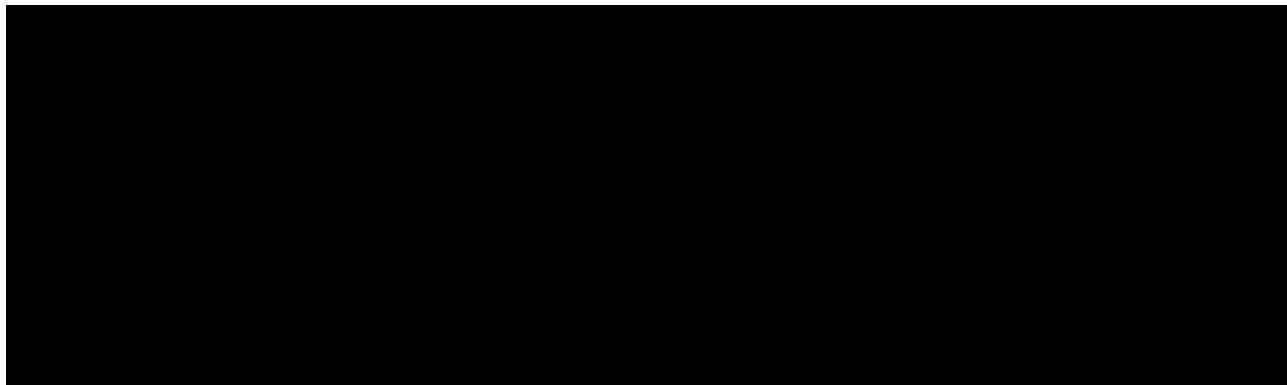


of the



5. Q: Where is the law that requires the attestation?

A: Per [Education Law §818](#) on or before September 1, 2025, every school district shall verify that their curriculum and instructional practices in the subject of reading, in prekindergarten through grade three, aligns with all the elements of instructional best practices.

6. Q: The law states that all public school districts must complete the attestation; does this include the BOCES? Who is not included in the requirement?

A: All public school districts must complete the attestation; this does not include Charter Schools or nonpublic schools, but they are included in the requirement.

Governor's Back to Basics program awarded NYSUT \$10 million

If you have a genetic predisposition that makes

A: There is no numerical expectation for words per minute for fluency. Through the Instructional Best Practices Guide, general fluency expectations are given. The guide encourages monitoring fluency as part of assessing reading proficiency but does not prescribe exact words per minute benchmarks for all grades. Fluency expectations should align with the grade-level NYS Next Generation ELA Learning Standards and be used alongside other indicators of reading comprehension proficiency.

21. Q: How are the P-3 best practices incorporated with/different from the 5 high impact practices outlined in the literacy briefs? Are both expected?

A: The P-3 Literacy Instructional Best Practices align with and support what was published in the New York State Literacy Briefs in January 2024. The P-3 Literacy Instructional Best Practices were outlined by 2024 law, and specifically included Phonics, Phonemic Awareness, Vocabulary, Comprehension, and other Science of Reading aspects of instruction. The High Impact Practices published in the briefs, in some cases, include broader areas that impact curriculum, such as the "Collaborative and Culminating Projects, Performances, and Celebrations" section. Other aspects of the Brief's High Impact Practices, such as "Phonological Awareness, Phonics, Spelling, and Study Skill Building" support the recently P-3 Literacy Instructional Best Practices and can be used in tandem with the guidance. For the purposes of the September 1, 2025, attestation, please note that the law requires NY State public schools to only attest to the alignment to the P-3 best practices.

22. Q: If a district has written their own literacy curriculum, can they list that as their curriculum or do they have to adopt and list a published vendor curriculum?

A: New York State is a [local control state](#), meaning school districts have the authority to select their own curriculum and instructional materials. The [Prekindergarten to 3rd Grade Literacy Instructional Best Practices Guide](#) was developed to support districts in evaluating and reflecting on their chosen curricula. This guide aligns with evidence-based practices, including the science of reading, and aims to provide educators with strategies and tools to strengthen literacy instruction while meeting NYS Next Generation ELA Learning Standards. Districts are not required to purchase a published vendor curriculum but should work to ensure that any curriculum used is aligned to the NYS Next Generation ELA Learning Standards as well as these instructional best practices. Also available is the [K-3 Literacy Curriculum Review Guide](#). This Guide is designed for optional use by districts and schools in selecting high quality K-3 literacy curricula and curricular materials designed to meet the needs of all students, including English language learners. 0.3 0 T (AIs)2

promoting or endorsing specific products. Districts can feel free to share the guide with outside stakeholders/vendors when selecting a program.

24. Q: Should districts plan to review common curricular resources together and who should be involved in the review process?

A: How a district reviews their curriculum is a local decision. If districts using the same curriculum wish to work together, they would each still need to consider the instructional practices within their own district, reflect on these practices, and submit their own attestation. Consider having teams with administration and teaching staff represented during the review process to gain all perspectives.

25. Q: How will districts ensure that instruction is personalized?

A: Districts can ensure personalized instruction by using data-informed practices and progress monitoring to tailor teaching of literacy instructional best practices to their individual student's needs. Teachers can and should implement things like differentiated instruction, small (flexible) groupings, and culturally responsive strategies aligned to the science of reading.

26. Q: How and where do you find rich, authentic texts so that students see themselves in the books they are reading?

A: To find rich, authentic texts that allow students to see themselves in their reading, educators can utilize NYSED approved resources like the Culturally Responsive Sustaining Education Framework and partner with organizations such as local libraries, BOCES, and community groups. Free and available published book lists are available online and offer diverse, high quality texts aligned with NYS Next Generation ELA Learning Standards. Additionally, educators can involve families and students in the selection process to ensure classroom libraries reflect the identities, cultures, and experiences of all learners.

27. Q: How can these instructional considerations happen? Each

A: Letter walls are included in the CR

A: NYSED does not endorse the use of any particular program for the assessment of students' instructional level. However, districts can select programs and methods for helping teachers to determine appropriate texts for students.