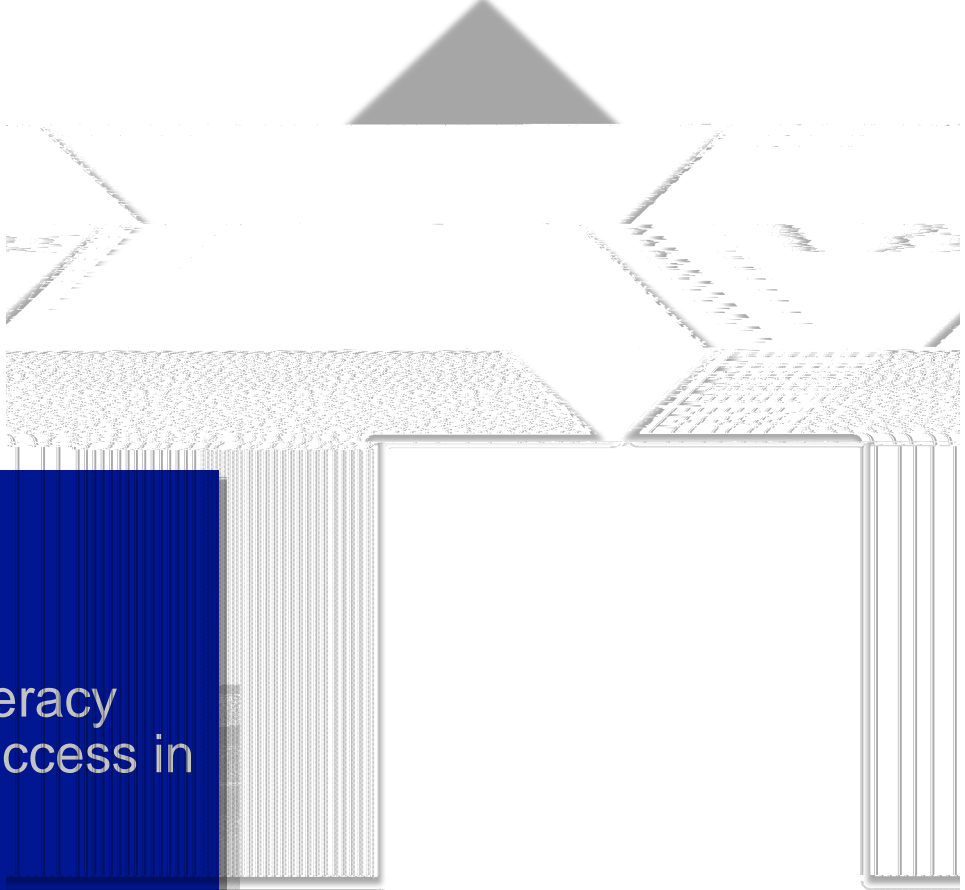


Literacy for Today & Tomorrow

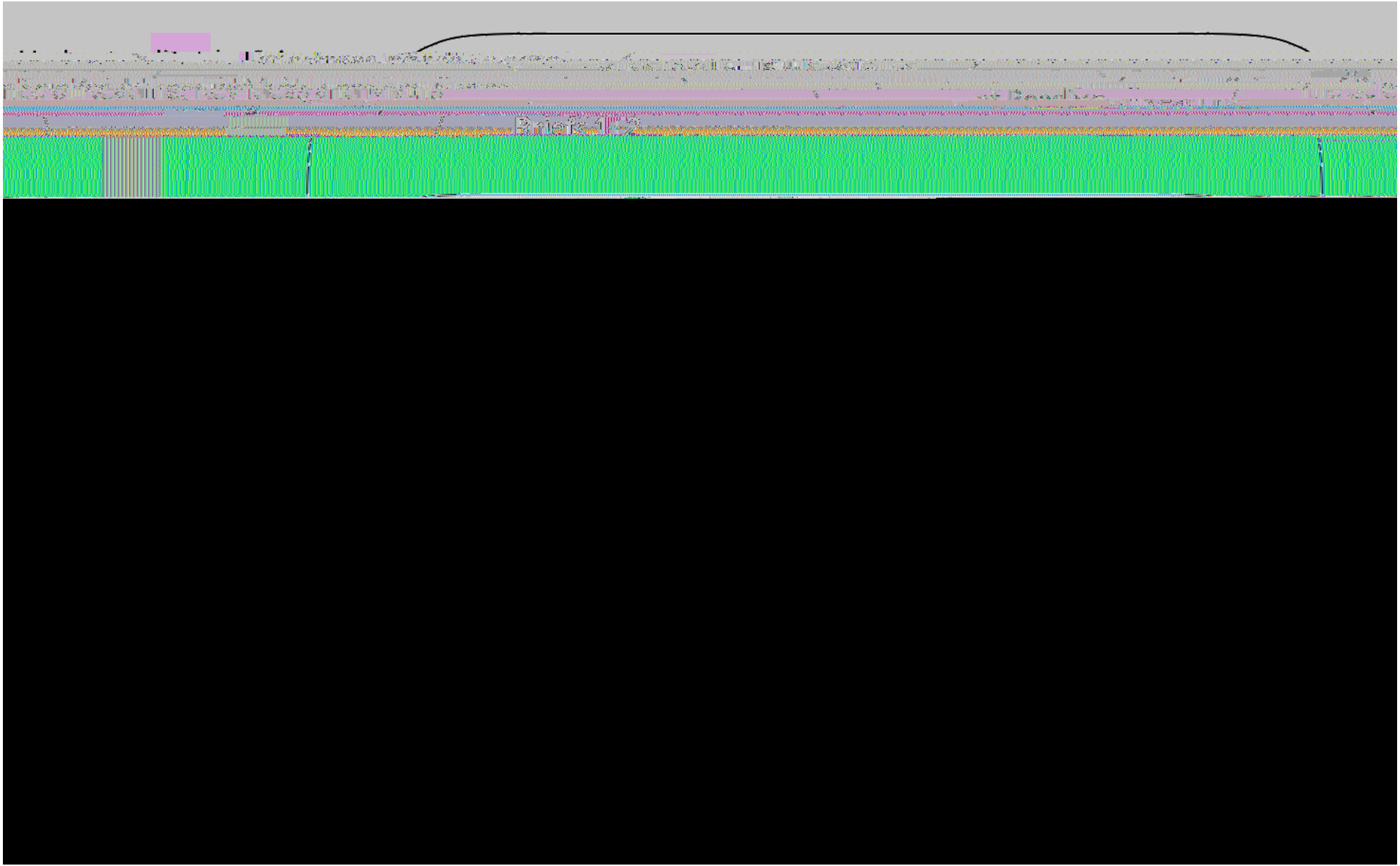
Knowledge, Skills & Competencies for A New Era



