literacy Instructional Best Practices

Diverse Learners

As diversity across New York State's student population continues to grow, it is essential for educators to ensure that all students' strengths and needs are considered when designing and implementing evidence-based instruction. Multilingual learners and/or students with disabilities bring a variety of literacy experiences with them to school and require intentional support in their instruction to become empowered, proficient readers. In order to provide comprehensive literacy instruction, evidence grounded in second language acquisition and special education must also be considered and applied when designing and implementing responsive literacy instruction.

Multilingual Learners

Multilingual learners face the challenge of acquiring language and literacy in a new language. Effective support involves instruction that considers English development while respecting students' skills in their home language* and their cultural background. Prior schooling, home language literacy, and English proficiency are key factors in designing literacy instruction for multilingual learners. Educators supporting multilingual learners should:

- Connect to students' experiences for culturally relevant resources.
- Teach instructional language clearly.
- Provide individualized feedback that is considerate of the child's language development stage, cultural context, and individual needs.
- Understanding some key similarities and differences between a child's home language and English (e.g., phonology, grammar, vocabulary).
- Develop oral language alongside English decoding skills.
- Use familiar examples for teaching.
- Employ text sets for language and knowledge building.
- Use graphic organizers for comprehension.
- Encourage home language in discussions with English support.
- Use visuals for instruction and vocabulary development.
- Teach contextualized vocabulary.
- Teach key words for text comprehension.

Students with Disabilities

Students with disabilities must have access to the general education curriculum (i.e., curriculum that is based on the New York State Learning Standards for the grade in which a student is enrolled). Meaningful access to the general education curriculum means that a student with a disability has the appropriate supports, services, and accommodations to address his or her disability in consideration of the content of the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment, and how the student's learning is measured. Educators supporting students with disabilities should:

- Ensure that all students, including those with disabilities, can see themselves in the books they read.
- Create/provide literature adapted to individual children's preferences, abilities and interests.
- Teach concepts using the child's preferred communication method (e.g., sign language, assistive technology).
- Use evidence-based instructional techniques.
- Provide positive behavioral supports.
- Combine explicit instruction with multisensory options (e.g., visual, auditory, kinesthetic motor).
- Use teaching methods, materials, and assessments that are accessible and effective for all students, regardless of their learning abilities.
- Support working memory with images, objects, letters, and words.

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Culturally Responsive-Sustaining Education and the Science of Reading

Welcoming, Affirming Environments
Students feel represented, reflected, understood, and valued

Experiences that are academically rigorous, intellectually challenging, and adaptive to language and ability needs.

Effective & Equitable Instruction

Inclusive Curriculum and Assessments

Ongoing Professional Learning and Support
Support in auditing curriculum for inclusion of marginalized voices and experiences

Introduction

Introduction to the Prekindergarten–3rd Grade Literacy Instructional Best Practices

How to Use the Guide

This Prekindergarten–3rd Grade Literacy Instructional Best Practices guide serves as a comprehensive resource for educators, providing detailed instructional best practices, and instructional considerations to improve student outcomes in literacy. Instructional practices are the activities and strategies that teachers use on a day-to-day basis to support students and facilitate understanding.

The guide is organized by reading competencies, as stated in the NYSED Literacy Briefs. Within each competency, educators will find a cover page containing definitions and background information on how children grow over time. This page also includes overarching best practices and instructional strategies for teachers to consider utilizing within the standards for their grade.

Phonics

Phonics: The relationship between graphemes (letters) and the phonemes they represent.

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 and 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.

Instructional Best Practices PreK–3

Teach students letter-sound relations.

Instructional Considerations PreK–3

- Incorporate multilingual/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.

Specific Instructional Considerations

- Multilingual learners may need additional instruction and support such as modeling and the explicit teaching of letter-sound correspondences.
- 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 language and provide additional instruction and support when modeling or using students to produce phonemes in the target language(s).
- Integrate letter or word walls with images representative of various cultures, religions, ethnicities, and ability levels.



Instructional Best Practices: Phonics PreK

Instructional Best Practices

- Introduce letters (graphemes) with the sounds (phonemes) they make.
- Provide opportunities to practice letter identification and sounds.

NYS Next Generation ELA Standards

- PKRF.2:** Demonstrate emergent phonics and word analysis skills.
 - PKRF.2a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

Instructional Considerations

* Please reference the Phonics Introduction on page 34 to include all Instructional Considerations.

- Explain clearly the name of the letter and the sound(s) the letter makes when introducing a letter (or letters that have more than one sound), explain that some letters make more than one sound, and tell children the sound(s).
- Plan time intentionally during small groups or center activities or during shared book reading to introduce the target letter and the sound it makes.
- Use materials and activities that allow children to practice identifying letters (graphemes) and their sounds (phonemes).
- Be mindful that individual letter sounds may be pronounced differently depending on the student's dialect or language.
- Some phonemes in the English language may not be present in other home languages or dialects. This may make phonemes difficult to hear, distinguish, pronounce, and place in context.
- Multilingual learners may need additional instruction and support such as modeling and the explicit teaching of letter-sound correspondence.

