

NYS PreK-3 Literacy Instructional Best Practices and Collaborative Literacy

“Per Education Law 818, on or before September 1, 2025, every school district in New York State shall verify to the commissioner that their curriculum and instructional practices in the subject of reading in prekindergarten through grade 3 align with all of the elements of the instructional best practices provided by the Commissioner pursuant to this section as outlined in the P-3 Literacy Instructional Best Practices Guide.”

The Collaborative Literacy suite for grades K–2 is made up of two modular programs that foster students’ ongoing development as readers, writers, and caring members of the classroom community. The Being a Reader™ program focuses on teaching the skills and strategies the students need to learn how to read and to comprehend what they read. The Being a Writer™ program develops students’ capacity to write in a variety of genres. Students use the writing process to generate and develop their ideas as well as learn the grammar and conventions that are needed to become proficient writers. Both programs lay the foundation for students to develop a love of reading and writing.

Collaborative Literacy focuses on the whole child by integrating evidence-based instructional practices that support student learning into the instructional design of the program. These instructional practices include: intentionally devoting time to building relationships; blending social development and academic instruction; embedding culturally and linguistically responsive approaches into the instruction and teacher support; attending to the needs of individual students; and supporting students by making connections between what they already know and what they are learning (Cantor et al. 2020, Darling-Hammond et al. 2020, Osher et al. 2020). The instruction in the Collaborative Literacy weaves each of these practices into daily lessons to help teachers create equitable and inclusive learning environments.

The Big Six Literacy Pillars	NYS Prekindergarten – 3 rd Grade Literacy Instructional Best Practices	Grades
Phonemic Awareness	<ul style="list-style-type: none"> • Develop awareness of the segments of sound in speech <ul style="list-style-type: none"> ○ Grades K-1: Small-group Reading: Sets 1-5 ○ Kindergarten: Shared Reading: Units 1-6 ○ Grade 1: Shared Reading: U1, U2, U4, U5 • Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. <ul style="list-style-type: none"> ○ Grades K-1: Small-group Reading: Sets 1-6 	<ul style="list-style-type: none"> • PreK-1 • K-1
Phonics	<ul style="list-style-type: none"> • Teach students letter-sound relations <ul style="list-style-type: none"> ○ Kindergarten: Whole Class Reading, Units 1-2, 6-7 ○ Grades K-1: Small Group Sets 1-5 ○ Grades 2-3: Word Study • Introduce letters (graphemes) with the sounds (phonemes) they make <ul style="list-style-type: none"> ○ Grades K-1: Small-group Reading: Sets 1-5 ○ Kindergarten: Whole Class Reading, Unit 1 • Provide opportunities to practice letter identification and sounds <ul style="list-style-type: none"> ○ Kindergarten: Whole Class Reading, Units 1-2, 6-7 ○ Grades K-1: Small Group Sets 1-5 ○ Grades K-1: Independent Work Activities 	<ul style="list-style-type: none"> • PreK-3 • PreK • PreK