Redefined role of literacy
skills necessary for success in
work and life

The Science of Reading: A Brief Series

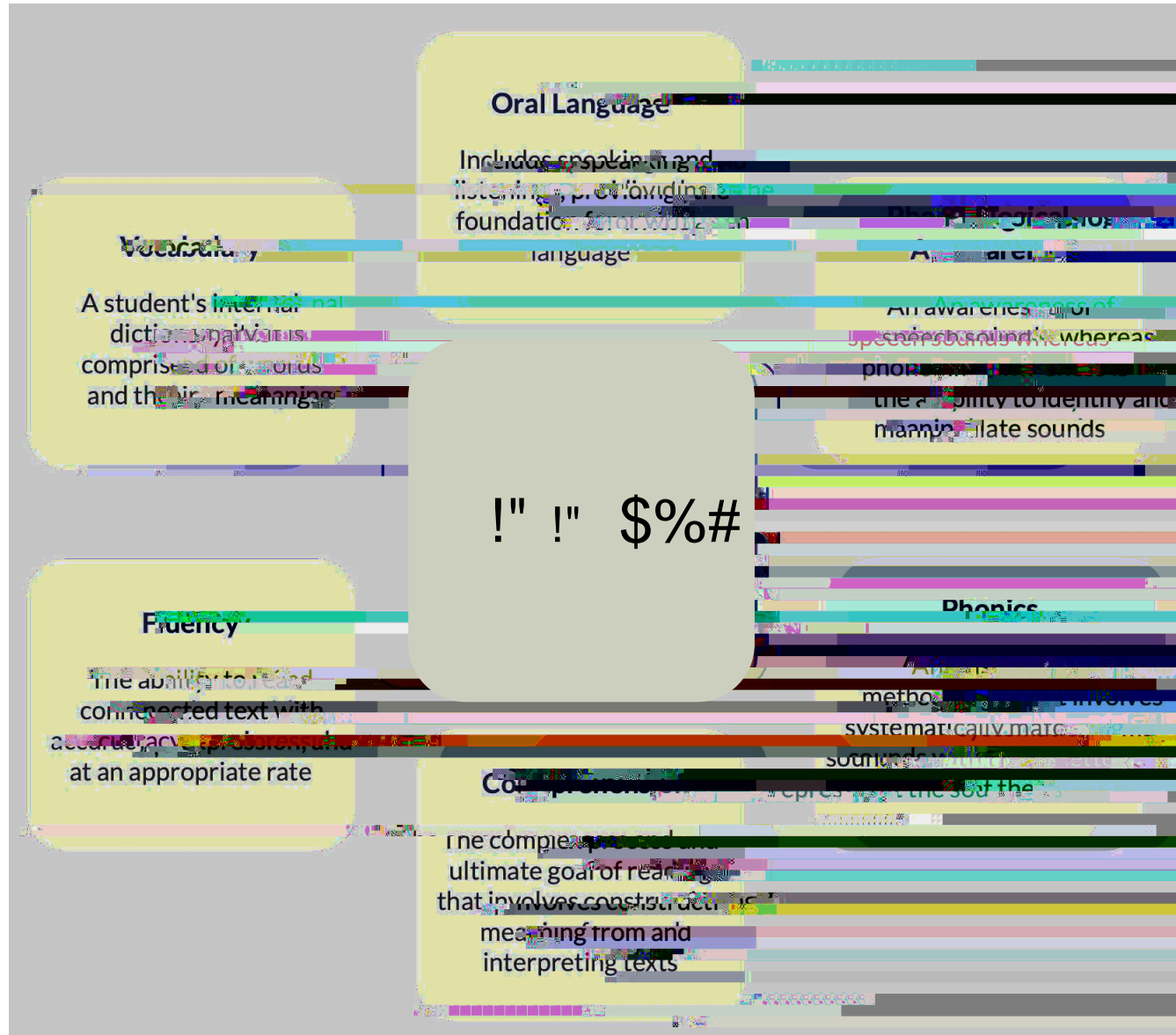
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The Science of Reading: A Briefs Series

THROUGHLINE 1

Developing the "Big 6" through High-Impact Practices



THROUGHLINE 2

School and Classroom Structures and Processes to Ensure Access for All

ENABLING STRUCTURES AND PROCESSES

Inclusive Curriculum
and Assessments

Comprehensive,
Knowledge-Building
Units

Differentiated and
Culturally Responsive
and Sustaining
Pedagogy

Screening and
Progress Monitoring
for Risk

Purposeful Play for
Active Engagement

Protocols and
Routines for
Collaborative and
Independent Study

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In the Brief: Reflect, Analyze, Discuss

USE YOUR TAKE- AWAYS TO:

review curricula in use or select potential new ones; review and/or adjust literacy blocks or subject-area instruction

audit students' instructional environments and experiences across classrooms and grades;

ensure implementation of both culturally and linguistically responsive-sustaining practices and practices for inclusion, belonging, and academic rigor;

consider the match with professional learning opportunities for educators;

examine vertical instructional trends across PreK, elementary, and secondary classrooms within a school or district.



BRIEFS1+2

**The Science of Reading:
What is it?**

**The Science of Reading:
Debunking Common
Myths**



BRIEF 1

The Science of Reading: What is it?

Guiding Question

What is the Science of Reading?

Organization

- ! Defining Literacy
- ! 5 Key Ideas about the Science of Reading
- ! Reflect + Analyze: Strategic Questions for Teams

Core Content

The Science of Reading is a term that represents a dynamic, interdisciplinary body of 50+ yrs of research

Describes literacy development at all ages

Provides guidance for instruction + intervention

SoR is intricately connected to other instructional frameworks

Key Take-Aways

The Science of Reading highlights the complexity and breadth of literacy skills, and corresponding instructional approaches

Need to develop the "Big 6" skills for all students

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BRIEF 1

The Science of Reading: What is it?

1. The term Science of Reading reflects a body of research.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology,

BRIEF 1

The Science of Reading: What is it?

1. The term Science of Reading refers to a body of research.
2. This Science of Reading informs instruction from early childhood through adolescence, for all populations.

Spotlight: Pressing Need to Anchor in SoR:

! Word reading instruction in the primary grades

! Vocabulary, comprehension, fostering engagement across all grades

BRIEF 1

The Science of Reading: What is it?

1. The term Science of Reading reflects a body of research.
- 2.

BRIEF 1

The Science of Reading: What is it?

1. The term Science of Reading refers to a body of research.
2. This Science of Reading should inform instruction from early childhood through adolescence.
3. The Science of Reading highlights the importance of structured
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BRIEF 1

The Science of Reading: What is it?

Snapshot: In what ways can SEL + Literacy Instruction be Integrated?