Following the cover page, a dedicated page for individual grade levels, Prekindergarten to 3rd Grade, containing best practices and instructional considerations specific to that grade have been included. It is important to note that the educators will need to reference the cover page and grade specific page when planning instruction. The best practices have been identified from research and name a specific instructional action that teachers must devote intentional and careful attention to in students' literacy development. The instructional considerations expand on these practices with additional information that allow the best practices to be implemented with greater intentionality.

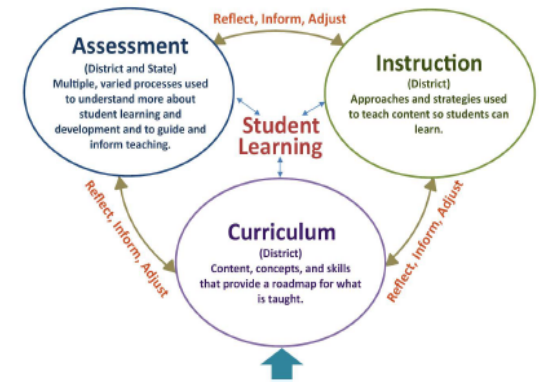
Words noted with an asterisk (*) are defined in the glossary.

Introduction to the Prekindergarten–3rd Grade Literacy Instructional Best Practices

A reflection tool has also been included to facilitate individual and collective reviews of current practices. This offers an opportunity for considering the overall teaching, assessment, environment and planning for literacy instruction throughout the day. Areas marked as Partially Developed or Not Evident are places to make notes for further learning or curricular modifications. When teachers are equipped with high-quality professional development and resources, it empowers them to implement effective literacy instruction that meets the needs of all learners.

| Instructional Best Practices: Phonics | | | |
|--|-----------------|---------------------|-------------|
| Use the following statements to reflect on phonics instruction. Areas marked as Partially Developed or Not Evident are places to make notes for further learning/professional development or curricular modifications. | | | |
| Statements | Fully Developed | Partially Developed | Not Evident |
| Phonics instruction is provided in whole and small groups. | | | |
| Phonics is taught in a systematic, explicit and clearly defined sequence. | | | |
| Children have multiple opportunities to participate in a variety of activities and use materials to practice identifying letters and sounds. | | | |
| Action Steps | | | |

Implementation of Effective Literacy Instruction That Meets the Needs of All Learners



Elements of a Comprehensive Literacy Program



Facilitators use questions on Page 9 of the Facilitator's Guide to lead local discussion.



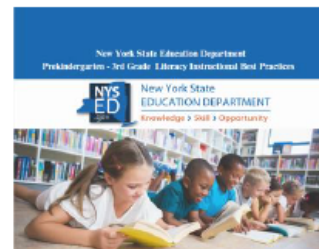
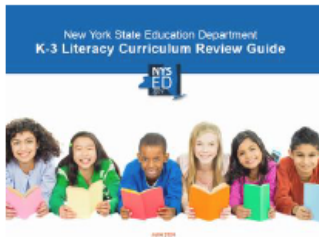
K-3 Literacy Curriculum Review Guide

Introduction to the Prekindergarten-3rd Grade Literacy Instructional Best Practices

Alignment to Curriculum Review Guide

This tool was created to help educators and administrators reflect on current usage of instructional best practices within the classroom and works in tandem with the New York State Education Department K-3 Literacy Curriculum Review Guide. It is imperative that all students receive high-quality, explicit instruction in literacy, and that both instruction and curricula are grounded in evidence-based and scientific research. The Guide along with this document should not be used to holistically reject or discard entire curricula, nor does the Department require districts to purchase a new vendor-developed curriculum that can meet all expectations. Districts are encouraged to use these tools to reflect on both their current curricula and instruction and on areas that need to be revised, supplemented, or reworked.

What Document Should I Use?



| K-3 Literacy Curriculum Review Guide | Prekindergarten-3rd Grade Literacy Instructional Best Practices |
|--|---|
| <ul style="list-style-type: none">• Intended to help educators ensure the written curriculum is aligned to evidence-based practices• Supports districts in selecting and developing high-quality 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 | <ul style="list-style-type: none">• 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 education law §818• Provides detailed best practices and instructional considerations to enhance literacy instruction in classrooms across the state• Used 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 |

Local Discussion and Questions



Remember to put questions in the Q and A.

What is your biggest take away from the introduction?
Please enter your site name into the chat if you would like to present
some of the thoughts your group had during the fluency discussion.

| 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 |

| The Big Six Literacy Pillars | NYS Prekindergarten - 3rd Grade Literacy Instructional Best Practices | Grades |
|---|--|---|
| <p style="text-align: center;">Fluency</p> | <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. | <ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • K-3 |
| <p style="text-align: center;">Comprehension</p> | <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 |
| <p style="text-align: center;">Oral Language</p> | <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 |

Reading Fluency

Reading Fluency: The ability to read out loud accurately at an appropriate rate, and with appropriate expression (including proper phrasing, intonation, and pausing).

Overarching Best Practices and Instructional Considerations for Reading Fluency

Teaching fluency is important for students to become successful readers and is crucial to the comprehension of text. Over time, students' oral reading should become more accurate and expressive. The overarching best practices and instructional considerations listed below retain their efficacy across grade levels and are to be used in tandem with the Standards.

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.



Instructional Best Practices PreK-3

- Model fluent reading on a daily basis.
- Provide daily opportunities for students to practice reading fluency.

