

The Briefs Series

GOAL: To outline and broker today’s Science of Reading—the latest research on literacy development and instructional efforts—and key strategies and systems for leading literacy improvement.

SUGGESTED USE: For district, school, and grade-level teams to engage in strategic conversation and self-study to inform their continuous improvement efforts

Science of Reading: What is it?
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

KEY IDEA #1
The Science of Reading Reflects a Body of Research

The Science of Reading refers to a body of research that encompasses and synthesizes the latest research on how children develop reading and writing skills and competencies. The research also takes the principles and practices from research-based literacy instruction and applies them to the classroom.

The Science of Reading is not a single approach or method, but a large, diverse body of evidence that should be used to inform instruction and practice.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, immunology, genetics, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.

Defining Literacy for Today and Tomorrow

This ability to read, write, speak and listen as a means of education, understanding, interpretation, creation, and communication. It includes the ability to understand and use written and oral language and the ability to understand and use digital and multimedia technologies for individual, collaborative, and social learning.

Check out **SOE2023** with us at www.nysed.gov/soe2023

Science of Reading: Debunking Common Myths
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

MYTH #1
 The Science of Reading refers to one instructional approach. In fact, it is a large body of research that informs instruction and practice.

MYTH #2
 The Science of Reading is a new field. In fact, it is a well-established field that has been studied for decades.

FACTS: Effective curriculum and pedagogy approaches have been studied and validated for decades. The Science of Reading is a synthesis of this research, not a new approach. It is a body of research that informs instruction and practice. It is a well-established field that has been studied for decades.

Science of Reading: The Role of Writing
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

The Reading-Writing Relationship

Writing is a complex skill that involves many different processes. It is a skill that is developed over time and through practice. Writing is a skill that is developed over time and through practice. Writing is a skill that is developed over time and through practice.

Reading-Writing Connections

Reading and writing are closely related skills. They are both skills that are developed over time and through practice. Reading and writing are closely related skills. They are both skills that are developed over time and through practice.

Science of Reading: The PreK Years
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

The PreK Years: Laying the Literacy Foundation

The PreK years are a critical time for laying the foundation for literacy. This is a time when children are developing the skills and knowledge that will be needed for success in school and in life.

High-Impact Practices: Cultivating the “Big 6” for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Access to early, high-quality literacy instruction during the “Big 6” years (ages 3-6) is critical for laying the foundation for lifelong literacy.

Defining Literacy for Today & Tomorrow

This ability to read, write, speak and listen as a means of education, understanding, interpretation, creation, and communication. It includes the ability to understand and use written and oral language and the ability to understand and use digital and multimedia technologies for individual, collaborative, and social learning.

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Science of Reading: The Elementary Years
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

The Elementary Years: The Cornerstone of Literacy Success

The elementary years are a critical time for laying the foundation for literacy. This is a time when children are developing the skills and knowledge that will be needed for success in school and in life.

High-Impact Practices: Cultivating the “Big 6” for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Access to early, high-quality literacy instruction during the “Big 6” years (ages 3-6) is critical for laying the foundation for lifelong literacy.

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Science of Reading: The Secondary Years
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

The Secondary Years: Laying the Literacy Foundation

The secondary years are a critical time for laying the foundation for literacy. This is a time when children are developing the skills and knowledge that will be needed for success in school and in life.

High-Impact Practices: Cultivating the “Big 6” for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Access to early, high-quality literacy instruction during the “Big 6” years (ages 3-6) is critical for laying the foundation for lifelong literacy.

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Science of Reading: Leading for Literacy
 Produced for the New York State Education Department by Heidi K. Louisa, PhD & Kati C. Carr, MEd.

Leading for Literacy: Equity and Excellence

Leading for literacy is about ensuring that all students have the opportunity to succeed. It is about ensuring that all students have the opportunity to succeed. It is about ensuring that all students have the opportunity to succeed.

LEADING FOR LITERACY: EQUITY AND EXCELLENCE

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Context for the Briefs Series

NEW YORK STATE EDUCATION DEPARTMENT
 Knowledge • Skills • Opportunity

NEW YORK STATE LITERACY INITIATIVE
 BRIEF 1 OF 7

Science of Reading: What is it?

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

KEY IDEA #1
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The Science of Reading is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.



Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

Check out NYSED's Briefs on Advanced Literacies!

NEW YORK STATE EDUCATION DEPARTMENT
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NEW YORK STATE LITERACY INITIATIVE
 BRIEF 2 OF 7

Science of Reading: Debunking Common Myths

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

MYTH #1
 The Science of Reading refers to a single approach or entity.

MYTH #2
 The Science of Reading is not a single approach or entity.

MYTH #3
 The Science of Reading is not a single approach or entity.

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NEW YORK STATE LITERACY INITIATIVE
 BRIEF 3 OF 7

Science of Reading: The Role of Writing

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

The Reading-Writing Relationship

Reading-Writing Connections



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NEW YORK STATE LITERACY INITIATIVE
 BRIEF 4 OF 7

Science of Reading: The PreK Years

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

Key Words: Learning the Literacy

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Learning Literacy

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 BRIEF 5 OF 7

Science of Reading: The Elementary Years

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

The Elementary Years: The Connections of Literacy

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Learning Literacy

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NEW YORK STATE LITERACY INITIATIVE
 BRIEF 6 OF 7

Science of Reading: The Secondary Years

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

The Secondary Years (7-12): Literacy for All

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Learning Literacy

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NEW YORK STATE LITERACY INITIATIVE
 BRIEF 7 OF 7

Science of Reading: Leading for Literacy

Produced for the New York State Education Department by Novik K, Lesaux, PhD & Kelle C, Carl, M.Ed.

Leading for Literacy: Goals and Evidence

LEADERSHIP ACTION STEP #1: Understand the "Science of Reading"

LEADERSHIP ACTION STEP #2: Understand the Relationship Between the Science of Reading and Key Instructional Frameworks

Instructional Framework	Description	Instructional Frameworks Within the Science of Reading
Common Core State Standards for English Language Arts
Next Generation Science Standards
Mathematical Practices
21st Century Skills

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era

**WHAT IT
MEANS TO BE
“LITERATE” IS
EXPANDING
AND
EVOLVING**

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

Changing demands of
workforce participation due
to technological
advancements

advanced literacy skills • critical thinking and problem-solving skills • global and cultural knowledge • social-emotional competencies

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era

Large-Scale Analysis of U.S. Job Descriptions

Oral and Written
Communication Skills

Collaboration Skills

Problem Solving Skills

Rios et al., 2020

*EdWeek Survey of What Top Executives
Want from Today's K-12 Students*

Develop + Refine Skills to
Communicate Clearly, w/
Intention
(work, client, and personal relationships)

Presentation Skills

Effective Writing

Lieberman, 2021

Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era

**THE
EDUCATIONAL
LANDSCAPE IS
ALSO
EVOLVING**

Increasing student diversity
and student needs
(universal design is crucial: schools are
a major site for prevention and
intervention work)

Ever-expanding research
base and research-based
tools to inform the work

The Briefs Series: An Overview

New York State Education Department
NEW YORK STATE LITERACY INITIATIVE
 BRIEF 1 OF 7

Science of Reading: What is it?

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KEY IDEA #1
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The Science of Reading refers to a body of research—50+ years of interdisciplinary research that documents how children develop reading and writing skills and competencies. This research also features the principles and practices for research-based instructional design and opportunities to learn.

The Science of Reading is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.



Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

Check out NYSED's Briefs on Advanced Literacies!

Science of Reading: Debunking Common Myths

MYTH #1
 The Science of Reading refers to one instructional approach, i.e. it is a single program or curriculum.

MYTH #2
 The Science of Reading is a new concept that is only relevant to reading instruction.

MYTH #3
 The Science of Reading is a new concept that is only relevant to reading instruction.

