

Get It, Got It, Go!

Score Interpretation Workbook



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Get It, Got It, Go! (GGG) Score Interpretation Workbook

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Introduction

Long before children knock on the kindergarten door – during the crucial period from birth to age 5 when humans learn more than during any other five-year period, forces have already been put in place that encourage some children to “shine” and fulfill their potential in school and life while other forces stunt the growth and development of children who have just as much potential.

-H. Hodgkinson, *Leaving Too Many Children Behind*, (Washington, D.C.: Institute for Educational Leadership, 2002)

The experiences and opportunities afforded to children in the early years affect the knowledge, skills and dispositions they acquire before even entering the formal education process. Of all the content areas essential to constructing knowledge, reading and writing weigh heavily on the long-term success of children as learners and of adults as future employees.

While many children enter preschool with some knowledge and skills in early literacy, many others need guidance and direction to help them with the connection between oral language and print. You may be the first person to pay attention to these developing skills. You may be the first person who helps them broaden and deepen their vocabularies and attend to sound patterns like rhyming and alliteration. You can be the one who opens the door to their success in school and to their love of language and reading.

Ohio’s Early Learning Program Guidelines (2006) require that all 3- to 5-year-old children that are served in early childhood education programs funded or administered by the Ohio Department of Education (ODE) be assessed using *Get it! Got it! Go!* (GGG) twice a year, in the fall and spring. Additional GGG assessments during the year can provide valuable information about the progress of individuals and groups of children.

About this Workbook

This *Get it, Got it, Go! (GGG) Score Interpretation Workbook* is divided into four sections:

- Section 1: provides basic information about GGG.
- Section 2: explains how to organize and interpret GGG scores.
- Section 3: provides guidance for using data gained from repeated GGG assessments during the year, as well as additional information for providing instruction based on GGG assessment results.
- Section 4: provides resources and book lists to support instructional planning, as well as charts for organizing GGG scores.

Section 1: Overview

This *Get it! Got it! Go! (GGG) Score Interpretation Workbook* will help preschool teachers better understand why the early literacy skills measured by GGG are important. The workbook also will serve as a guide to interpreting GGG scores for instructional planning and for providing intentional, developmentally appropriate and engaging learning experiences that support children’s early literacy development.

GGG: What It Is

GGG is a quick, reliable, repeatable assessment tool designed to measure each child’s critical early literacy skills at a particular point in time. Your interpretation of children’s responses to the GGG assessment items can provide direction for selecting the educational strategies children need at all levels of literacy learning. GGG scores should be used along with curriculum-based assessment and with other formal and informal assessments in an ongoing cycle of assessment, planning, reflecting and teaching.

The following table indicates the time allowed for engaging in each of the three GGG subtests and the total number of cards in each activity or skill area that are available for use in conducting each activity. The skill areas are predictors of success in learning to read, and they can be taught and learned during the preschool years.

GGG activities are timed and move along quickly. The pacing serves as an indication of each child’s ease in recalling the information needed to successfully accomplish each activity. The child’s score for each subtest is the number of correct responses in the allowed amount of time.

Subtest	Time Allowed	Total Number of Cards
Picture Naming	1 minute	96
Rhyming	2 minutes	48
Alliteration	2 minutes	40

State-funded or administered programs are required to submit GGG scores to ODE for all children assessed in both the fall and spring. The ODE Office of Early Learning and School Readiness analyzes statewide GGG scores to document early literacy professional development needs for teachers, to assess the effectiveness of programs and to describe children’s early literacy status.

Best practice is for the classroom teacher to administer GGG to the children. If you, the teacher, are assessing the children, you will have scores or data to work with right away. If you teach in a program in which other personnel administer the assessment, you should obtain the children’s score as soon as possible after GGG assessments are completed.