Instructional Considerations PreK-3

- Model reading with proper phrasing, intonation, and expression.
- Offer positive encouragement and feedback to students as they practice reading fluently.
- Incorporate both whole- and small-group opportunities for students to listen to and practice fluent reading on a daily basis.

CR-SE Specific Instructional Considerations

- Consider potential differences in dialects and pronunciations, fostering an environment of respect and understanding.
- Choose culturally affirming materials that reflect diverse voices and experiences.

Overview of the Tool

Instructional Best Practices: Fluency

Use the following statements to reflect on fluency instruction. Areas marked as Partially Developed or Not Evident are places to make notes for further learning/professional development or curricular modifications.

| Statements | Fully Developed | Partially Developed | Not Evident |
|---|-----------------|---------------------|-------------|
| Students have daily opportunities to listen to a skilled reader model fluent reading. | | | |
| Students have opportunities to practice and receive feedback on their reading skills. | | | |
| Fluency is modeled and practiced in whole and small groups. | | | |
| Action Steps | | | |
| | | | |

Reading Fluency

Reading Fluency: The ability to read out loud accurately at an appropriate rate, and with appropriate expression (including proper phrasing, intonation, and pausing).

Overarching Best Practices and Instructional Considerations for Reading Fluency

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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.



Instructional Best Practices PreK - 3

- Model fluent reading on a daily basis
- Provide daily opportunities for students to practice reading fluency.

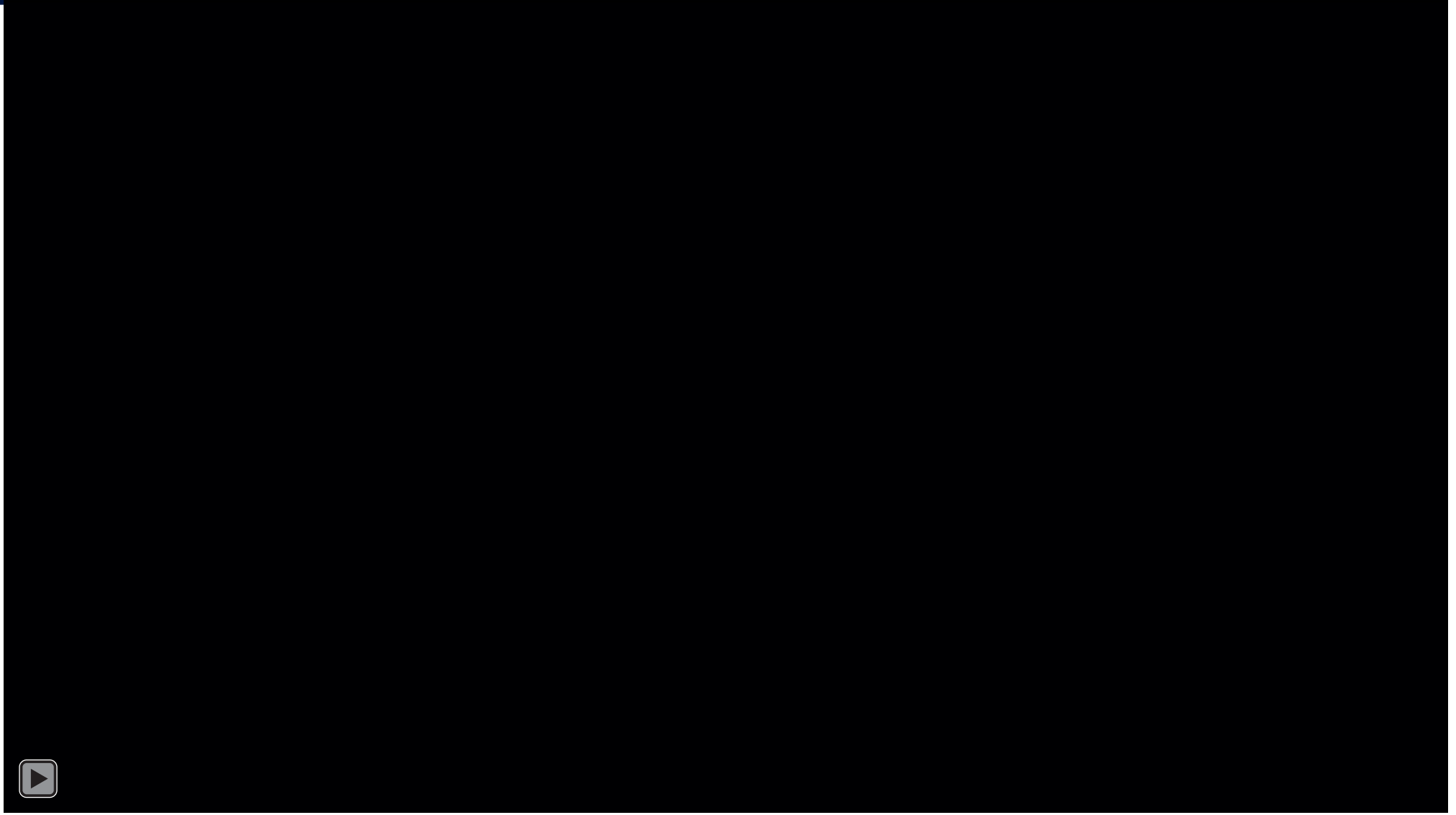
Instructional Considerations PreK - 3

- Model reading with proper phrasing, intonation, and expression.
- Offer positive encouragement and feedback to students as they practice reading fluently.
- Incorporate both whole and small group opportunities for students to listen to and practice fluent reading on a daily basis