Science of Reading: The Role of Writing

The Reading-Writing Relationship

Reading-Writing Connections



Science of Reading: The PreK Years

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Lifelong Literacy

Science of Reading: The Elementary Years

The Elementary Years: The Components of Literacy

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Lifelong Literacy

Science of Reading: The Secondary Years

The Secondary Years (7-12): Literacy for All

Defining Literacy for Today + Tomorrow

High Impact Practices: Cultivating the "Big 4" for Lifelong Literacy

Science of Reading: Leading for Literacy

Leading for Literacy: Goals and Evidence

LEADERSHIP ACTION STEP #1: Understand the "Science of Reading"

LEADERSHIP ACTION STEP #2: Understand the Relationship Between the Science of Reading and Key Instructional Frameworks

Instructional Framework	Description	Alignment with the Science of Reading
Curriculum, Assessment, and Instruction Framework	Focus on evidence-based practices that are aligned with the Science of Reading research.	Alignment with the Science of Reading research.
Next Generation Learning Standards	Standards that are aligned with the Science of Reading research.	Alignment with the Science of Reading research.

The Science of Reading: A Briefs Series

Part of the New York State Literacy Initiative

Understanding the Science
of Reading

The Science of Reading: Key Ideas and Myths
Briefs 1+2

The Reading-Writing Relationship
Brief 3

The Science of Reading in Today's Schools and Classrooms

PreK Years
Brief 4

Elementary Years
Brief 5

Secondary Years
Brief 6

Implementing the Science
of Reading

The Science of Reading: Leadership Strategies and Systems
Leading for Literacy
Brief 7

The Science of Reading: A Brief Series

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Throughline 1: Developing the “Big 6” through High-Impact Practices

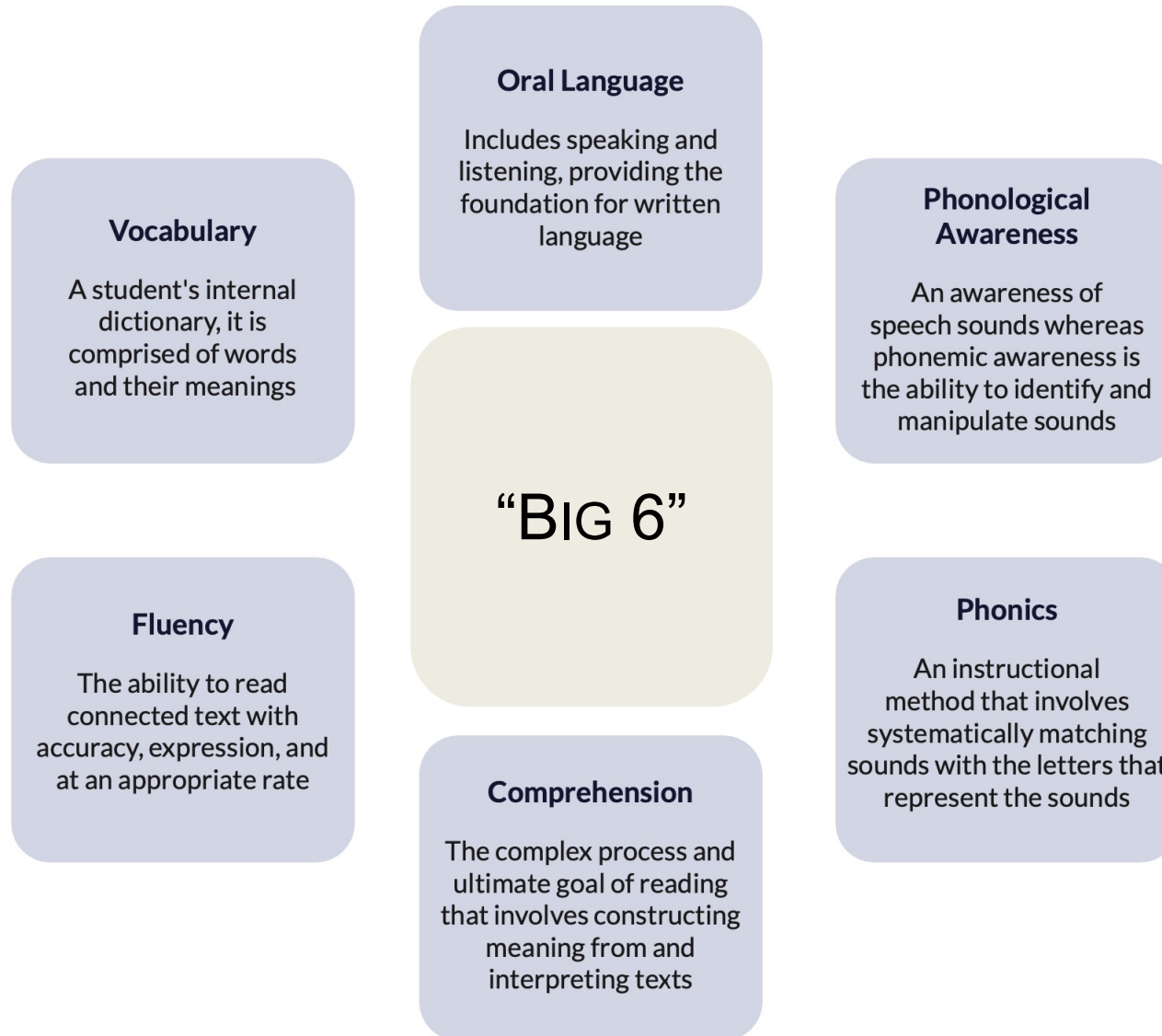


Throughline 2: School and Classroom Structures and Processes to Ensure Access for All



THROUGHLINE 1

Developing the "Big 6" through High-Impact Practices



THROUGHLINE 1

Developing the Big 6 through High-Impact Practices

HIGH-IMPACT PRACTICES

Text-Based Discussions
and Writing
Opportunities

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

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

Fostering
Understanding of Print
Conventions, Features,
and Functions

Collaborative and
Culminating Projects,
Performances, and
Celebrations

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
and Consolidation

Protocols and
Routines for
Collaborative and
Independent Study

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School and Classroom Structures and Processes to Ensure Access for All

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Purposeful Play for
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and Consolidation

Protocols and
Routines for
Collaborative and
Independent Study

Spotlight: Principles of Universal Design for Learning

- presenting information and content in different modalities
- ensuring multiple means of engagement and representation
- using supportive digital learning tools and flexible class spaces to promote choice and investment

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.

BRIEFS 1+2

The Science of Reading: What is it?

The Science of Reading: Debunking Common Myths

 New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 1 OF 7

Science of Reading: What is it?

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

KEY IDEA #1
The Science of Reading Reflects a Body of Research

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[\(Check out NYSED's Briefs on Advanced Literacies.\)](#)

1

 New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 2 OF 7

Science of Reading: Debunking Common Myths

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

Recent years have brought growing focus on



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MYTH #2

The Science of Reading signals that reading instruction should focus on teaching skills in isolation.

FACT: Effective curriculum and pedagogical approaches match goals and target skills with the appropriate instructional strategies, ranging from isolated practice to integrated application. This daily work is always in service of the ultimate goal: to develop learners' skills and competencies that support higher-order thinking and knowledge building.

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

Students need direct, explicit + inquiry-based, collaborative learning opportunities

Effective literacy instruction builds social-emotional skills + is culturally responsive

BRIEF 2.

The Science of Reading: Debunking Common Myths

Guiding Question

What are the key myths associated with Science of Reading to understand and address?

Organization

- Defining Science of Reading
- 4 Key Myths about the Science of Reading
- Reflect + Analyze: Strategic Questions for Teams

Core Content

There are 4 myths for leaders and educators to understand and address

SoR is not about any one instructional approach or priority

SoR informs a comprehensive approach, PreK to Secondary

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

Students need direct, explicit + inquiry-based, collaborative learning opportunities

Effective literacy instruction builds social-emotional skills + is culturally responsive

BRIEF 1

The Science of Reading: What is it?

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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. This Science of Reading should inform instruction from early childhood through adolescence, for all populations.
3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.