A Word About Standardization

GGG is a standardized assessment tool. Standardization means that the assessment must be administered in exactly the same way, for each child, every time the tool is used. Accurate timing and use of exact wording for prompts and for administering sample items are critical to getting accurate results. Every child’s score must be written on a tracking sheet immediately after each activity is administered. GGG administration training is required to administer the GGG. ODE-authorized trainers provide GGG-approved training and certificates after completing the training.

The Importance of Picture Naming, Rhyming and Alliteration

The picture naming task requires children to name what they see on the GGG card as quickly as possible. The richer a child’s vocabulary, the more likely he or she is to be successful in learning to read. The child’s ability to easily recall words and their meanings supports reading comprehension.

Rhyming and alliteration relate to children’s developing awareness of the sounds of speech. Children who eagerly notice and comment on common sound patterns in words are demonstrating this awareness. Playing with and practicing sounds they hear in words, apart from the words’ meanings, is an activity tied to phonological development. The ability to *think* about sounds and words in addition to understanding their meanings is important to emergent literacy development. Children’s ability to talk about sounds within words will support them in decoding and fluency as they become independent readers.

Picture naming, rhyming and alliteration are reliable indicators of early reading skills. These also are skills that can be taught to and learned by preschool-age children through intentional and engaging experiences with books, poems, songs and games. These experiences can take place through classroom routines and at transition times. Keep in mind the following points as you think about the importance of picture naming, rhyming and alliteration:

- The skills needed for rapid picture naming and for identifying words that rhyme and words that begin with the same sound (alliteration) are interrelated; these early reading skills do not develop in isolation.
- As you reflect on each child’s scores for the three GGG subtests, pay attention to marked differences in performance across these three early reading skills. You can and should build on each child’s growing awareness of language and early reading.
- Generally, children recognize words that rhyme before they recognize alliteration.
- Children who solidly understand rhyming and can hear and produce words that sound alike are probably ready for a more formal introduction to alliteration.
- Some children will recognize that pairs of words have common sound patterns, but will take quite some time and much exposure before distinguishing the concepts of words “sounding the same at the end” and “sounding the same at the at the beginning.”
- Children who are English language learners (ELLs) may present different language learning patterns than children whose native language is English. For example, picture naming may be a challenge for some English language learners. Some English speech sounds that are not used in a child’s first language may not be perceived until the child is more fluent in English. As English language learners become accustomed to hearing and using English, they may demonstrate further progress in picture naming.
- Children who experience verbal communication difficulties for any reason also may present different learning patterns than children who do not have communication challenges.

GGG: What It Is Not

GGG is not a high-stakes assessment. It cannot be used as a reason for delaying a child’s advancement to kindergarten. GGG is a formal, standardized assessment, but it is not norm- or criterion-referenced. Each child’s score is an indicator of individual growth in the skills required for each GGG subtest. No “cut” scores or predetermined score bands that indicate levels of performance are established. GGG is a source of information that can be used to support all children on their journeys toward reading success.

GGG is not a substitute for sound, comprehensive assessment. Teachers should use many information sources when determining the best strategies for supporting each child's literacy learning. GGG is a starting point for identifying knowledge of emergent literacy skills and needs at a specific point in time. In addition, since GGG is repeatable, it can be used to track progress. Interpretation of scores can assist you in instructional decisions. GGG also can help you monitor and work toward continuous improvement of your teaching practice.

Section 2: Organizing and Interpreting GGG Scores

To be sure that you have accurate GGG data, GGG must be administered according to standardized directions. In addition to administering GGG accurately, it is essential that scores be recorded immediately for each child after each activity.

Once you have GGG scores for all children, you can organize the results to help reveal individual children’s strengths and needs and the differences and similarities in vocabulary and understanding of rhyming and alliteration among all the children in your classroom.