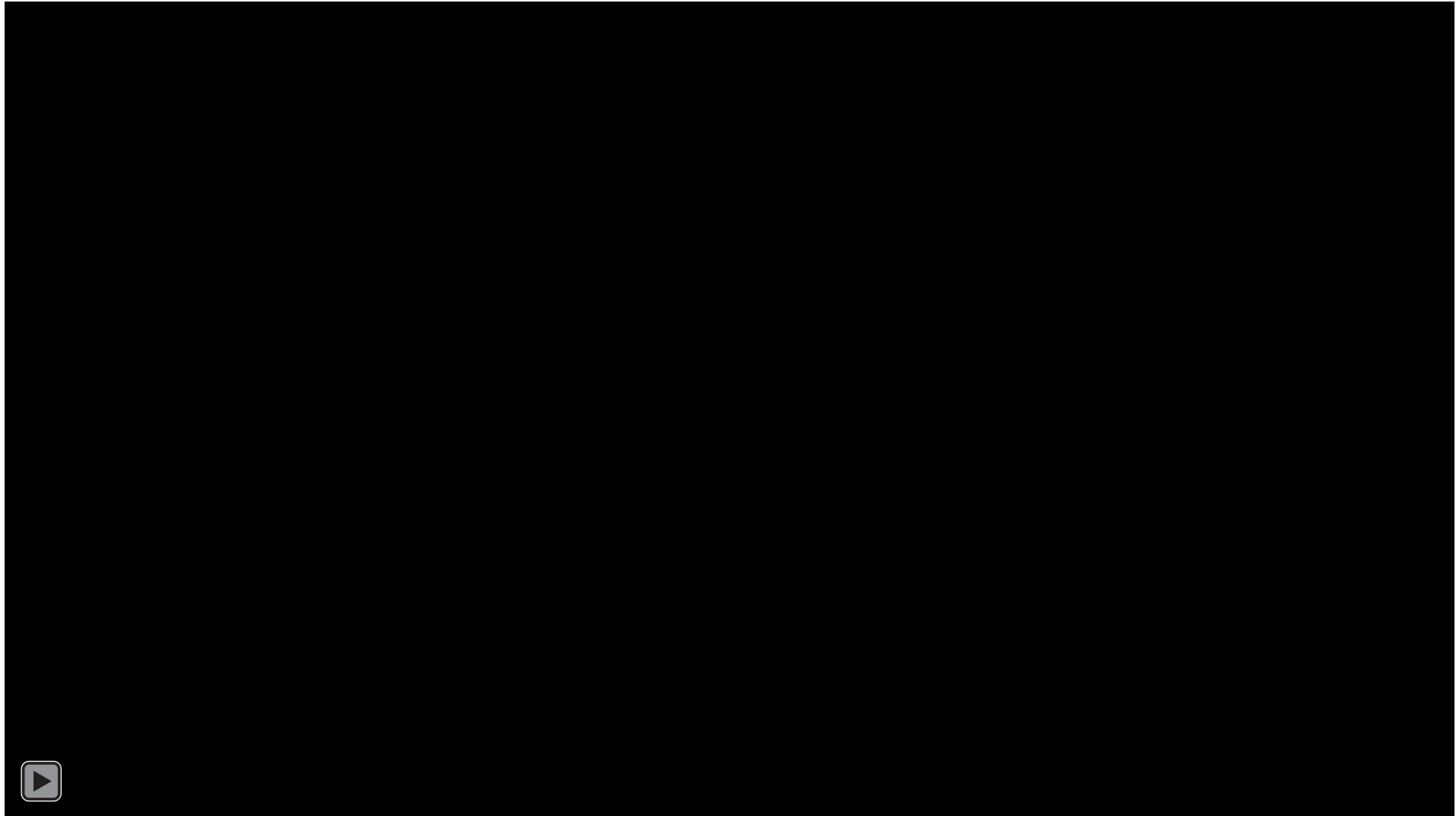
CR-SE Specific Instructional Considerations

- Consider potential differences in dialects and pronunciations, fostering an environment of respect and understanding.
- Choose culturally affirming materials that reflect diverse voices and experiences.

Classroom Example



Classroom Example



Instructional Best Practices: Reading Fluency

PreK

Instructional Best Practices

- Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice.

NYS Next Generation Standards

- **PKRF4:** Displays emergent reading behaviors with purpose and understanding.

Instructional Considerations

★ **Please reference the Fluency Introduction on page 28 to include all Instructional Considerations.**

- Read expressively: vary the pitch of your voice throughout the story to make it more interesting and fit the characters' actions and feelings.
- Provide multiple opportunities each day for students to listen to a skilled reader model fluent reading.
- Model fluency with a variety of texts and genres, as well as poetry, songs, and chants.
- Make time for joyful and engaging reading experiences.

Fluency Discussion



Time for local discussions around the Fluency section.

Review different grade levels. How do they connect from one grade to another?

Review discussion and reflection questions on page 10 of the facilitators guide.