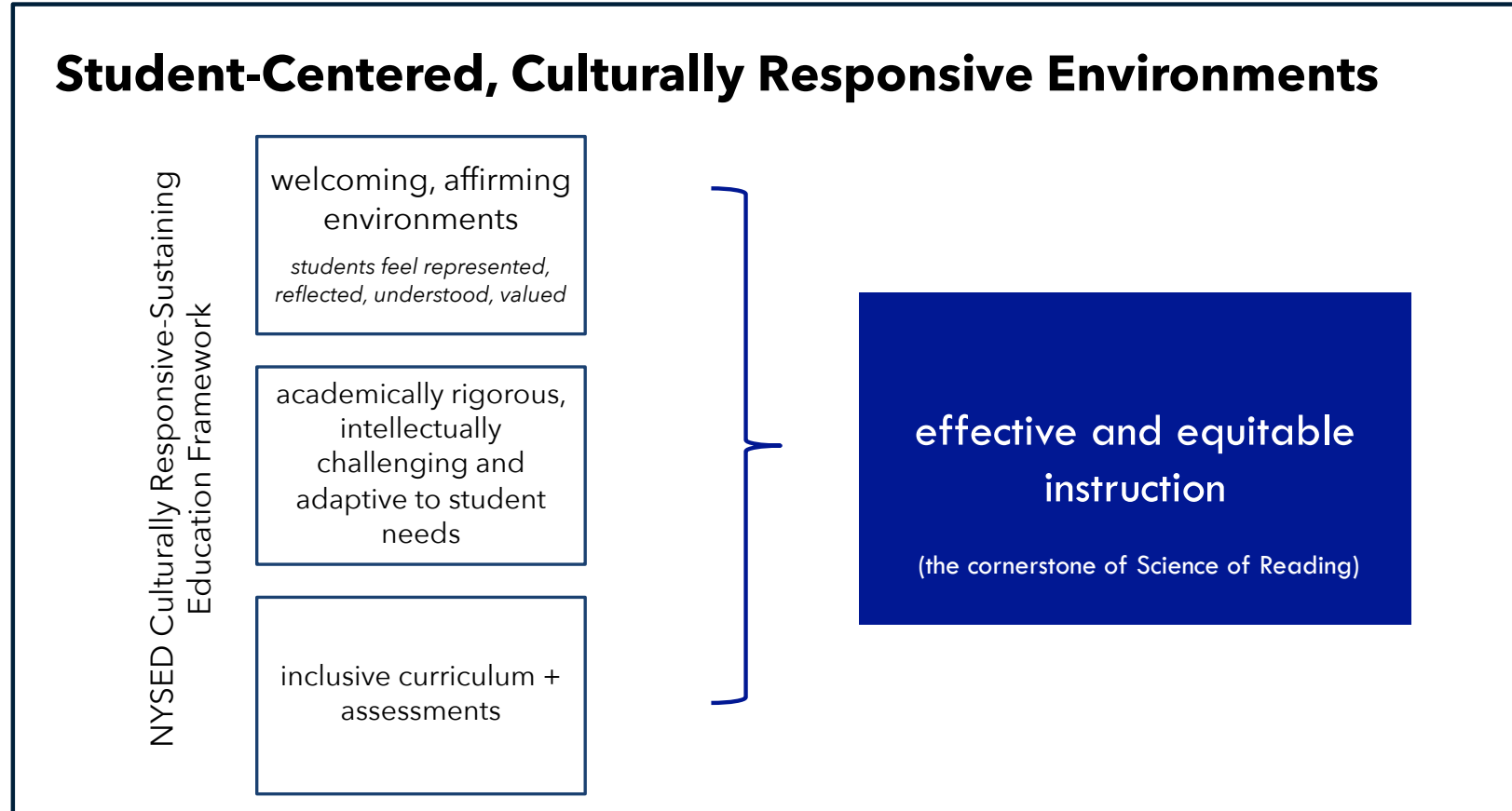
BRIEF 1

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 literacy instruction that develops the "Big 6" Skills and Competencies.
4. The Science of Reading emphasizes and reflects the importance of fostering a culturally responsive teaching environment.

BRIEF 1

The Science of Reading: What is it?



BRIEF 1

The Science of Reading: What is it?

1. The term Science of Reading reflects a body of research.
2. This Science of Reading informs instruction from early childhood through adolescence, for all populations.
3. The Science of Reading highlights the importance of structured literacy instruction that develops the “Big 6” Skills and Competencies.
4. The “Science of Reading” emphasizes and reflects the importance of fostering a culturally responsive teaching environment.
5. The Science of Reading Suggests Key Instructional Approaches to Build Literacy Skills—Many of Which Also Cultivate Learners’ Social-Emotional Skills.

BRIEF 1

The Science of Reading: What is it?

What is Social and Emotional Learning?



Jones et al., 2021

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

- Engagement with rich texts provides a platform for interactions and discussions that **promote perspective taking and abstract reasoning.**
- Learning cycles and thinking and talking routines focus ideas and encourage **collaborative problem solving.**
- for more see NYSED Social Emotional Learning Framework

BRIEF 2.

The Science of Reading: Debunking Common Myths

MYTHS

SoR = one instructional approach, i.e., program or curriculum

SoR = teach specific skills only in isolation

SoR = phonics and decoding

SoR and culturally responsive teaching are distinct approaches



FACTS

SoR = a term that references 50+ years of research to guide instruction

SoR = different skills need different approaches; coordination and cohesion

SoR = explicit, intensive phonics and decoding + language and comprehension

SoR = student-centered, culturally responsive classrooms + rigor and high expectations

In the Briefs: Reflect, Analyze, Discuss

1

Which of the five key ideas resonates with you the most and why?

2

Which myths challenged your thinking about the Science of Reading? Discuss whether these misconceptions are present in your work.

3

Describe the relationship between the Science of Reading and Culturally Responsive-Sustaining Education.

Describe strategies for integrating literacy and social-emotional learning in the classroom.

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Part of the New York State Literacy Initiative

Understanding the Science
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The Science of Reading: Key Ideas and Myths
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BRIEF 3

The Science of Reading: The Role of Writing

Science of Reading: The Role of Writing

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The Reading-Writing Relationship

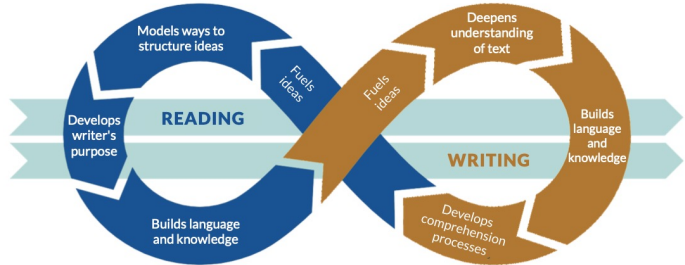
Creating effective literacy-learning opportunities and environments requires a clear understanding of the integral role that writing plays in building students' literacy skills—and an understanding of the reciprocal nature of the reading-writing relationship.

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 author's craft improves, as does their capacity to engage with text in meaningful ways. And the reverse is also very true! The more our students read, the stronger their writing—and they are on the path to developing literacy skills for life.

The New York State Next Generation English Language Arts Learning Standards outline Lifelong Practices of Readers and Writers (p. 8). Investigate the patterns and behaviors that shape a sustained and enriching engagement with literacy throughout a lifetime.

Reading-Writing Connections

Reading fuels the writer with ideas, language, and ways to structure and illuminate the written piece's purpose. And writing promotes a deeper understanding of any text, further building language (home language and English for ELLs), knowledge, and communication skills.



BRIEF 3

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

Reading and writing have a reciprocal relationship; reading fuels writing skills and writing promotes reading skills.

Developing strong literacy skills involves writing about what is read to promote deeper understanding

Reading fuels the writer with ideas, language and ways to structure for purpose.

Each content area has its own style, structure, and format for writing products.

Key Take-Aways

Rich, content-based literacy instruction supports students to write about what they read, and craft different types of writing products.

Students need practice consolidating knowledge, developing ideas and language through written work.