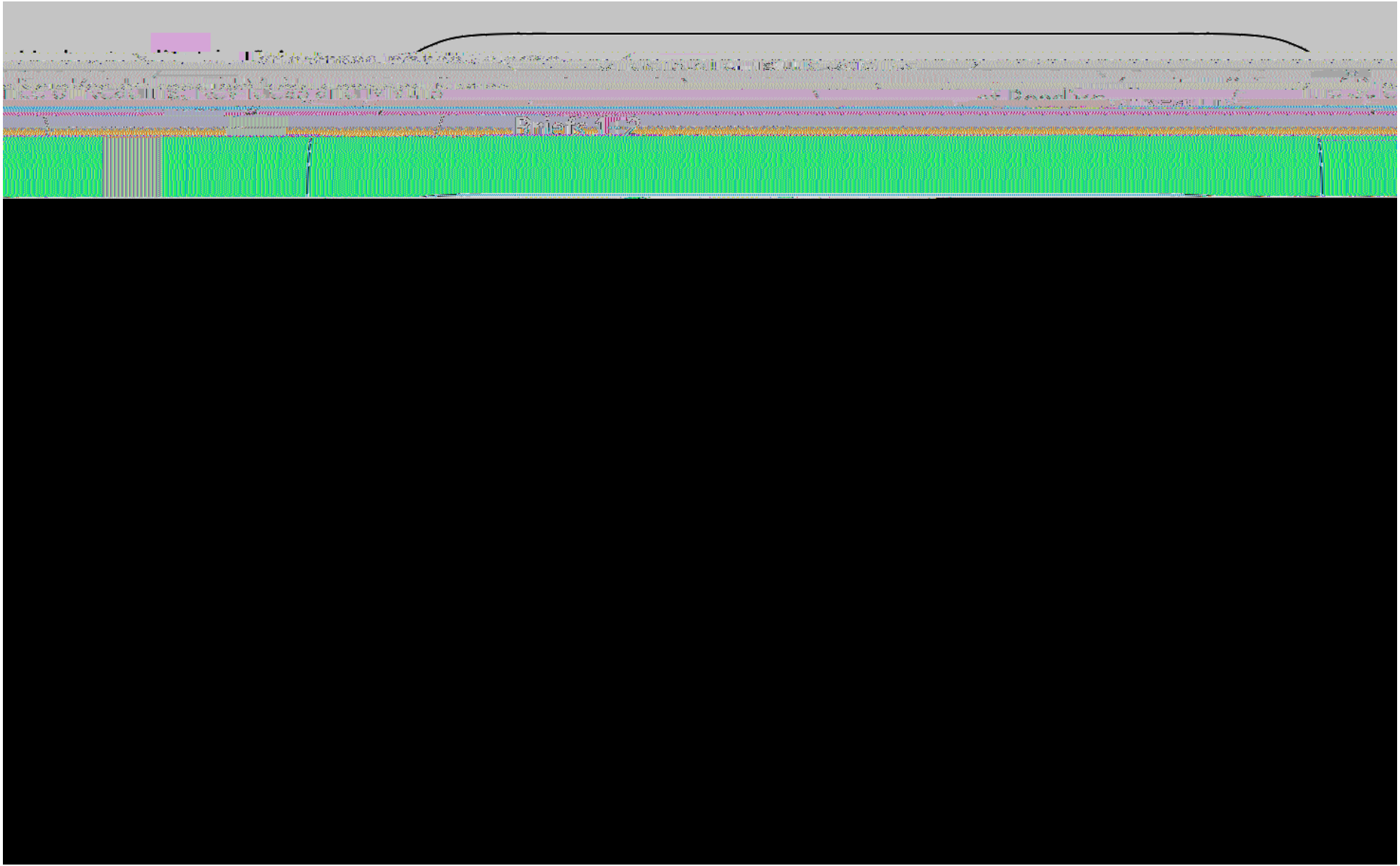
- ! Engagement with rich texts provides a platform for interactions and discussions that promote perspective taking and abstract reasoning.



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Science of Reading: The Reading-Writing Relationship

Produced by the New York State Education Department by Nania K. Lecuyer, Ph.D., and C. Carl Calkins, Ph.D.

The Reading-Writing Relationship

Creating effective learning opportunities and environments requires a deep understanding of the integral relationship between reading and writing skills—and an understanding of the reciprocal nature of the reading-writing relationship.

From the earliest years, as students develop and refine their writing skills, they become stronger readers. Their ability to think critically about what they are reading as well as what they are writing is enhanced. Students engage with texts in meaningful ways. This is also engagement with writing. The more students read, the more they write—and the more they write, the more they read. This reciprocal relationship develops reading and writing skills throughout a lifetime.

Reading-Writing Connections

Reading fuels the writer. As students read, they learn to structure their ideas, find evidence, and build language. Writing fuels the reader. As students write, they learn to identify the main idea, find evidence, and build language. The relationship between reading and writing is reciprocal and integral to the development of literacy skills.

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BRIEF3

The Science of Reading: The Role of Writing

Guiding Question

What is the Role
of Writing in
SoR?

Organization

- ! The Reading-Writing Relationship
- ! Reading-Writing Connections
- ! Writing in the Content Areas

Core Content



Key Take-Aways

BRIEF3

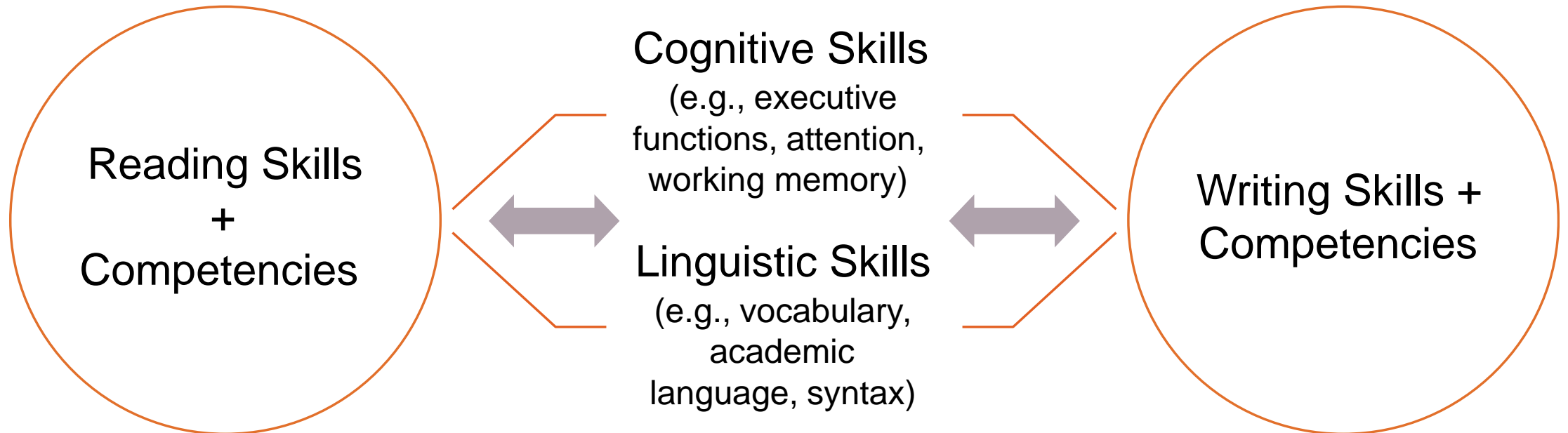
The Science of Reading: The Role of Writing

SPOTLIGHT: RECIPROCITY TO ESCITY

BRIEF3

The Science of Reading: The Role of Writing

SPOTLIGHT: RECIPROCITY TO DEVELOP READERS, WRITERS, + CRITICAL THINKERS



BRIEF 3

The Science of Reading: The Role of Writing

Rich, content-based literacy instruction supports students' ability to write about what they read and to craft different types of writing products to match the purpose, audience, and subject area conventions and genres.