Please enter your site name into the chat if you would like to present some of the thoughts your group had during the fluency discussion.

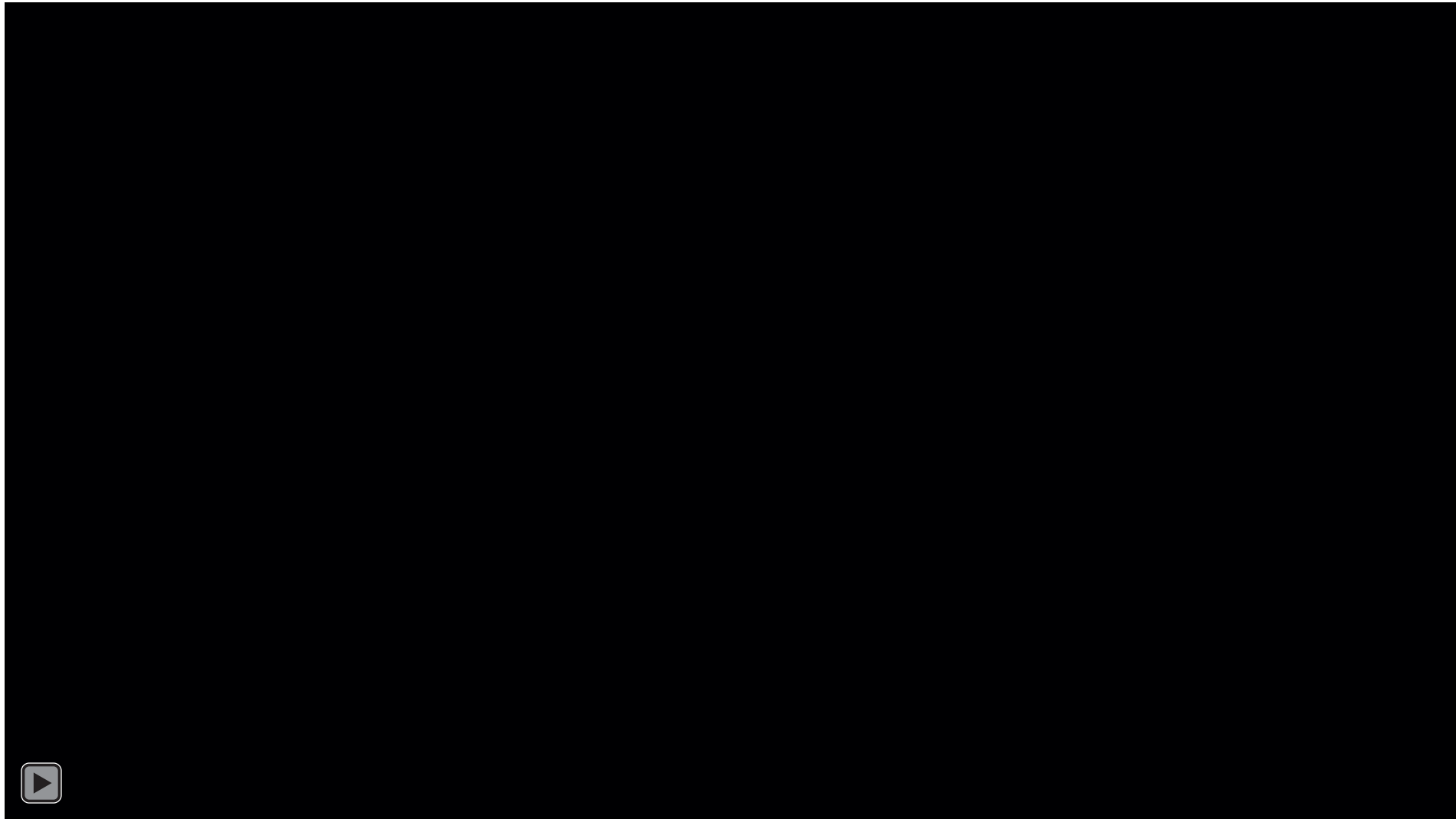
11:15 – 11:45 Lunch/Break



Questions



Phonemic Awareness Phonics Connection



Phonemic Awareness and Phonics Connection

Instructional Best Practices: Phonemic Awareness

1st

Instructional Best Practices

- Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.

Instructional Best Practices: Phonics

1st

Instructional Best Practices

- Develop an awareness of segments of sounds in speech and how they correspond to letters.
- Teach students to decode words, analyze word parts, write and recognize words.

Phonemic Awareness

Phonemic Awareness: The ability to notice, think about, and work with phonemes (sounds) in spoken words.

Overarching Best Practices and Instructional Considerations For Phonemic Awareness

Teaching phonemic awareness involves modeling for students so that they acquire the ability to notice, think about, and manipulate individual sounds in spoken words. Although 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 first grade (please note: phonemic awareness standards end at 1st grade). This page highlights the overarching best practices and instructional considerations 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.



Phonemic Awareness

Instructional Best Practices PreK - 1

Develop awareness of the segments of sound in speech.