Organizing GGG Scores: Steps One, Two and Three

Step One: In the fall, when you first administer GGG, record the results on *Chart 1: Classroom Record of GGG Subtest Scores*. A sample of the chart appears on page 8. A full-page, reproducible chart is in Appendix C. You will need three copies of Chart 1, one for each of the three subtests: picture naming, rhyming and alliteration. Circle the appropriate subtest at the top of the chart. It is best to record the scores for all the children you assess listing the children in order from the highest score achieved on a subtest to the lowest score achieved on the same subtest. This will help you quickly see the *range* of abilities achieved in your group and will provide data needed to make instructional decisions. Looking at the data, how many children have similar skills? How many children will need additional support? How many children will benefit from small group, targeted instruction?

Step Two: Make note of each child’s age at the time the GGG was administered. This is especially important if you are teaching children of various ages. For example, a 5-year-old who scores only one or two items correctly on the alliteration activity may need intensive support for learning the concept, while more general support would be indicated for a 3-year-old achieving the same score. Of interest will be the comparison of younger children’s scores with those of older children.

Use the “other information” column on the GGG class record charts to make note of children who may be English language learners, who have limited communication skills, who are unable to attend to the task or verbal directions, or who appear uncomfortable during the assessment.

Step Three: Review each of the three charts: picture naming, rhyming and alliteration. Record anything interesting you notice about both the range of scores and individual scores that may help you decide next steps for individual children and/or groups of children. You can repeat organizing GGG scores this way each time you administer GGG.

All children in your class will benefit from engaging in comprehensive early literacy learning activities embedded in your program’s curriculum. However, children whose scores are low on GGG subtests and other assessments that measure picture naming, rhyming and alliteration may need additional, frequent, focused, intensive and engaging opportunities to use expressive language, notice rhyming and alliteration patterns, and practice newly learned skills. Children with low GGG scores will need additional opportunities to talk and play with words and speech sounds. Suggestions for targeted intervention are found in Section 3 of this workbook.

Sample Chart 1: Classroom Record of GGG Subtest Scores

Subtest (Circle one): Picture Naming Rhyming Alliteration

Administration Date: _____

Student Number (if applicable)	Name of Child		Date of Birth	Age at Administration	Score (highest to lowest)	Other Information
	Last Name	First Name				

Interpreting Results

To successfully interpret scores, you must first determine the classroom average, or mean score, for all the children who are given the GGG assessment. This must be done for each of the subtests: picture naming, rhyming and alliteration.

To compute the mean score for the class:

- A.** Add each child's score within a subtest to get the sum of all the children's scores for that subtest;
- B.** Determine the total number of children for whom you have recorded scores for that subtest; and
- C.** Divide A by B to calculate the classroom average or mean for the subtest.

$$\frac{\text{A}}{\text{(divided by) B}} = \text{C}$$

Note where the average or mean score falls for each of the three GGG subtests:

- Which children scored at or near the average or mean score?
- Which children scored above or below the mean?
- How far from the mean did children score?

Children who score well below the mean and who show signs of struggling in picture naming, rhyming and alliteration will benefit from intensive, frequent, engaging and developmentally appropriate experiences to help them develop the needed concepts and skills. It will be helpful to work with these children, both individually and in small groups, on targeted learning experiences related to picture naming, rhyming and alliteration. Suggestions for providing language learning experiences are provided in Section 3.

The GGG data is the first step in planning for intentional learning activities and focused teaching strategies. It is important that you:

- Use GGG scores along with other assessment information to determine which children need more frequent, focused and intense intervention than provided for in your curriculum; and
- Use the data as a baseline for every child in your class to determine what interventions are working, what learning activities are supporting and extending newly learned skills, and what aspects of your curriculum must be modified.

The next page contains an example of *Chart 1: Classroom Record of GGG Subtest Scores* that has been filled in by an early childhood education teacher, Ms. Kay, after she completed the fall GGG assessment. The example shows how Ms. Kay recorded and organized the fall GGG picture naming subtest scores for five children. Following the example, you will find Ms. Kay’s reflections on what she has learned from the data and how she is interpreting the results.