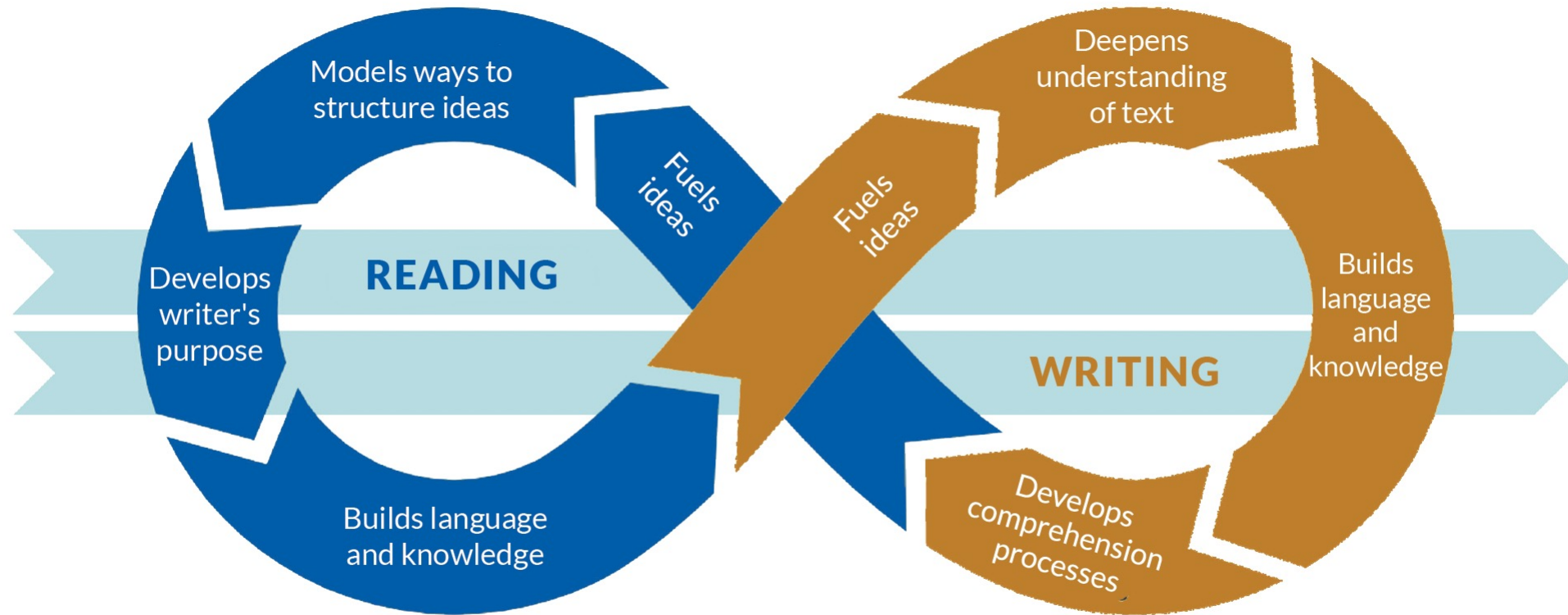
Students need practice crafting writing products to match purpose, audience, and content area conventions.

Reading-writing work is a key lever for developing the "Big 6" skills

BRIEF 3

The Science of Reading: The Role of Writing

SPOTLIGHT: RECIPROCITY TO DEVELOP READERS + WRITERS

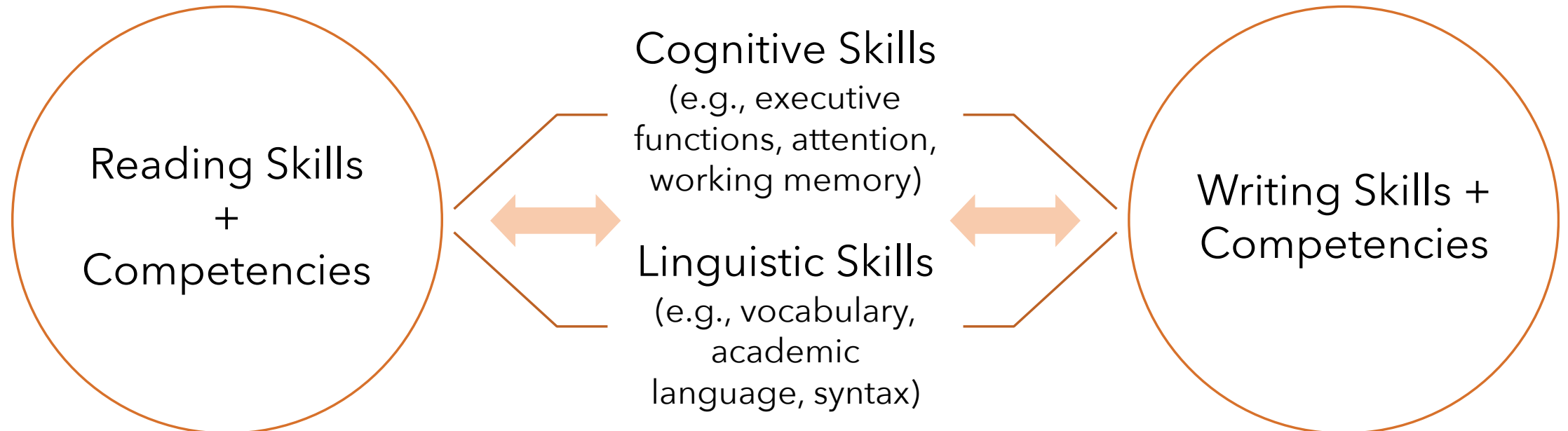


active construction of meaning • interactions with text • development and activation of conceptual and background knowledge (or "schema") • development of the "Big 6" skills and competencies

BRIEF 3

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.

BRIEF 3

The Science of Reading: The Role of Writing



Their effective implementation demands ample opportunities for student writing, w/ reading-writing connections.

High-Impact Practices

Sample Writing Tasks and Products

Collaborative and Culminating Projects, Performances, and Celebrations

planning documents, scripts, lines + dialogue, schedules, research organizers, signs + posters, self-reflections, writing for a specific purpose + audience

Text-Based Discussions and Writing Opportunities

graphic organizers, engagement in multiple stages of the writing process, written responses to text-based discussion prompts + questions, book reports, author reviews, theme analysis, topic-based research work

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

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

Fostering Understanding of Print Conventions, Features, and Functions

phonics and morphological work and games, opportunities for spelling practices and quizzes, interactive word walls, text annotation that identifies text features, explicit instruction in syntax + grammar

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?

The Science of Reading: A Briefs Series

Part of the New York State Literacy Initiative

Understanding the Science
of Reading

The Science of Reading: Key Ideas and Myths
Briefs 1+2

The Reading-Writing Relationship
Brief 3

The Science of Reading in Today's Schools and Classrooms

PreK Years
Brief 4

Elementary Years
Brief 5

Secondary Years
Brief 6

Implementing the Science
of Reading

The Science of Reading: Leadership Strategies and Systems
Leading for Literacy
Brief 7

BRIEF 4, 5, 6

The Science of Reading: PreK, Elementary, Secondary

NYS ED New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 4 OF 7

Science of Reading: The PreK Years

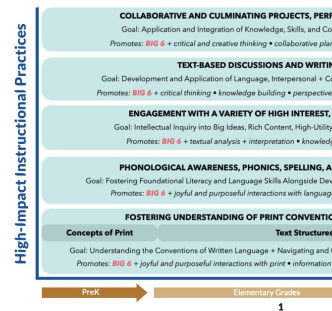
Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The PreK Years: Laying The Literacy Foundation

The Science of Reading underscores the vital role the PreK years play in lifelong literacy. At this stage, children are building their foundational pre-literacy skills, critical thinking, social-emotional skills and their identities—all of which support their literacy learning in the primary grades.

High-Impact Practices: Cultivating the "Big 6" for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Across these early years, these high-impact practices develop the "Big 6" in literacy-learning environments that are rigorous, authentic and culturally responsive, laying the foundation for lifelong literacy.



NYS ED New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 5 OF 7

Science of Reading: The Elementary Years

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The Elementary Years: The Cornerstone Of Literacy Success

Developing strong literacy skills in the elementary years (K-6) is crucial for setting students on a path towards academic success. The bedrock of this phase is explicit, cumulative instruction that intensifies each year. In promoting literacy, a knowledge-building approach to thinking, social-emotional skills and competency development. In this phase, students engage in learning to develop automatic and accurate word reading skills and develop skills, knowledge, and strategies to read text ("read to learn").

High-Impact Practices: Cultivating Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Across these early years, these high-impact practices develop the "Big 6" in literacy-learning environments that are rigorous, authentic and culturally responsive, laying the foundation for lifelong literacy.



Defining Literacy for Today + Tomorrow

NYS ED New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE LITERACY INITIATIVE
BRIEF 6 OF 7

Science of Reading: The Secondary Years

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The Secondary Years (7-12): Literacy For Ideas And Identities

During the secondary years, students embark on a journey of self-discovery, ideally engaging in collaborative and individual learning experiences that shape them as both scholars and citizens. Literacy learning continues along the same continuum, but now there needs to be a focus on purpose-driven integration of information across sources. This phase emphasizes the development of strong oral and written communication skills, which showcase students' content mastery, ability to grasp abstract concepts, and a capacity to articulate insights that are uniquely their own—all fueling their cognitive and social development, including perspective taking, and therefore their academic and personal growth.

High-Impact Practices: Cultivating the "Big 6" for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Across these early years, these high-impact practices develop the "Big 6" in literacy-learning environments that are rigorous, authentic and culturally responsive, laying the foundation for lifelong literacy.



Defining Literacy for Today + Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

(See NYSED's Briefs on Advanced Literacies)

The Science of Reading: A Brief Series

Part of the New York State Literacy Initiative

Throughline 1: Developing the “Big 6” through High-Impact Practices

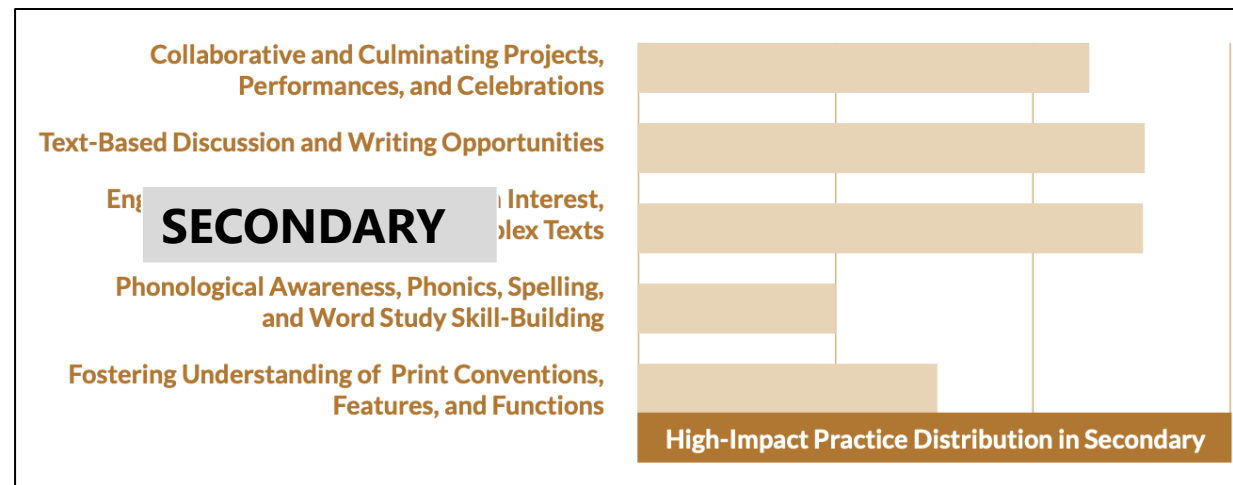
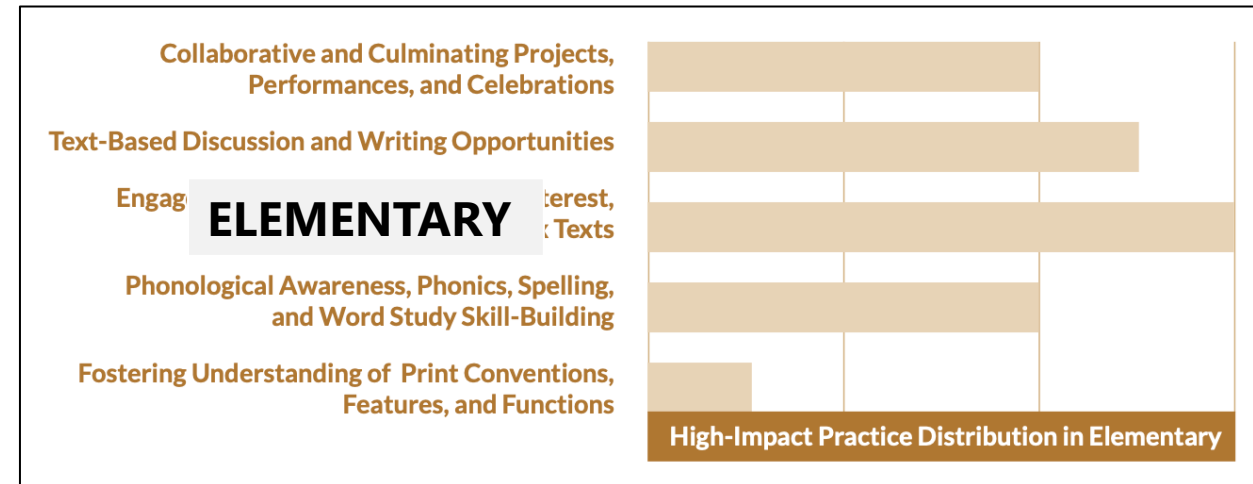
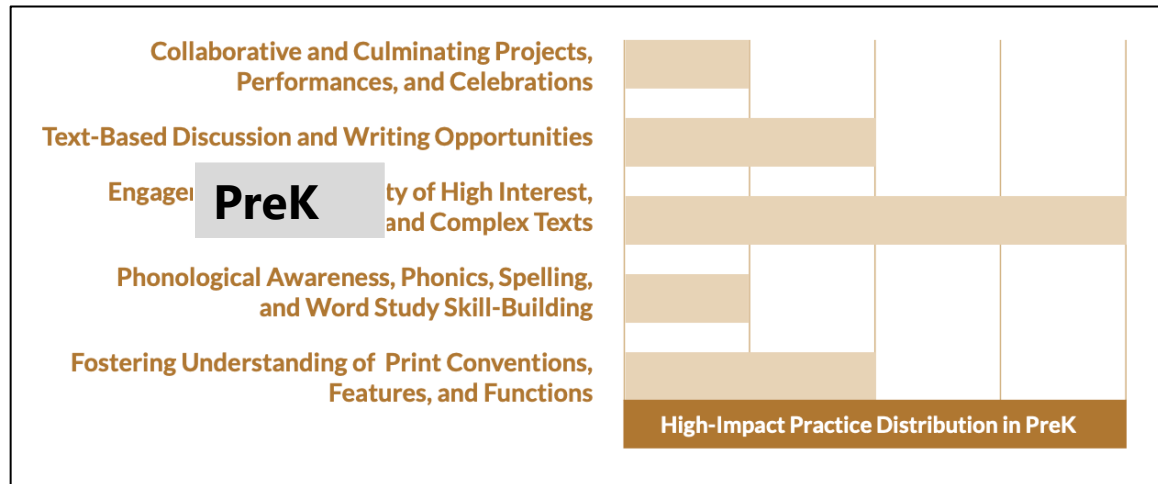


Throughline 2: School and Classroom Structures and Processes to Ensure Access for All



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?



interactive read-alouds with books – and learners are having conversations and writing about what they’ve read



learners are having conversations about why we read books, why people write them, and how they work

they are learning a text brings ideas and information



learners are holding books to “read” to others and following the words with their fingers



songs, chants, and structured activities are used to expose learners to the relationship between letters (graphemes) and their sounds (phonemes)



learners plan and work together, express themselves, and showcase their thoughts and ideas in a project, performance or celebration

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

BRIEF 5

The Science of Reading: The Elementary Years

Science of Reading: The Elementary Years

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The Elementary Years: The Cornerstone Of Literacy Success

Developing strong literacy skills in the elementary years (K-6) is crucial for setting students on a path towards academic and personal success. The bedrock of this phase is explicit, cumulative, knowledge-building instruction that intensifies each year. In addition to promoting literacy, a knowledge-building approach cultivates critical thinking, social-emotional skills and competencies, and identity development. In this phase, students engage in a dual process: they develop automatic and accurate word reading skills (“crack the code”) and develop skills, knowledge, and strategies to make meaning from text (“read to learn”).

High-Impact Practices: Cultivating the “Big 6” for Lifelong Literacy

Reading, writing, and communication skills develop from early childhood through adolescence. Across these early years, these high-impact practices develop the “Big 6” in literacy-learning environments that are rigorous, authentic and culturally responsive, laying the foundation for lifelong literacy.