Instructional Considerations PreK - 1

- Incorporate phonological awareness* activities into daily routines.
- Use songs, chants, finger plays, poems, etc. to develop phonological and phonemic awareness*.
- Incorporate multimodal/multisensory* approaches, such as clapping, stomping, jumping, etc.
- Position students to be sound detectives in the classroom, growing in them a curiosity for how language sounds.
- Begin with larger segments of speech, such as words, and gradually working with smaller sound segments, such as syllables, onset-rime and individual phonemes.
- Provide clear explanations and modeling for each task/activity, especially when it is a new concept.

CR-SE Specific Instructional Considerations

- Be mindful that individual letter sounds can vary and may be pronounced differently depending on the student's dialect or language, requiring targeted instruction on specific sounds.
- Some phonemes in the English language may not be present in other home languages or dialects. This may make phonemes difficult to hear, distinguish, pronounce, and place in context.

Instructional Best Practices: Phonemic Awareness

1st

Instructional Best Practices

- Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.

NYS Next Generation ELA Standards

- **1RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - **1RF2a:** Count, blend and segment single syllable words that include consonant blends.
 - **1RF2b:** Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.
- **1RF2c:** Manipulate individual sounds (phonemes) in single -syllable spoken words.

Instructional Considerations

- ★ **Please reference the Phonemic Awareness Introduction on page 9 to include all Instructional Considerations.**
- Incorporate phonological and phonemic awareness* activities into daily routines.
- Continue to use multimodal/multisensory approaches* (from previous grade levels) to develop phonological and phonemic awareness*.
- Teach students to blend and segment by syllables, then into onset and rimes before individual phonemes, including consonant blends in spoken words.
- Sort pictures based on number of syllables or beginning, ending and middle sounds (single phonemes and consonant blends).
- Provide time for activities such as using Elkonin sound boxes to focus on beginning, ending and middle sounds in spoken words that include consonant blends.

Classroom Example



Phonics

Phonics: The relationship between graphemes (letters) and the phonemes they represent.

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 and 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.



Instructional Best Practices PreK-3

Teach students letter sound relations.

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-SE 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

1st

Instructional Best Practices

- Develop an awareness of segments of sounds in speech and how they correspond to letters.
- Teach students to decode words, analyze word parts, write and recognize words.