Example Chart 1: Classroom Record of GGG Subtest Scores

Subtest: Picture Naming

Administration Date: Sept. 9, 2007

Student Number (if applicable)	Name of Child		Date of Birth	Age at Administration	Score (highest to lowest)	Other Information
	Last Name	First Name				
	<i>Ellis</i>	<i>Kenny</i>	<i>11/ 17/2003</i>	<i>4 yrs. 10 mo.</i>	<i>15</i>	<i>Stuffy nose!</i>
	<i>Lopez</i>	<i>Otto</i>	<i>3/25/2004</i>	<i>3 yrs. 5 mo.</i>	<i>10</i>	
	<i>Recht</i>	<i>Lena</i>	<i>8/18/2004</i>	<i>3 yrs. 11 mo.</i>	<i>9</i>	<i>Has an IEP</i>
	<i>Ofori-Attah</i>	<i>Joseph</i>	<i>6/8/2003</i>	<i>4 yrs. 3 mo.</i>	<i>7</i>	
	<i>Gerbera</i>	<i>Maria</i>	<i>12/20/2003</i>	<i>3 yrs. 9 mo.</i>	<i>0</i>	<i>ELL</i>
	<i>Mean Score</i>				<i>8.2</i>	

Ms. Kay’s reflections and notes:

First, I organized the GGG picture naming scores for my students from highest score to lowest. Then I recorded each child’s scores on Chart 1: Classroom Record of GGG Subtest Scores. I included information about how old each child was when I administered the GGG and I noted some other information that I thought might have an impact on each child’s performance on the assessment or the instruction that I might plan. For example, Maria is an English language learner; Lena has an IEP that I need to pay attention to and Kenny seemed to have a cold or allergies. I wonder if his performance was diminished because of his stuffiness. I might want to try the GGG with him again when he feels better.

After I got the scores recorded and organized, I began to analyze the scores by determining the average or mean score. I added together each child's score within the picture naming task to get the sum of scores for picture naming. The scores added up to 41. Then I divided (A) 41 (total of recorded scores) by (B) 5 (total number of scores recorded) to get (C) which is the classroom average or mean for the subtest. The mean turned out to be 8.2.

$$\begin{array}{rcccl}
 41 & & 5 & & 8.2 \\
 \hline
 \mathbf{A} & \div & \mathbf{B} & = & \mathbf{C} \\
 & \text{(divided by)} & & &
 \end{array}$$

Next, Ms. Kay identified:

Children who scored at or near the average or mean score; and
 Children who scored above or below the mean.

Two children, Lena and Joseph, scored very near the mean score. Two children, Kenny and Otto, scored above the mean. Maria scored below the mean for this group. I'll need to begin planning some enjoyable and engaging ways for Maria to experience vocabulary-building activities every day.

Remember that GGG is only one part of your assessment system. Your understanding of children's full range of abilities requires additional formal and informal assessments as well as gathering information from family members. Once you have a complete picture of children's abilities, strengths and needs, you will be able to design intervention strategies and continue to assess for progress.

As noted previously, you will find a blank copy of *Chart 1: Classroom Record of GGG Subtest Scores* in Appendix C. Make copies of Chart 1 to record GGG subtest scores. Determine your own class mean scores and begin analyzing the results.

Remember, if your class includes children of various ages, it will be helpful to find the average scores for 3-, 4- and 5-year-old children. Using *Chart 1: Classroom Record of GGG Subtest Scores*, copy and label each chart with children ages 3, 4 and 5. List the scores from highest to lowest for each age group. Find the mean for each age group. The more you consider the children's scores from various perspectives – age, strengths, needs, prior experiences – the better you will be able to serve all the children in your class.

The following is an example of a completed *Chart 2: Summary of GGG Scores with Difference and Mean*. Ms. Kay has scores from both fall and spring administrations of the GGG assessment, and she has calculated the mean scores for both the fall (Time A) and spring (Time B) administrations. Following the chart, you will find a list of guiding questions that will help you interpret data as presented on Chart 2, along with Ms. Kay’s reflections on the progress made by her children.