In the Briefs: Reflect, Analyze, Discuss

How are reading and writing related?

What are some of the specific reading processes that fuel writing development—and what are some of the writing processes that fuel reading development?

Identify the specific ways that your curricular approach reflects reading-writing connections.

What are the areas of strength? What are the opportunities for deeper connections?

Discuss the role that explicit instruction in writing across disciplines, for diverse audiences and for diverse purposes plays in the development of lifelong literacy skills for students.

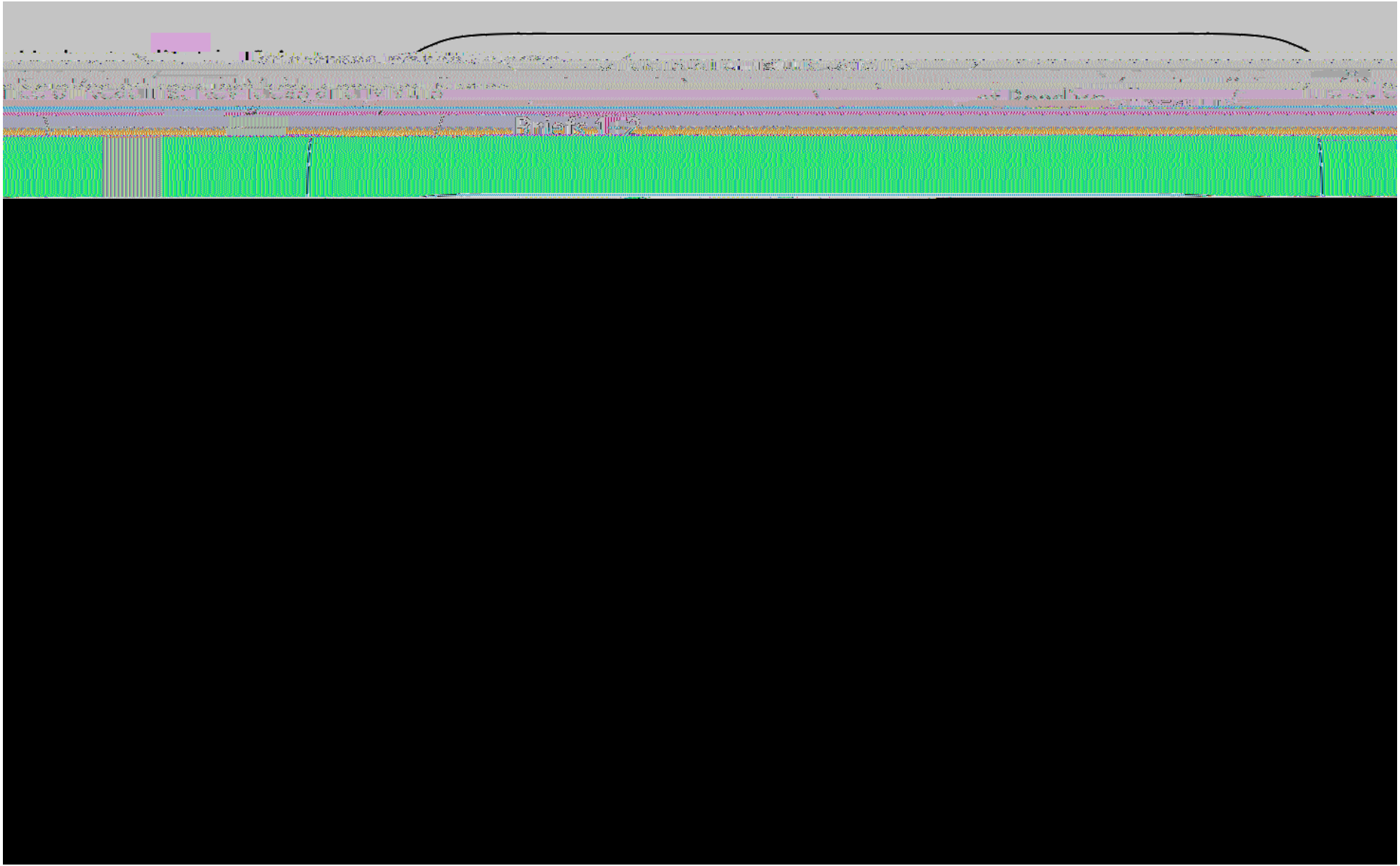
Consider whether your curricular approach gives students (PreK through secondary) a chance to practice writing different genres, for different audiences, and for different purposes.

What adjustments in curriculum, pedagogy, and resource allocation (including for professional learning) might be needed to strengthen content-based writing instruction?

What are the areas of strength? What are the opportunities for deeper connections?