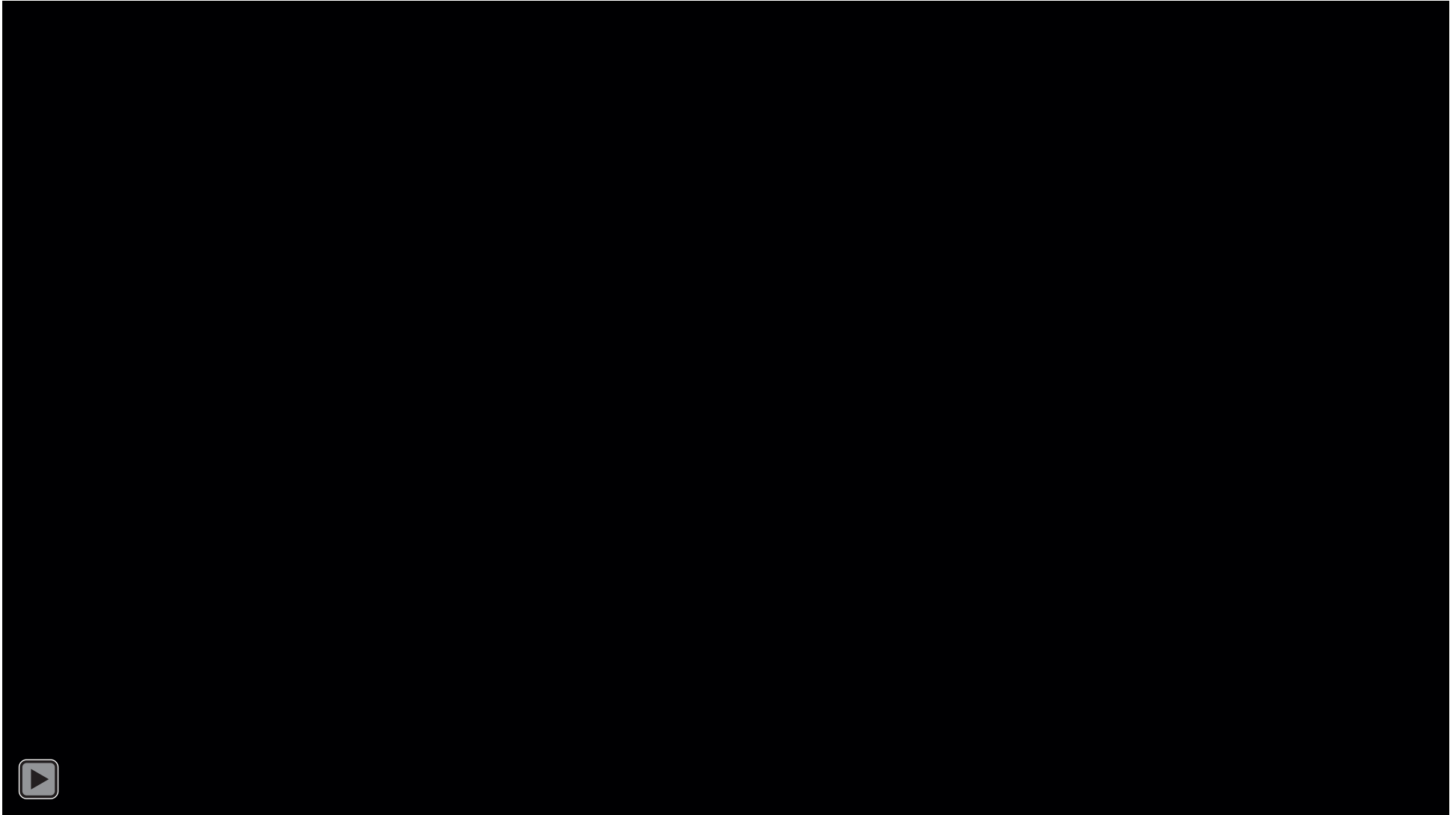
NYS Next Generation ELA Standards

- **1RF3:** Know and apply phonics and word analysis skills in decoding words.
 - **1RF3a:** Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
 - **1RF3b:** Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
 - **1RF3c:** Decode regularly spelled one-syllable words.
 - **1RF3d:** Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
 - **1RF3e:** Decode two-syllable words following basic patterns by breaking the words into syllables.
 - **1RF3f:** Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).
 - **1RF3g:** Read most common high-frequency words by sight.

Instructional Considerations

- ★ **Please reference the Phonics Introduction on page 14 to include all Instructional Considerations.**
- Model generating each sound in a blend and then ask students to blend the sounds together (a digraph makes a single sound and must be taught as a unit).
- Demonstrate how to blend simple CVC words by sounding out the word (saying each letter or letter combination one by one until the end of the word and then blending them all together again quickly).
- Teach long vowels with silent e, and then two-letter vowel teams.
- Engage students in guided practice when they are reading decodable words in isolation and in text.

Classroom Example



Phonemic Awareness and Phonics



Facilitators, please have participants answer one to two questions from page 11 or 12 of the facilitator's guide.
**You may want to focus on one grade to guide your discussion*

Next Steps

Review Instructional Best Practices Guide with district literacy leaders

Work to plan for local review of local curriculum and instruction

Review curriculum and instruction with staff

Find areas of need for additional professional learning and plan professional development accordingly.

Complete attestation on business portal
Attestation is due by September 1, 2025

Continue to review curriculum and instruction

Reach out to The Office of Early Learning with any questions and look for continued professional learning around literacy.

Attestation

Question 1: Attestation of Compliance with Law §818 – Evidence-Based and Scientifically-Based Reading Instruction

After utilizing the Instructional Best Practices for Literacy Prekindergarten - 3rd grade document, the district's curriculum and instructional practices are aligned to all the instructional best practices. Marking yes, attests that all grades in all district programs fully align to every best practice. If any best practice is partially aligned or not evident in any grade or any location, mark no and complete question 1a below.

Yes

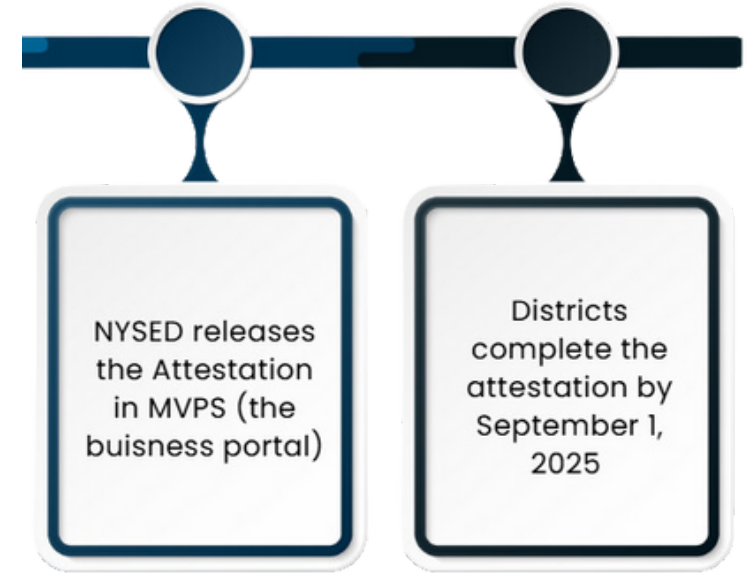
No

Question 1a: Grade-Level Attestations

After utilizing the Instructional Best Practices for Literacy Prekindergarten - 3rd grade document, the district's curriculum and instructional practices are aligned in the following grade levels:

*N/A is only to be marked if a district does not run a prekindergarten program.

| Pillars | Best Practice | Grade | Yes | No | N/A |
|--------------------|--|-----------------|-----|----|-----|
| Phonemic Awareness | Develop awareness of the segments of sound in speech. | Prekindergarten | | | |
| | | Kindergarten | | | |
| | | First | | | |
| | Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. | Kindergarten | | | |
| | | First | | | |
| | | | | | |
| Phonics | Teach students letter-sound relations. | Prekindergarten | | | |
| | | Kindergarten | | | |
| | | First | | | |
| | | Second | | | |
| | | Third | | | |
| | | | | | |
| | Introduce letters (graphemes) with the sounds (phonemes) they make. | Prekindergarten | | | |
| | Provide opportunities to practice letter identification and sounds. | Prekindergarten | | | |