Example of Chart 2: Summary of GGG Scores with Difference and Mean, for Ms. Kay’s Mixed-Age Group

Subtest: Picture Naming

Rhyming

Alliteration

Date of Administration: Time A *Sept. 9, 2007*

Date of Administration: Time B *April 12, 2008*

Student ID Number (if applicable)	Name of Child		Picture Naming Time A	Picture Naming Time B	Difference in scores (Time A - Time B=C)
	Last Name	First Name			
	<i>Ellis</i>	<i>Kenny</i>	<i>15</i>	<i>13</i>	<i>-2</i>
	<i>Lopez</i>	<i>Otto</i>	<i>10</i>	<i>14</i>	<i>+4</i>
	<i>Recht</i>	<i>Lena</i>	<i>9</i>	<i>12</i>	<i>+ 3</i>
	<i>Ofori-Attah</i>	<i>Joseph</i>	<i>7</i>	<i>13</i>	<i>+ 6</i>
	<i>Gerbera</i>	<i>Maria</i>	<i>0</i>	<i>3</i>	<i>+3</i>

Time A Mean Score:

$$\frac{41}{\text{(Sum scores in A Column)}} \div \text{(divided by)} \frac{5}{\text{(Total number of children)}} = \frac{8.2}{\text{(Time A Mean)}}$$

Time B Mean Score:

$$\frac{55}{\text{(Sum scores in B Column)}} \div \text{(divided by)} \frac{5}{\text{(Total number of children)}} = \frac{11}{\text{(Time B Mean)}}$$

Ms. Kay's reflections on the data after examining differences and means for her group:

The mean for this group for picture naming in September was 8.2. In the spring, the mean went up to 11. The mean improved by 2.8 points.

Individual children in relation to the mean: Otto and Lena have made small gains in picture naming. I will continue with the current instructional strategies for vocabulary that I am using and then check again in a few months to see how they are progressing. Joseph made a considerable leap since the September administration of the assessment. It makes me wonder if he just was not having a good day to test in September, or if his increased interest in the theme of nature has contributed to his vocabulary skills. I will continue to offer him many different books to take home and read with his grandmother.

Maria is attempting to speak more words in English and lately has become very interested in the story Corduroy by Don Freeman. She has been using the flannel board pieces and naming the articles of clothing in Spanish, which I then also say in English. I will continue using books that interest her to help increase her vocabulary skills.

Kenny's performance on GGG picture naming was above the mean score in the fall, but his score in the spring dropped by two points. He is off to kindergarten next fall, and I wish I would have provided more focused, intensive opportunities for him to grow his spoken vocabulary and expressive oral language. I'll need to provide his family with some ideas for summer oral language activities at home.

In the beginning of next year, I will pay more attention to the relationship between age and GGG scores and administer the GGG more often so I can better monitor progress and plan accordingly.

Using Data to Plan Further Assessments and Instruction

After examining your data from two timeframes (Time A and Time B), consider the following questions:

- What is your class mean for each assessment period?
- What do you notice about the two means? For example, how many children score above or below the means, or do the scores cluster closely around the means?
- What is the difference between the fall mean and the spring mean?
- How do individual children compare to the class mean?
- Examine the column that lists the differences in scores from the first to the second administration of the assessments.
 - Which children had the greatest differences?
 - Which children had the smallest differences?
- How does this information contribute to what you already know about these children and their literacy development?
- How can you use information from the class mean to improve instruction for future children in your classroom?

GGG data can be used to determine instructional planning not only at the classroom level, but also at the program level. Discussions between administrators and teachers can be beneficial in identifying professional development needs, as well as in making careful selection of materials to foster literacy development. GGG data also may be used to examine the effectiveness of curriculum and assessment tools that programs are currently utilizing.

Plotting Trajectory Lines

When you have two or more GGG assessments for a child, you can plot trajectory lines. A trajectory line shows the direction in which the child's skills are developing. The steeper the slope, or *trajectory*, of the line, the faster the student is progressing. A steeper upward trajectory indicates more successful interventions than a trajectory that is less steep.

Using GGG Scores to Plot Group and Individual Trajectory Lines

You can use *Chart 3: Trajectory Lines* to help visualize how individual children are progressing on the three subtests of GGG assessment (see Appendix C for a reproducible copy of Chart 3).

- First, note at the bottom of the chart the dates on which assessments were conducted. Then plot the scores by putting a mark or dot showing the score achieved on the assessment date.
- Once you have data from two or more assessment dates, you can connect the dots and begin to see the child's trajectory line.
- Then plot the classroom mean or average score for assessments for each assessment entry. It may be helpful to use a different color for the classroom mean. Connect those marks and begin to see the trajectory line for the whole group.
- Now compare each child's trajectory line to the average for the group of children you teach.
- Determine whether the child is scoring above, at or below the class mean. How much above or below?
- Does the child's trajectory look about the same as the trajectory for the whole group?
- What else do you know about this child's progress? What other information do you need?
- Is intervention needed to help the child develop the early literacy skills assessed by GGG?

Examining trajectories, along with examining other information from ongoing classroom assessments, will provide you with information you need to purposefully plan early literacy intervention experiences for individuals and groups of children. Multiple assessments over time will help you make instructional decisions and gauge progress.

Sample Trajectory Line Charts

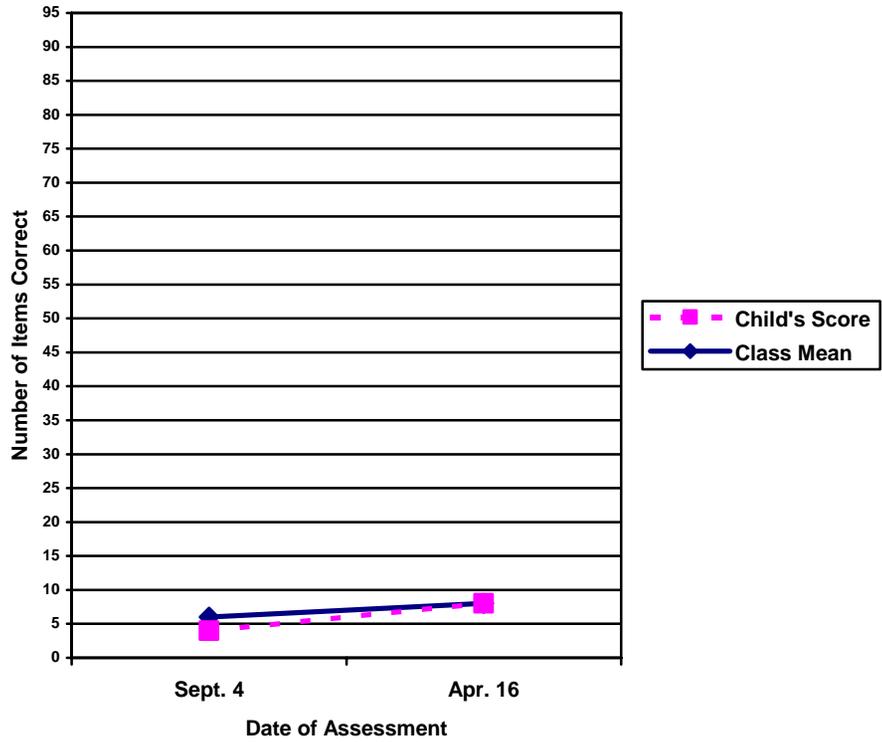
Charts 3A–3C provide examples of trajectory line charts completed by three teachers for three children. The charts show three different ways that the three teachers decided to schedule and use GGG assessment data. One chose to administer the assessment twice yearly, in the fall and spring, as required. Another chose to conduct a mid-year GGG

assessment in addition to the required fall and spring assessments. The teacher reflected in chart 3C chose to administer the GGG assessment quarterly.