	<ul style="list-style-type: none"> ○ Grades K-1: Handwriting, Units 1-7 ● Use word-building and other activities to link students’ knowledge of letter- sound relationships with phonemic awareness <ul style="list-style-type: none"> ○ Grades K-1: Small Group Sets 1-6 ○ Grades K-1: Independent Work Activities ● Develop an awareness of segments of sounds in speech and how they correspond to letters <ul style="list-style-type: none"> ○ Grades K-1: Shared Reading ○ Grades K-1: Small Group Sets 1-5 ○ Grades K-1: Independent Work Activities ● Teach students to decode words, analyze word parts and write and recognize words <ul style="list-style-type: none"> ○ Grades K-1: Shared Reading ○ Grades K-1: Small Group Sets 1-5 ○ Grades 2-3: Word Study ● Teach students to blend letter sounds and sound-spelling patterns <ul style="list-style-type: none"> ○ Grades K-1: Small Group Sets 1-5 ○ Grades 2-3: Word Study ● Teach common sound-spelling patterns <ul style="list-style-type: none"> ○ Grades K-1: Small Group Sets 1-5 ○ Grades 2-3: Word Study ● Teach students to recognize common word parts. <ul style="list-style-type: none"> ○ Grades K-1: Small Group Sets 1-5 ○ Grades 2-3: Word Study 	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Grades K-3: Vocabulary Instruction (K begins in Unit 2) ● Introduce words and their meanings <ul style="list-style-type: none"> ○ Grades K-3: Whole Class Reading and Vocabulary Instruction ● Engage students in activities to enhance vocabulary and language skills <ul style="list-style-type: none"> ○ Grades K-3: Vocabulary Instruction (K begins in Unit 2) ● Teach vocabulary in the context of other reading activities <ul style="list-style-type: none"> ○ Grades K-3: Vocabulary Instruction (K begins in Unit 2) ○ Grades K-3: Vocabulary – Word learning strategies taught directly <ul style="list-style-type: none"> ▪ Applied in Individualized Daily Reading ○ Grades 2-3: Word Study ● Facilitate activities that actively engage students in the development of their vocabulary and language skills <ul style="list-style-type: none"> ○ Grades K-3: Whole-group Reading, Shared Reading, and Small Group Reading: Use of Cooperative Structures and Oral Rehearsal ○ Grades K-3: Vocabulary Instruction ○ Grades 2-3: Word Study ● Teach students academic language skills, including the use of inferential language, and vocabulary knowledge <ul style="list-style-type: none"> ○ Grades K-3: Whole Class Reading ○ Grades 1-3: Small-group Reading Sets 7-12 	<ul style="list-style-type: none"> ● PreK-3 ● PreK-3 ● PreK-3 ● PreK-3 ● K-1 ● 2-3
Fluency	<ul style="list-style-type: none"> ● Model fluent reading on a daily basis <ul style="list-style-type: none"> ○ Grades K-3: Whole Group Reading Lessons ○ Grades K-1: Shared Reading Lessons ● Provide daily opportunities for students to practice reading fluency <ul style="list-style-type: none"> ○ K-1: Shared Reading (Choral and Echo Reading) ○ Small Group Reading Sets 1-6 ○ Individualized Daily Reading ○ Independent Work Activities ● Model fluent reading for students by reading with expression, gestures and facial 	<ul style="list-style-type: none"> ● PreK-3 ● PreK-3 ● PreK

	<ul style="list-style-type: none"> expressions, and intonation in voice <ul style="list-style-type: none"> ○ Grades K-1: Shared Reading ● 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"> ○ Grades K-1: Shared Reading ○ Small Group Reading Sets 1-6 	<ul style="list-style-type: none"> ● K-3
Comprehension	<ul style="list-style-type: none"> ● Teach students to activate background knowledge prior to reading <ul style="list-style-type: none"> ○ Grades K-3: Whole Group Reading ○ Grades K-2: Small Group Reading Sets 1-12 ○ Grade 3: Book Clubs ● Engage in high-quality shared book reading and ensure students connect to texts daily <ul style="list-style-type: none"> ○ Grades K-1: Shared Reading ○ Grades K-3: Whole Group Reading ● Ask questions and engage students in conversations surrounding text daily <ul style="list-style-type: none"> ○ Grades K-1: Shared Reading ○ Grades K-3: Whole Group Reading ● Model and explicitly teach comprehension strategies. <ul style="list-style-type: none"> ○ Grades K-3: Whole Group Reading ○ Grades 1-2: Small Group Reading Sets: 7-12 	<ul style="list-style-type: none"> ● PreK-3 ● PreK-3 ● PreK-3 ● PreK-3
Oral Language	<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. <p>Oral Language</p> <ul style="list-style-type: none"> ● In Grades K-3, oral language opportunities are embedded in all reading lessons. The following are explicitly taught, reviewed, and used across lessons so that students engage in discussions and deepen their thinking. <ul style="list-style-type: none"> ○ Cooperative Structures ○ Prompts for responding ○ Prompts for continuing, extending, and deepening conversations 	<ul style="list-style-type: none"> ● PreK-3 ● PreK-3 ● PreK ● PreK ● K-3 ● K-3 ● K-3

OTHER RESOURCES YOU MAY FIND SUPPORTIVE INCLUDE: