



February 10, 2023

Greetings –

Earlier this week in Albany, I questioned the Commissioner of the New York State Department of Education, Betty Rosa about why the majority of public schools in New York State continue to use a literacy curriculum based on some variant of “whole language.” A curriculum that employs a debunked and discredited methodology called “three cueing” which simply does not work for most children and is actively harming their educational attainment.

How do we know it doesn’t work?

Because there is broad consensus among cognitive scientists and reading experts about how to teach foundational literacy skills. Literacy skills are attained through the five pillars of reading: phonics, phonemic awareness, vocabulary development, reading fluency, and reading comprehension.

Our schools don’t do this and that is why according to the results of National Assessment of Educational Progress (NAEP), two-thirds of New York State's fourth graders are not reading at grade level.

[Watch the full exchange](#) below and hear Commissioner Rosa agree with me but refuse to show the leadership to ensure that all our children can learn to read.



Alternatively, [I was so proud to join NYC Schools Chancellor David Banks](#) yesterday to announce \$100,000 in state funding (that I procured) to PS 107 and PS 295 to support the creation of an evidence based structured literacy program. Educators at these schools will receive in-depth training on evidence-based literacy instruction, as well as interventionists who will provide specialized instruction for students who are at risk for or diagnosed with dyslexia in standalone classes. Early identification coupled with evidence-based literacy interventions are essential to effectively remediating dyslexia and other phonological awareness issues. I know this because I

was fortunate to have my own dyslexia identified in 1st Grade and receive evidence-based literacy interventions that were structured and sequential.

Mayor Adams and Chancellor Banks are showing courage in confronting the literacy crisis not just for students with dyslexia, but for all our children. A structured and sequential literacy curriculum works best for all children and implementing it citywide will greatly improve the academic outcomes for our city's children. I look forward to continuing my collaboration with the New York City Department of Education and if you want your school to implement a structured literacy program please contact my office.

But to bring this program to all children, we need to change our laws.

If you care about literacy, I hope you will tell your Assemblymember and State Senator to co-sponsor the following bills:

1. The Right to Read Act ([A.2897](#) Carroll) will require the State Education Department to provide school districts with literacy programs that conform with the science of reading and provide teachers in the elementary grades fifty hours of evidence-based training.
2. Dyslexia Task Force ([A.133](#) Carroll) will require the State Education Department to create an 11-person expert panel to hold public hearings on literacy and dyslexia and then report on appropriate and effective evidence-based screening, intervention, and support for students. Gov. Hochul cruelly vetoed this bill last year because she has yet to even acknowledge the literacy crisis our state faces.
3. The Dyslexia Diagnosis Access Act ([A. 2898](#) Carroll) will mandate that private health insurance policies must pay for neurophysiological exams for the purpose of diagnosing dyslexia.

If you have any concerns about these or any other legislative or community matter please email me at carrollr@nyassembly.gov or call (718) 788-7221.

-Bobby

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