Defining Literacy for Today + Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

(See NYSED’s Briefs on Advanced Literacies)

High-Impact Instructional Practices

COLLABORATIVE AND CULMINATING PROJECTS, PERFORMANCES, AND CELEBRATIONS

Goal: Application and Integration of Knowledge, Skills, and Competencies; Development of a Product
Promotes: **BIG 6** + critical and creative thinking • collaborative planning and problem solving • self-regulation

TEXT-BASED DISCUSSIONS AND WRITING OPPORTUNITIES

Goal: Development and Application of Language, Interpersonal + Communication Skills, and Content Knowledge
Promotes: **BIG 6** + critical thinking • knowledge building • perspective-taking • organizing, planning, editing, revising

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
Promotes: **BIG 6** + textual analysis + interpretation • knowledge building • reasoning + synthesizing

PHONOLOGICAL AWARENESS, PHONICS, SPELLING, AND WORD STUDY SKILL-BUILDING

Goal: Fostering Foundational Literacy and Language Skills Alongside Developing Essential Reading and Writing Proficiency
Promotes: **BIG 6** + joyful and purposeful interactions with language • metalinguistic skills • analytical thinking

FOSTERING UNDERSTANDING OF PRINT CONVENTIONS, FEATURES, AND FUNCTIONS

Concepts of Print **Text Structures, Patterns, and Purposes**
Goal: Understanding the Conventions of Written Language + Navigating and Comprehending Increasingly Complex and Varied Texts
Promotes: **BIG 6** + joyful and purposeful interactions with print • information processing • metacognitive skills • analytical thinking

PreK

Elementary Grades

Secondary Grades

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

BRIEF 5

The Science of Reading: The Elementary Years

WHAT DOES THIS ENVIRONMENT LOOK + FEEL LIKE?



learners engage in intensive interactive reading experiences with grade-level text; they are discussing, debating, and writing about what they've read
they are also comparing information and perspectives across sources and conducting research



daily classroom work features content-rich text sets, organized around the unit theme—and that span genres, affirm and broaden perspectives, and develop inclusive community



learners participate in activities that build metacognitive skills as they relate to text
they also participate in lessons and tasks that promote an understanding of how print works, structures, patterns and purposes.



learners engage in daily word work to master sound-symbol correspondences, develop metalinguistic skills (incl. morphology) and knowledge of word families and spelling patterns



learners plan and work together, express themselves, orally and in writing, and showcase their thoughts and ideas in an extended project, performance or celebration

SNAPSHOT: ENABLING STRUCTURES AND PROCESSES

talk + thinking routines and protocols • units with text sets with a content-rich theme • tools for writing ideation, planning, and organizing information • a systematic plan (i.e., scope and sequence) for explicit, intentional work with phonemes, graphemes and larger units (affixes, root words) • multi-modal tasks, activities, assessments • a set of concepts of print routines connected to text-based experiences • a plan for projects, celebrations and performances that ensures they consolidate and extend learning

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

BRIEF 6

The Science of Reading: The Secondary Years

Science of Reading: The Secondary Years

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The Secondary Years (7-12): Literacy For Ideas And Identities

During the secondary years, students embark on a journey of self-discovery, ideally engaging in collaborative and individual learning experiences that shape them as both scholars and citizens. Literacy learning continues along the same continuum, but now there needs to be a focus on purpose-driven integration of information across sources. This phase emphasizes the development of strong oral and written communication skills, which showcase students' content mastery, ability to grasp abstract concepts, and a capacity to articulate insights that are uniquely their own—all fueling their cognitive and social development, including perspective taking, and therefore their academic and personal growth.

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Goal: Intellectual Inquiry into Big Ideas, Rich Content, High-Utility Vocabulary, and Diversity of Perspectives
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PreK

Elementary Grades

Secondary Grades

BRIEF 6

The Science of Reading: The Secondary Years

Guiding Question

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

Organization

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

Core Content

Instruction in the secondary years emphasizes purpose-driven integration of information from various sources and the fostering of a student's ability to articulate insights and perspectives that are uniquely their own.

Learners consolidate knowledge and hone communication skills

Learners develop digital literacy skills and understand the importance of print in conveying meaning across subjects, mediums, and genres

Learners engage with diverse content, affirming and broadening perspectives

Key Take-Aways

Secondary settings prioritize the refinement of critical thinking, perspective taking, executive functions with a focus on articulate communication with peers and the broader community

Text sets and units with content-based topics and routines to promote discussion and debate

A plan for equitably integrating technology into classrooms

A dynamic and inclusive learning community where individual identities are reflected and cultivated

BRIEF 6

The Science of Reading: The Secondary Years

WHAT DOES THIS ENVIRONMENT LOOK + FEEL LIKE?



learners engage in intensive interactive reading experiences with grade-level text; they are discussing, debating, and writing about what they've read

they are also comparing information and perspectives across sources and conducting research



daily classroom work features content-rich text sets, organized around the unit theme—and that span genres, affirm and broaden perspectives, and develop inclusive community



learners apply print concepts to digital texts (e.g., articles, e-books, social media posts, online magazines)

learners explore subject-specific structures (e.g., script formatting, lab reports, scientific papers.)



learners analyze spelling patterns, morphological structures, nuanced linguistic elements (e.g., connotations)

target words are explicitly taught, w/ authentic opportunity for application



learners plan and work together, express themselves, orally and in writing, and showcase their thoughts and ideas in an extended project, performance or celebration

SNAPSHOT: ENABLING STRUCTURES AND PROCESSES

talk + thinking routines and protocols • units with text sets with a content-rich theme • tools for writing ideation, planning, and organizing information • a systematic plan for connecting word study to subject-specific vocabulary and terminology • a comprehensive plan for integrating technology use into classrooms • a scope and sequence of subject-area conventions to be taught • a plan for projects, celebrations and performances that ensures they consolidate and extend learning

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

The Science of Reading: A Briefs Series

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Implementing the Science
of Reading

The Science of Reading: Leadership Strategies and Systems
Leading for Literacy
Brief 7

BRIEF 7

The Science of Reading: Leading for Literacy

Science of Reading: Leading for Literacy

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

Leading For Literacy: Equity and Excellence

To achieve excellence and equity, district and school leaders must take key action steps that are in alignment with the Science of Reading. These action steps center on building core knowledge, creating a shared vision, collaborative data-driven decision making, and an understanding that meaningful change demands persistence and consistency, year-over-year.

LEADERSHIP ACTION STEP #1: Understand the “Science Of Reading”

The term Science of Reading refers to a body of 50+ years of interdisciplinary research that describes literacy development and provides guidance for instruction and interventions from early childhood through adolescence. See Briefs 1 and 2 for Science Of Reading Explained: Key Ideas And Myths.

LEADERSHIP ACTION STEP #2: Understand the Relationship Between the Science of Reading and Key Instructional Frameworks

A high-quality instructional architecture reflects the connections among key instructional frameworks, and creates stronger supports for educators and learners.

	Description	Interconnectedness With The Science Of Reading
Culturally- Responsive Sustaining Education Framework	The CR-SE framework helps educators create student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.	<ul style="list-style-type: none"> • Student-centered, welcoming, affirming environments • Inclusive curriculum and assessments • Learning experiences characterized by rigor and high expectations, and adaptive to student needs
Social-Emotional Learning (SEL) Framework	<p>The SEL framework supports educators in creating environments that cultivate key competencies. The framework is organized around five competencies that all young people need to be successful in life:</p> <ol style="list-style-type: none"> 1. Self-awareness (e.g., linking feelings, values, thoughts) 2. Social awareness (e.g., managing one’s emotions; stress management strategies) 3. Self-management (e.g., perspective taking, goal setting) 4. Responsible decision-making (e.g., reasoned judgments; evaluating consequences of actions) 5. Relationship skills (e.g., communication, empathy, listening) 	<ul style="list-style-type: none"> • Learning cycles, routines, and project-based tasks that focus thinking, and encourage problem solving and collaboration • Work with rich texts, text-based discussions and writing tasks that promote perspective taking, abstract reasoning, social awareness, and cognitive flexibility • Unit themes and topics that reflect multiple identities, cultures, linguistic diversity and assets

BRIEF 7

The Science of Reading: Leadership Strategies + Systems

Guiding Question

How do we lead for the Science of Reading?