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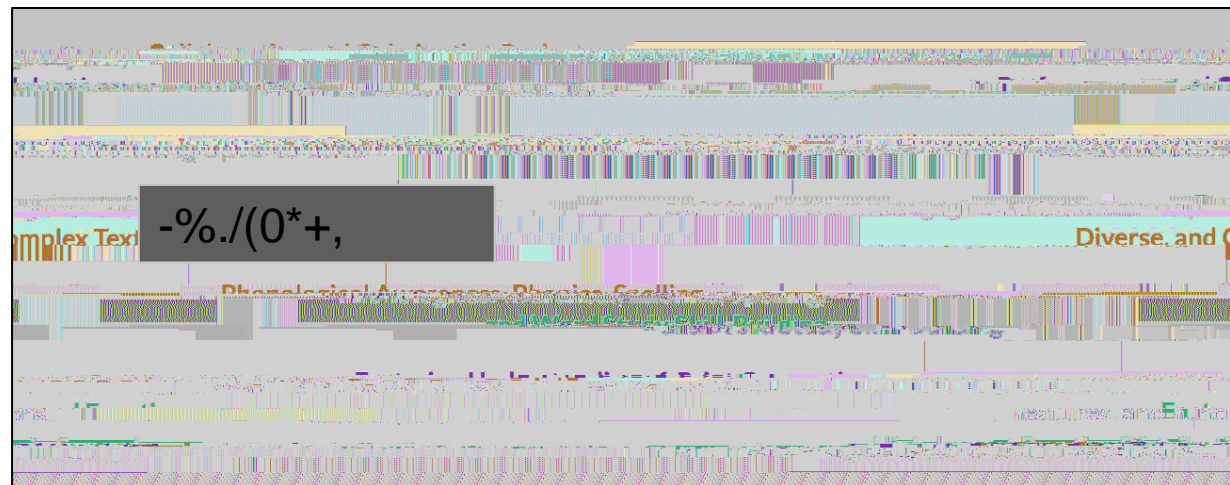
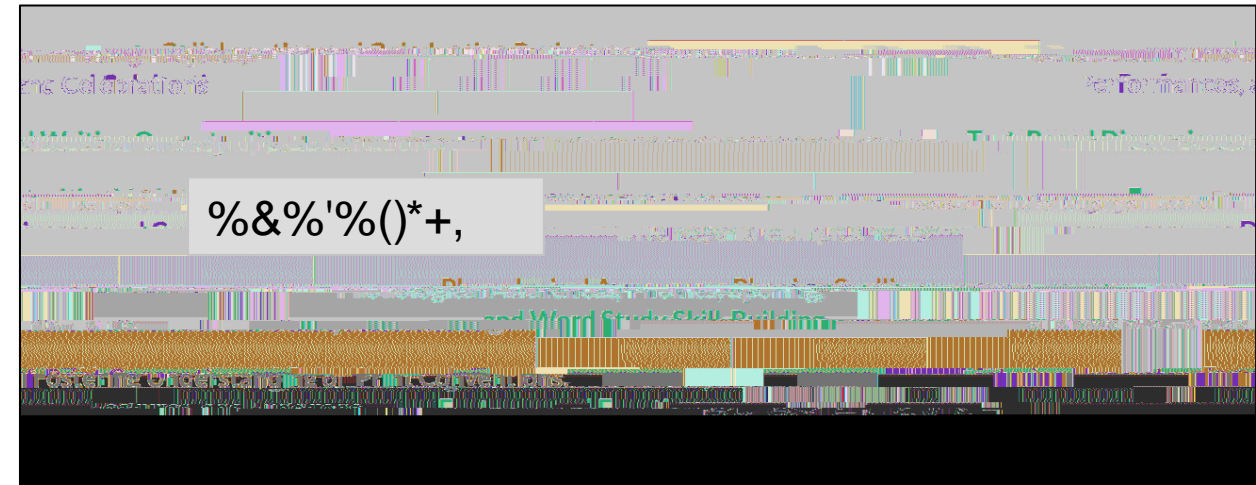
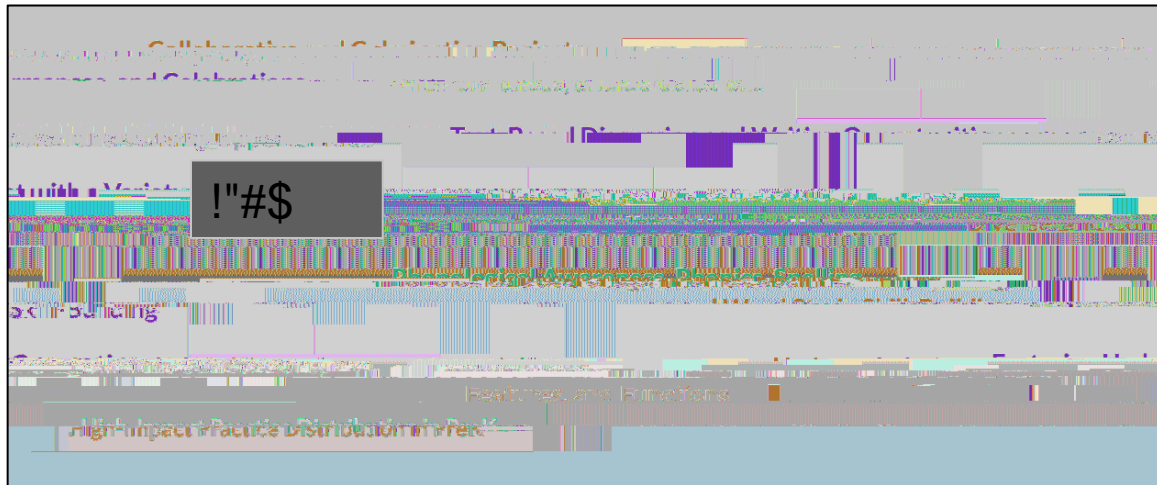


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Spotlight: An Architecture for Maximum Impact

- ! A stylized visual representation of the relationship between and among the high-impact practices at different developmental stages
- ! THINK: Proportions for any given period of time (day, week, month) or unit





!



BRIEF 4

The Science of Reading: The PreK Years

Guiding Question

What does SoR tell us about instruction in the PreK Years?

Organization

- ! The PreK Years
- ! High-Impact Practices in Action: PreK Settings
- ! Reflect + Analyze: Strategic Questions for Teams

Core Content

Instruction in the PreK years is grounded in evidence-based practices that develop pre-literacy, social-emotional and critical thinking skills, as well as learners' identities.

Learners build language and knowledge

Learners engage in explicit, intentional work with words, letters and sounds

Learners engage in purposeful, structured, and joyful play-based learning

Key Take-Aways

PreK settings that develop foundational pre-literacy skills are guided by a plan focused on high-impact practices and structures that meet the needs of all learners

Text sets and units with content-rich and culturally-responsive themes

Scope and sequence to support work with words, letters, and sounds

Distribution of instructional time reflective of developmental appropriateness and pedagogical goals

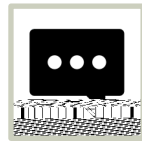
BRIEF 4

The Science of Reading: The PreK Years

WHAT DOES THIS ENVIRONMENT LOOK + FEEL LIKE?



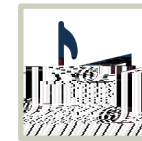
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SNAPSHOT. ENABLING STRUCTURES AND PROCESSES

talk + learning routines and protocols ¥ text sets with a content-rich theme ¥ a systematic plan (i.e., scope and sequence) for explicit, intentional work with words, letters, and sounds ¥ labeling of cubbies, toys, and daily activities ¥ multi-sensory tasks and activities ¥ calendar + schedule routines, interactive reading with big books, poems and songs ¥ a plan for projects, celebrations and performances that connects them to prior learning and units

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Science of Reading: The Elementary Years

Produced for the New York State Education Department

The Elementary Years: The Cornerstone of Literacy for Success

Developing literacy skills in the elementary years (K-5) is crucial to a child's success. The early years are a critical phase in the development of literacy skills. During this time, children build a strong foundation of literacy skills, including phonics, fluency, and comprehension. This foundation is essential for their success in all areas of learning.

High-Impact Practices for Lifelong Literacy

Reading, writing, and communication skills are essential for success in the 21st century. High-impact practices are those that have been shown to have a significant positive impact on student learning. These practices include:

- Collaborative and Illuminating Discussions:** Promotes BIG 6 + critical and creative thinking.
- Text-Based Practices:** Promotes BIG 4 + critical and creative thinking.
- Engagement with Text:** Promotes BIG 6 + textual analysis + interpretation + knowledge building + meaning + synthesis.
- Phonics Instruction:** Goal: Fostering Fluency and Writing Proficiency.
- Foundational Skills:** Concepts of Print, Text Structures, Patterns, and Purposes. Promotes BIG 6 + Language + Navigation and Comprehension.