When you review the sample trajectory line charts, notice that more frequent GGG assessments result in more opportunities to interpret GGG data. These extra opportunities to interpret GGG scores can help you gauge the effectiveness of your teaching strategies and give you time to make adjustments to the learning experiences you provide for individual children, groups of children and your entire class.

Sample Chart 3A: Fall/Spring GGG Administration Teacher 1
GGG Subtest: Rhyming

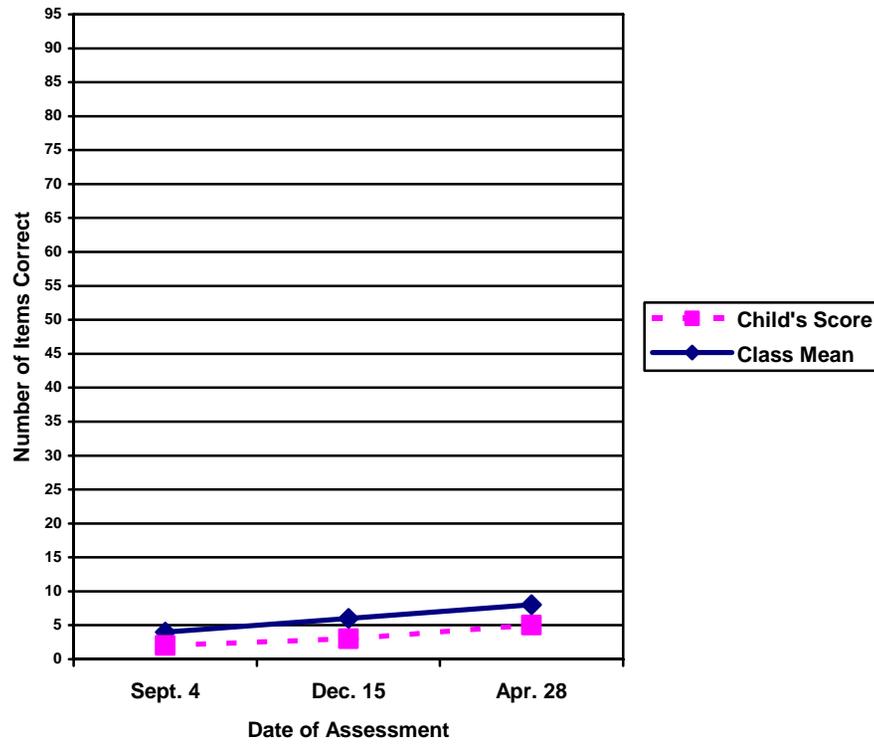
Child Name: Tricia Chefetz



Sample Chart 3B: Fall/Mid/Spring GGG Administration Teacher 2

GGG Subtest: Alliteration