Organization

- 5 Leadership Action Steps
- Case Snapshots - District, School, Classroom
- Reflect + Analyze: Strategic Questions for Teams

Core Content

Leading for literacy improvement core knowledge of SoR, adult learning, and the concepts of universal vs. targeted

Leaders need a solid understanding of the SoR and its relationship to key frameworks

Cultivating the conditions for adult learning and collaboration is paramount for literacy improvement

Leaders need to engage strategies and design systems for universal and targeted work

Key Take-Aways

Leading for literacy improvement demands research-based strategies and systems in districts, schools, and classroom

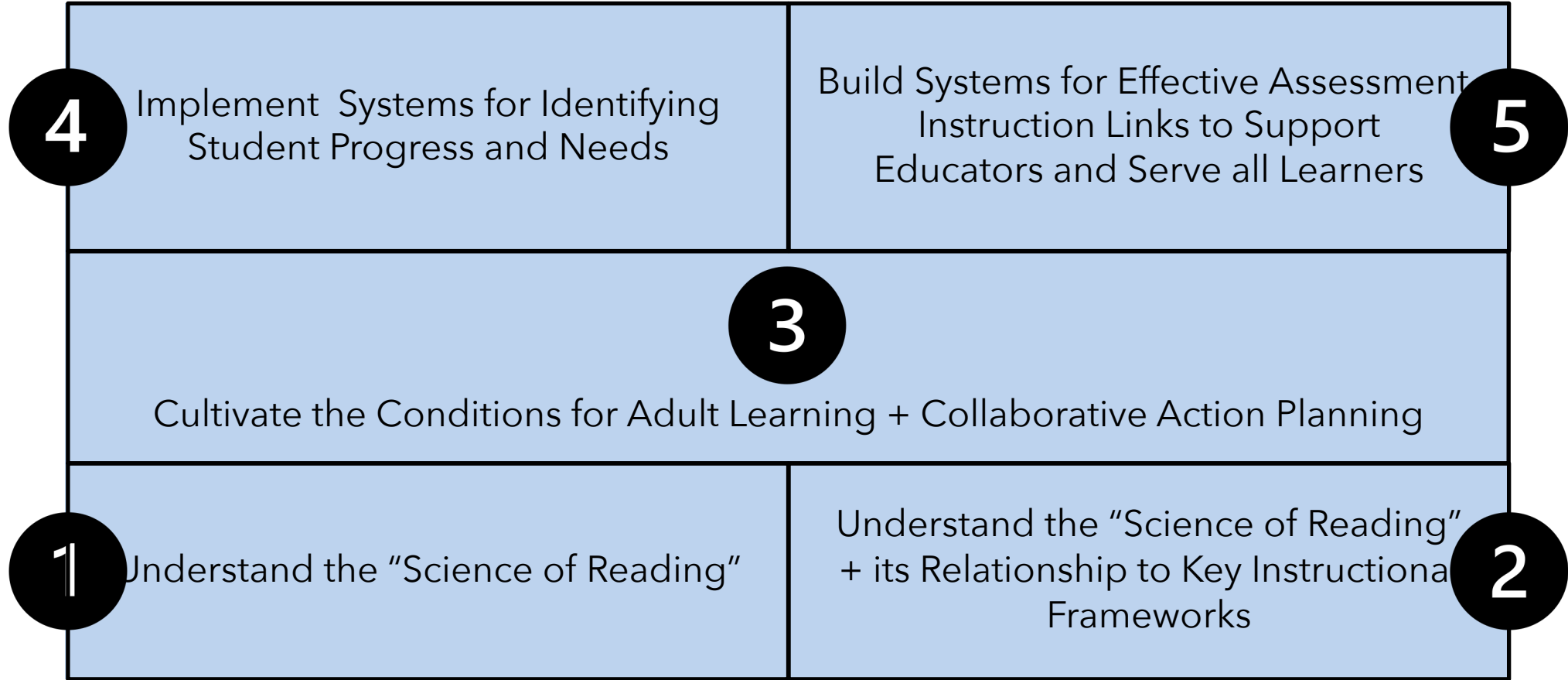
Assessment systems need to be comprehensive yet efficient

Assessment-instruction links should be clearly + transparently articulated via a decision tree

Small numbers matter a lot- funding, equity and excellence is at the level of each learner

BRIEF 7

The Science of Reading: Leadership Strategies + Systems



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

Systems + Supports

- Regular meeting time for collaboration
 - w/strategic processes + tools
- Transparent, shared data use methods and practices (all stakeholders)
- Ongoing on-site professional learning and coaching connected to strategic priorities

Culture + Conditions

- Ongoing conversations around mission, vision and beliefs
- Commitment to building educators' capacity for success
- Leaders value and honor complexity and challenge of the work; actively lead and participate in instructional work

3

Cultivate the Conditions for Adult Learning + Collaborative Action Planning

1

Understand the "Science of Reading"

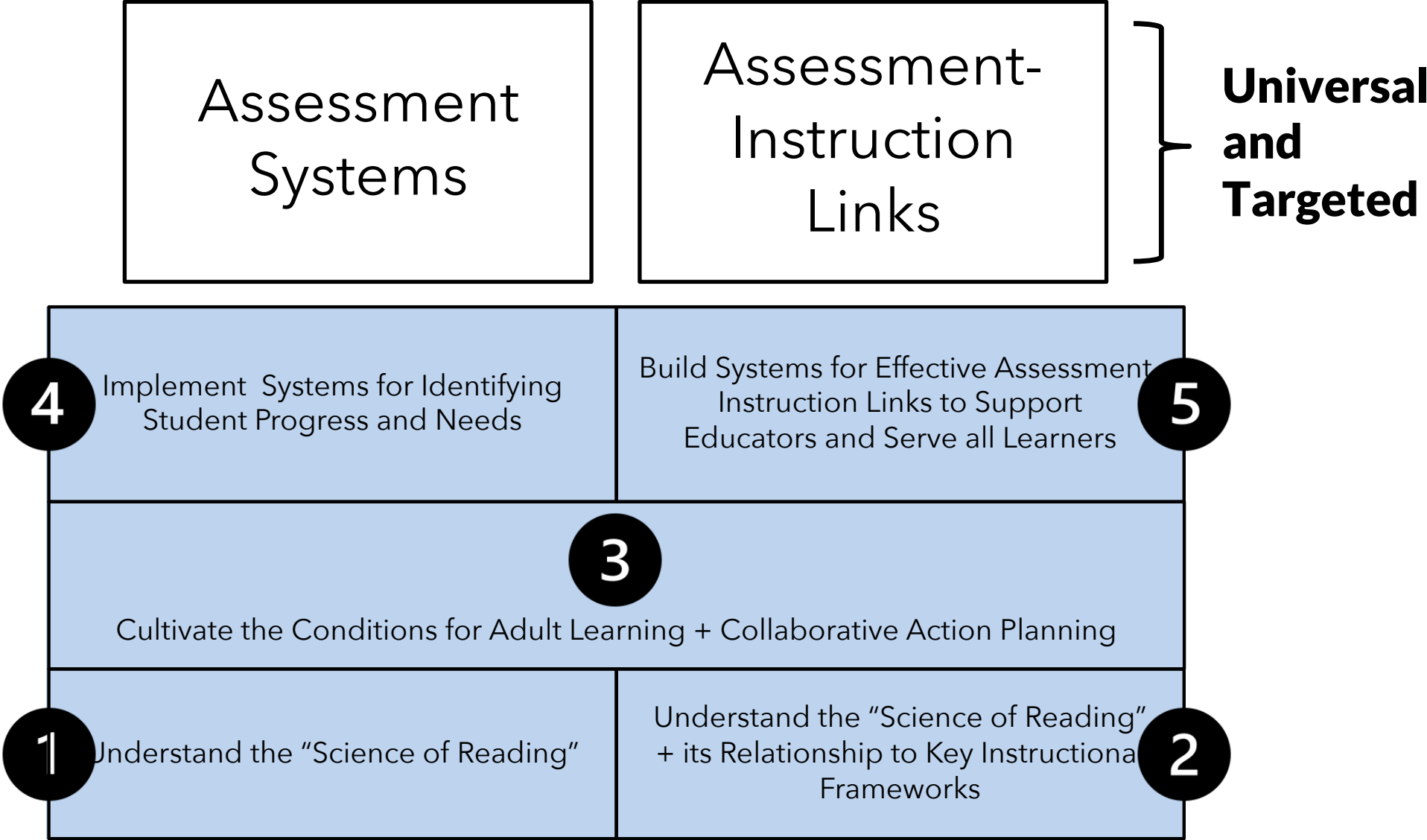
Understand the "Science of Reading"
+ its Relationship to Key Instructional
Frameworks

2

BRIEFS 1+2

BRIEF 7

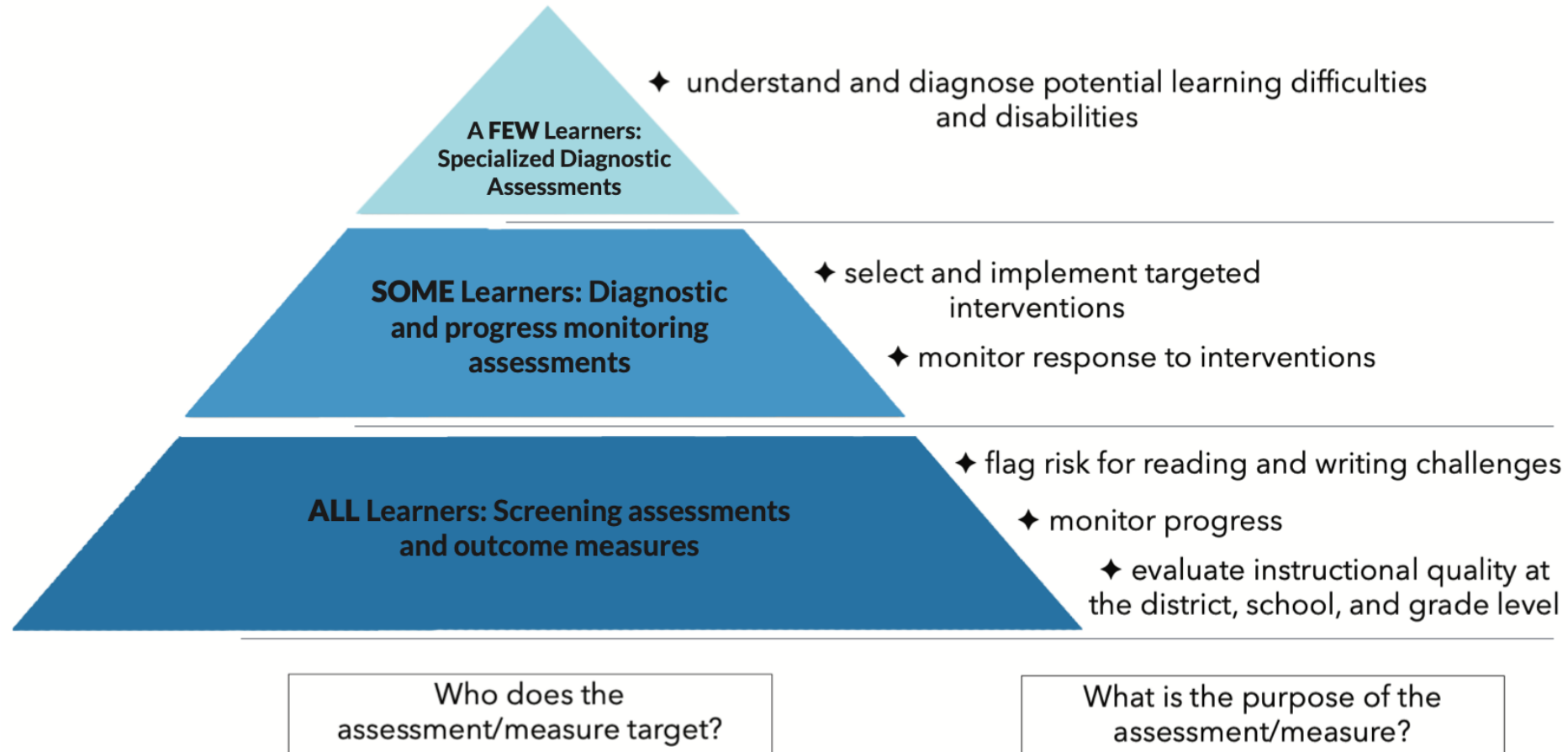
The Science of Reading: Leadership Strategies + Systems



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

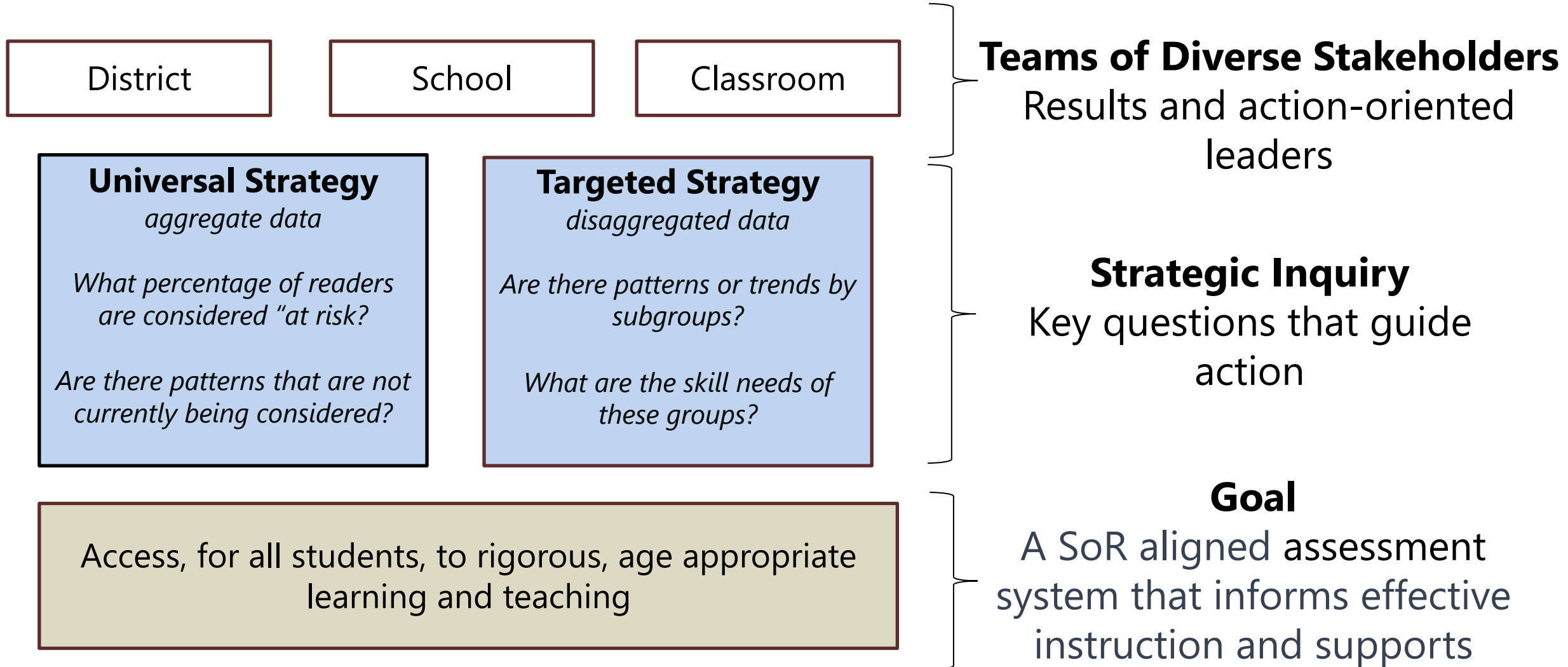
Assessment for a Universal and Targeted Approach



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

Assessment-Instruction Links for a Universal and Targeted Approach



BRIEF 7

The Science of Reading: Leadership Strategies + Systems

SMALL NUMBERS MATTER

Today's funding and equity strategies focus on each child—every child!

With a focus on data trends and serving the majority, sometimes small numbers of students are left behind.

It's crucial that all school leaders commit to a strategy that includes serving small groups and individuals whose progress and outcomes is distinct from the majority.

In the Brief: Reflect, Analyze, Discuss

1

Integration of frameworks with the Science of Reading is key for developing high-quality literacy instructional environments.

Share specific strategies that both reflect the interconnectedness of these frameworks and promote student success.

2

Addressing the key challenges of establishing a strong link between literacy assessments and classroom practice is a critical step towards school improvement.

What are the barriers that your district, school, and classrooms leaders face in this work? What resources, structural and systematic shifts, or professional learning opportunities would help dismantle these barriers?

3

After reading the three case studies, each of which presents literacy leadership challenges and opportunities at the district, school, and classroom level, how has your thinking changed about how to create change in your own district/school/classroom?

Where will you start? What supports do you need?