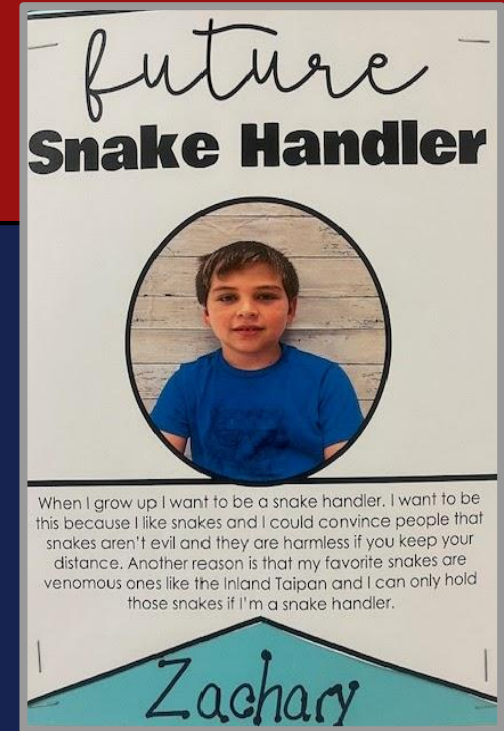


BYRAM HILLS

CENTRAL SCHOOL DISTRICT

NYSED Literacy Initiative Update



Dr. Tim Kaltenecker
Deputy Superintendent

Board of Education
January 14, 2025

REQUIRED ATTESTATION

As per **Education Law §818**, on or before **September 1, 2025**, every school district shall verify to the Commissioner that:

- a. their curriculum and **instructional practices** in the subject of reading, in grades PreK-3, aligns with all the elements of instructional best practices provided by the Commissioner;
- b. all early reading instructional practices and **interventions** are part of an aligned *plan designed to improve student reading outcomes* in grades PreK-3; and
- c. Review their **curriculum** annually to assure continued alignment.

THE “BIG 6” SKILLS AND COMPETENCIES

Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Oral Language

Includes speaking and listening, providing the foundation for written language

Phonological Awareness

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



Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Phonics

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

Comprehension

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

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>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>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>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

EXAMPLE OF SELF-ASSESSMENT

Instructional Best Practices: Vocabulary Development

Use the following statements to reflect on vocabulary development 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
Instruction allows for students to practice using new vocabulary words in a variety of settings (Discussions, play, small group, etc.).			
Instruction allow students to learn new vocabulary through a variety of means (Visually, kinesthetically, orally, etc.).			
Vocabulary is explicitly taught with clear and developmentally appropriate examples (With picture support, when possible).			
Action Steps			

EXAMPLE OF SELF-ASSESSMENT

Instructional Best Practices: Overarching Reflection Statements for Literacy

Use the following statements to guide reflection on current literacy instruction, teaching, and planning for professional development.

Guiding Statements	Fully Developed	Partially Developed	Not Evident
The environment is filled with authentic literacy rich materials and experiences.			
Systematic and explicit methods are used to teach literacy skills.			
There are opportunities for students to partake in teacher-led, partner, and independent literacy activities.			
Activities are adjusted to cater to the varied needs of all students, including those requiring extra support and interventions.			
Multimodal approaches (visual, auditory, kinesthetic) are applied to teach skills.			
Progress monitoring occurs continuously which results in student feedback and guides instruction.			
Culturally responsive practices are integrated into literacy instruction to recognize and honor the diverse backgrounds of students.			
Literacy instruction aligns with Language Arts standards and curriculum goals.			
Action Steps			

NYSED RESOURCES

The following NYSED resources provide guidance for aligning local curriculum and instructional practices to the research.

- [NYSED Literacy Initiative Overview & Literacy Briefs](#)
- [Literacy Curriculum Review GuidePreKindergarten - 3rd Grade Literacy Instructional Best Practices](#)
- [NYSED's Research-Base for Literacy Instruction](#)



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