Timeline: PreK → Elementary → Grad 100

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BRIEF 5

The Science of Reading: The Elementary Years

Guiding Question

What does SoR tell us about instruction in the elementary years?

Organization

- ! The Elementary Years
- ! High-Impact Practices in Action: Elementary Settings
- ! Reflect + Analyze: Strategic Questions for Teams

Core Content

Instruction in the elementary years is grounded in explicit, interactive, knowledge-building experiences that promote social-emotional skill and identity development

Learners build language and knowledge

Learners build automatic word reading skills *and* develop strategies to make meaning from the text

Learners cultivate their critical thinking, perspective taking, and ability to articulate what they've read

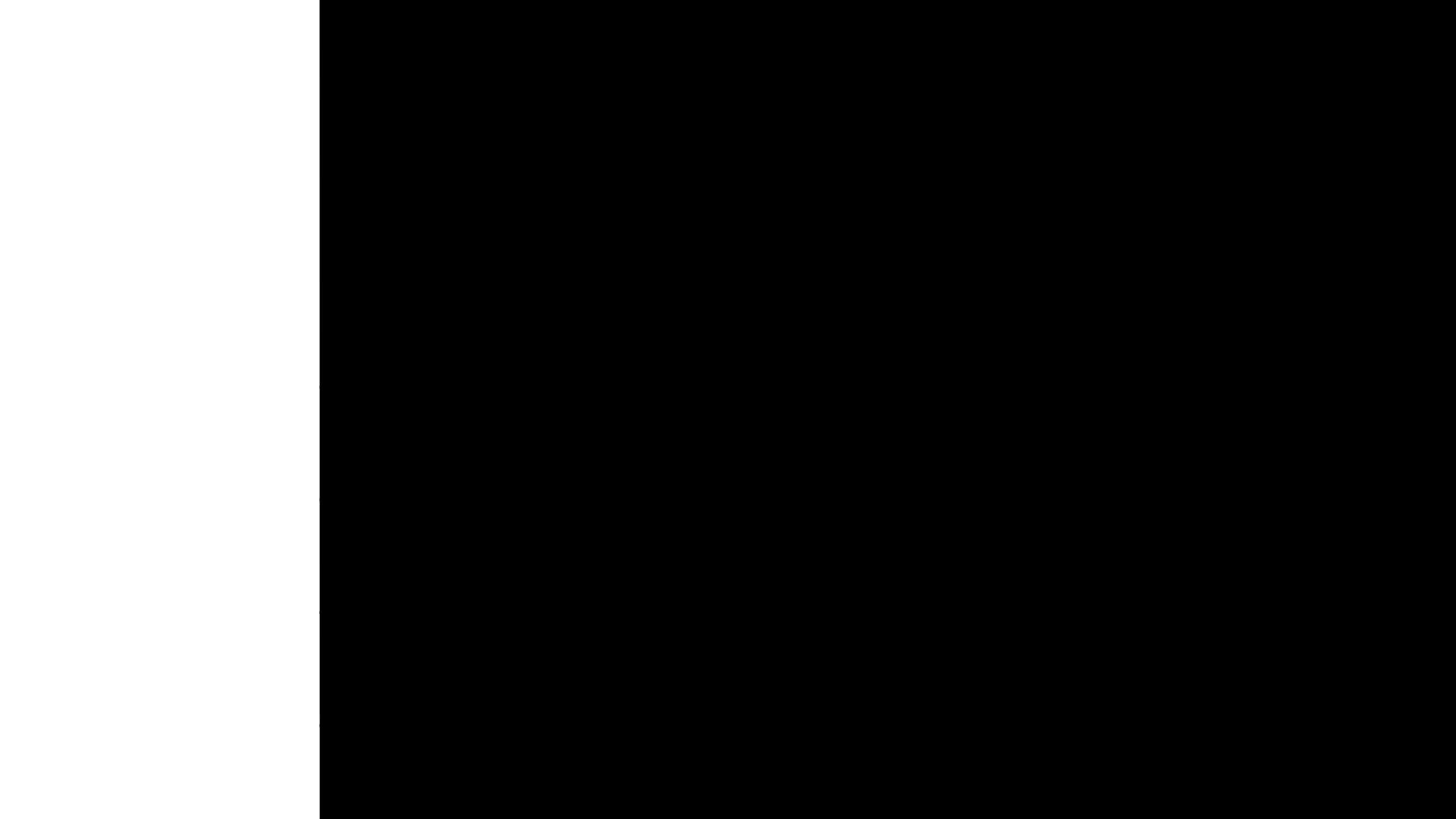
Key Take-Aways

Elementary settings prioritize a plan that emphasizes reading and writing skills as essential for communication, knowledge building, and navigation of the world

Text sets and units with content-rich and culturally-responsive themes that connect to prior learning