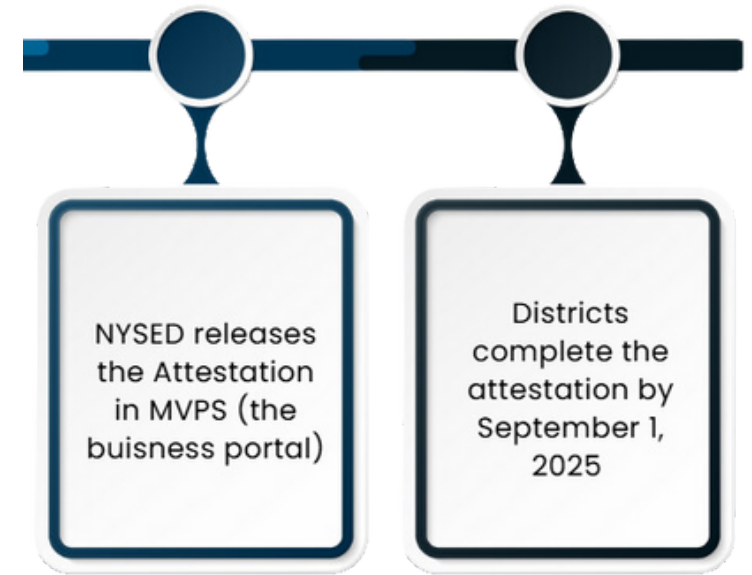


Attestation

Attestation of Compliance with Law · 818 – Evidence Based and Scientifically Based Reading Instruction

I attest that our district/school is taking the following actions:

I attest that in compliance with Education Law §818 that the district curriculum and instructional practices in the subject of reading in prekindergarten through grade three has been reviewed for alignment to all the elements of the instructional best practices provided by the Commissioner pursuant to this section (phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language).



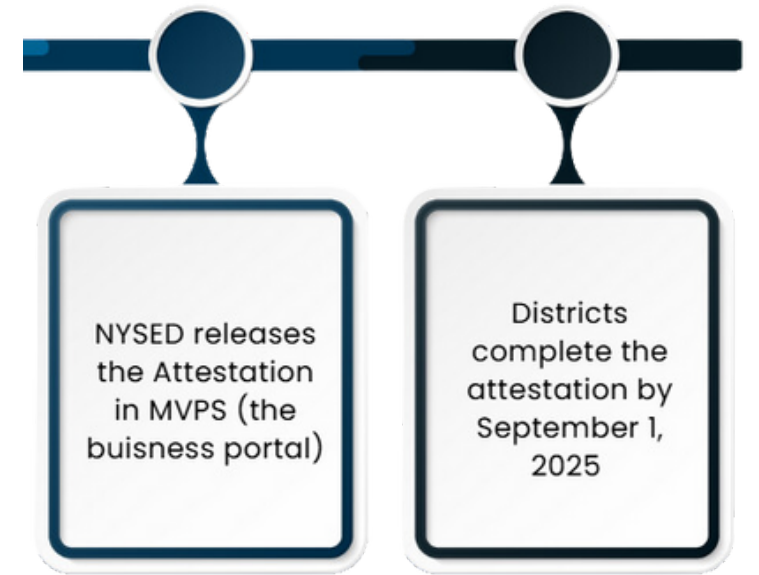
Attestation

Professional Development

Educators receive ongoing professional development around the instructional best practices for the teaching of reading that is evidence-based and scientifically based and focused on reading competencies in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, including background knowledge, oral language and writing.

Intervention & Support

The district provides interventions that are part of an aligned plan designed to improve student reading outcomes in prekindergarten through grade three.

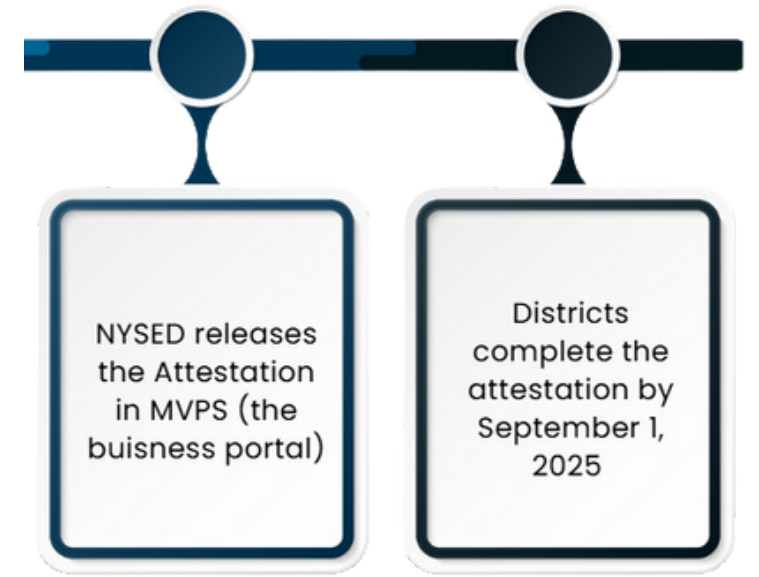


Attestation

Required

List the current curriculum the district is utilizing for the teaching of reading. (short answer)

The district uses the following reading interventions: _____ (short answer)



ANY
QUESTIONS?



THANK YOU!



Office 
Early
Learning



Contact Us:



(518) 474-5807



OEL@nysed.gov