Systematic scope and sequence that targets phonics and morphology

A dynamic and inclusive learning community conducive to feedback-driven learning





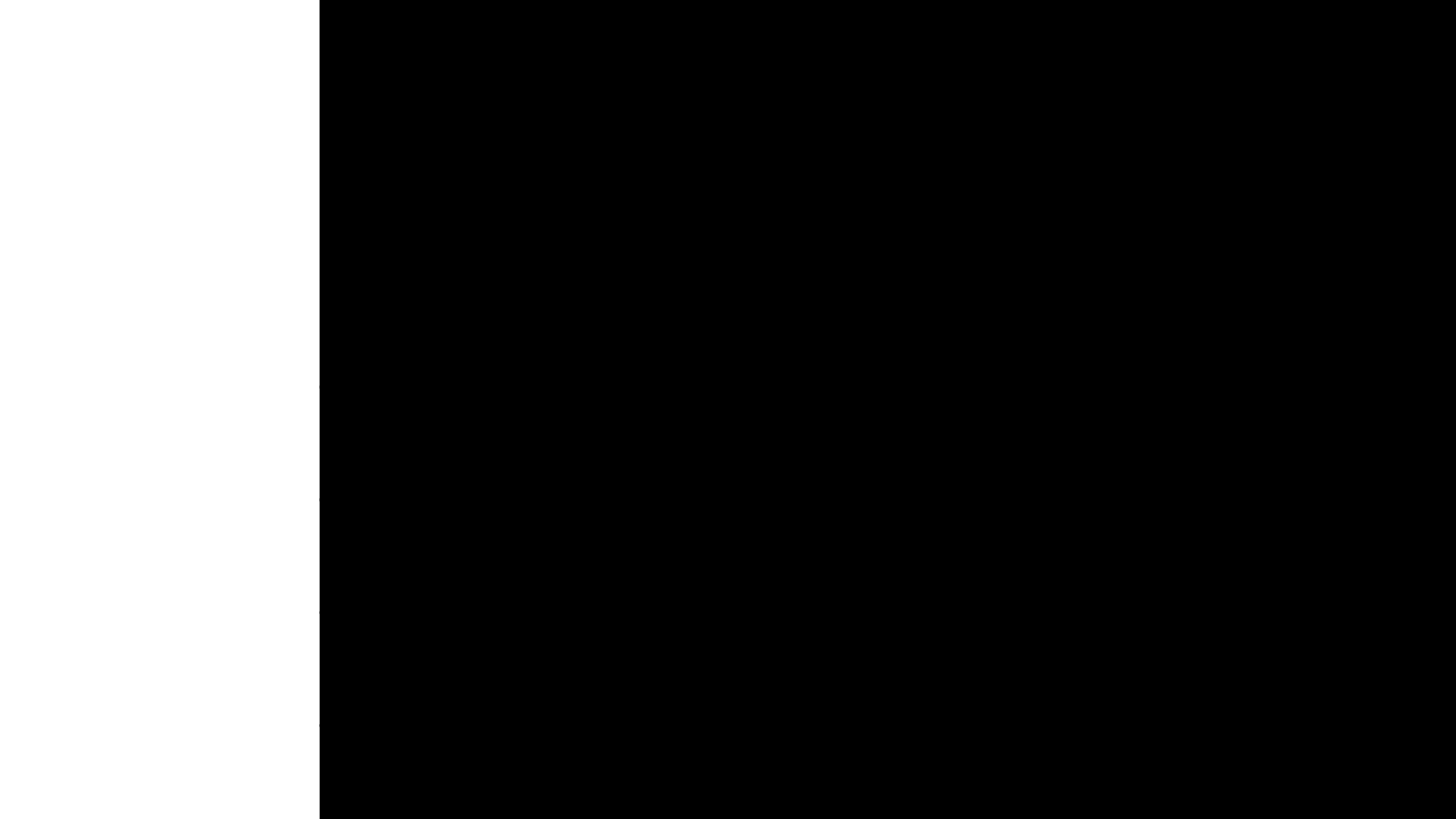
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BRIEF 6

The Science of Reading: The Secondary Years

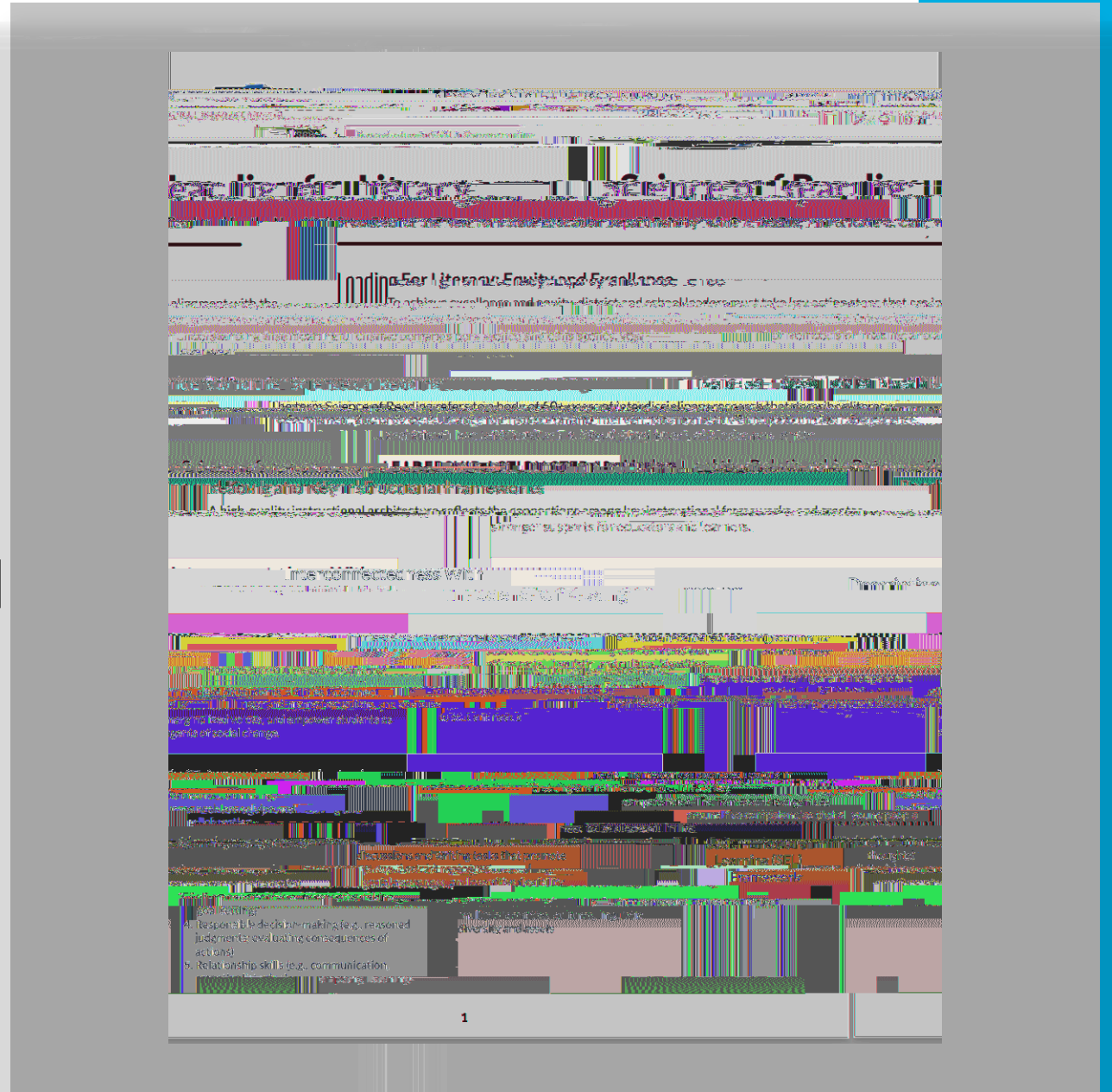
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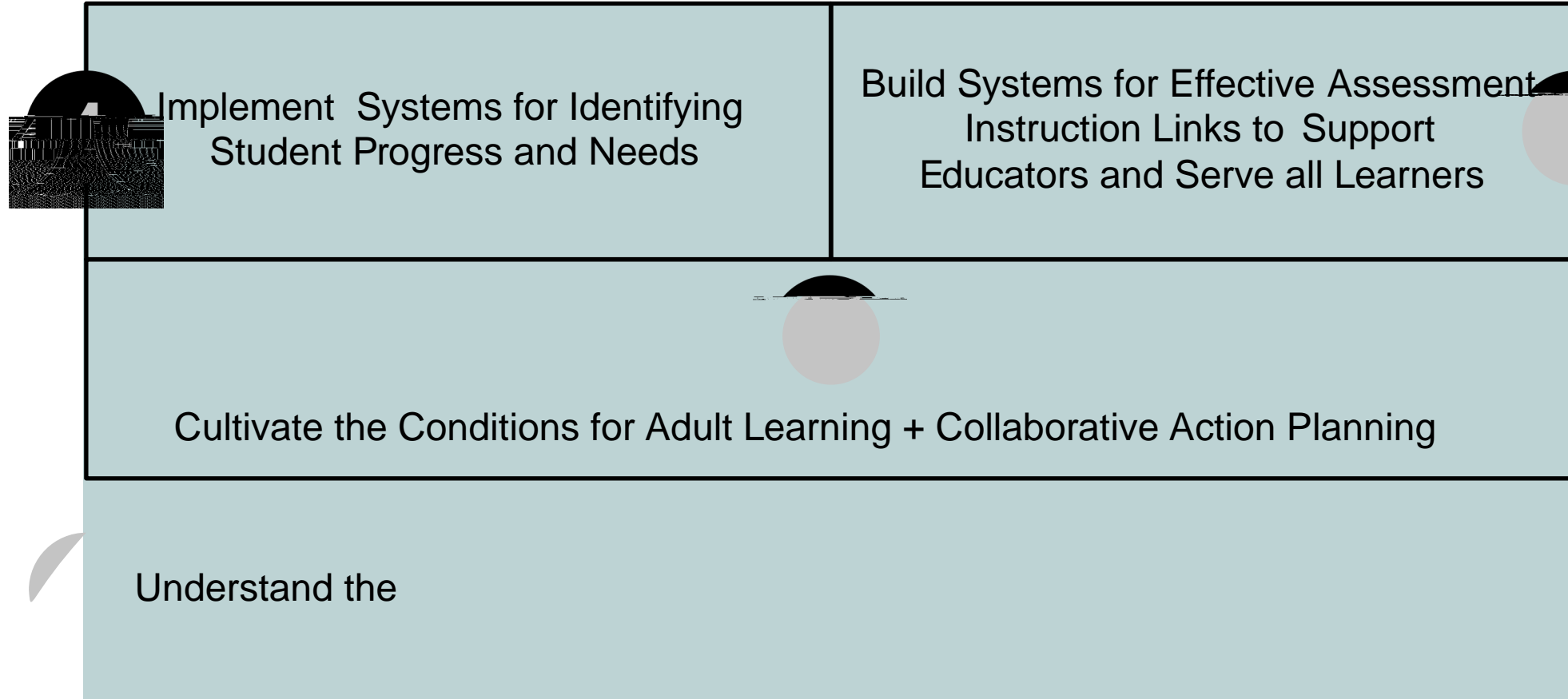
BRIEF7

The Science of Reading: Leadership Strategies



BRIEF 7

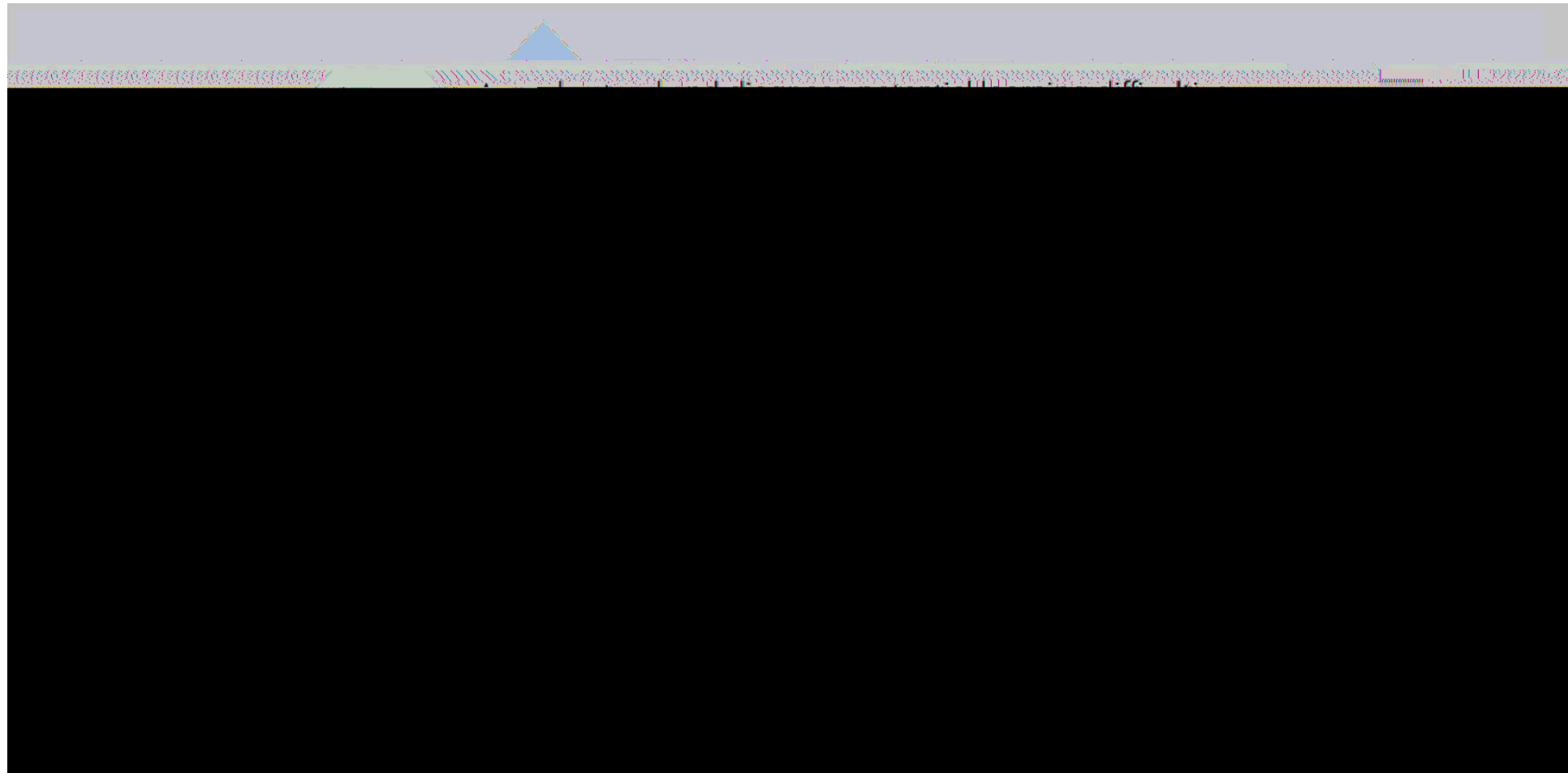
The Science of Reading: Leadership Strategies + Systems



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

Assessment for a Universal and Targeted Approach



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

Assessment-Instruction Links for a Universal and Targeted Approach

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BRIEF 7

The Science of Reading: Leadership Strategies+ Systems

SMALL NUMBERS MATTER

Today's students need a strong foundation in reading skills to succeed in school and in life. This brief explores the science of reading and provides leadership strategies and systems to ensure that all students have access to high-quality reading instruction.