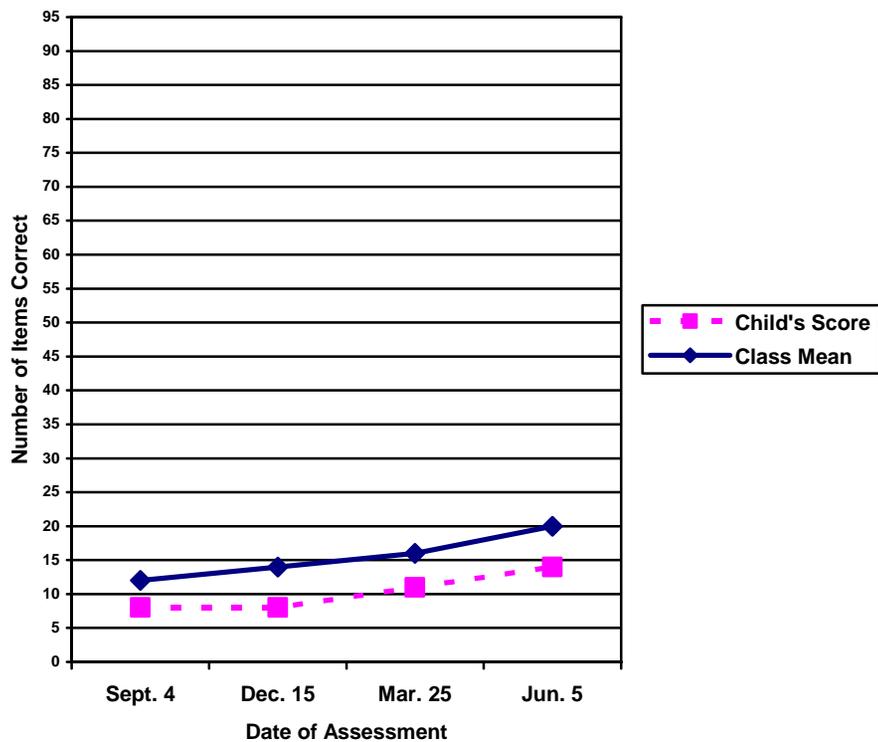
Child's Name: Byron Ellis



Sample Chart 3C: Quarterly GGG Administration Teacher 3

GGG Subtest: Picture Naming

Child's Name: Antonio Miller

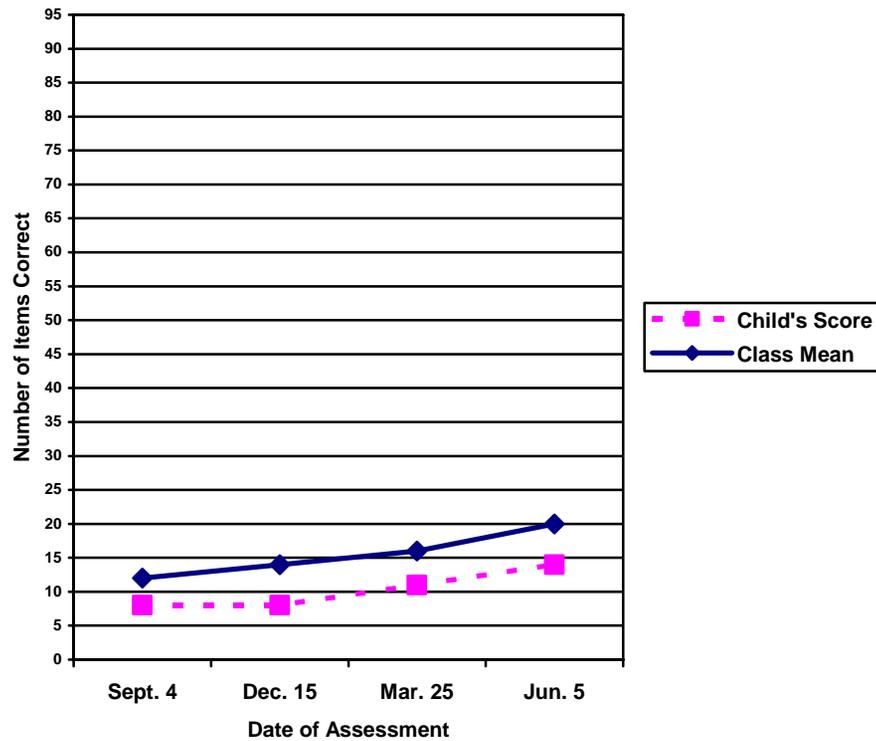


Now, take a closer look at the trajectory line example for chart 3C. The classroom teacher has provided some background information that may help you interpret the chart. Background, or *qualitative*, information is as important to GGG score interpretation as the numerical, or *quantitative*, information in the scores.

Chart 3C: Fall/Mid/Spring GGG Administration

GGG Subtest: Picture Naming

Child's Name: Antonio Miller



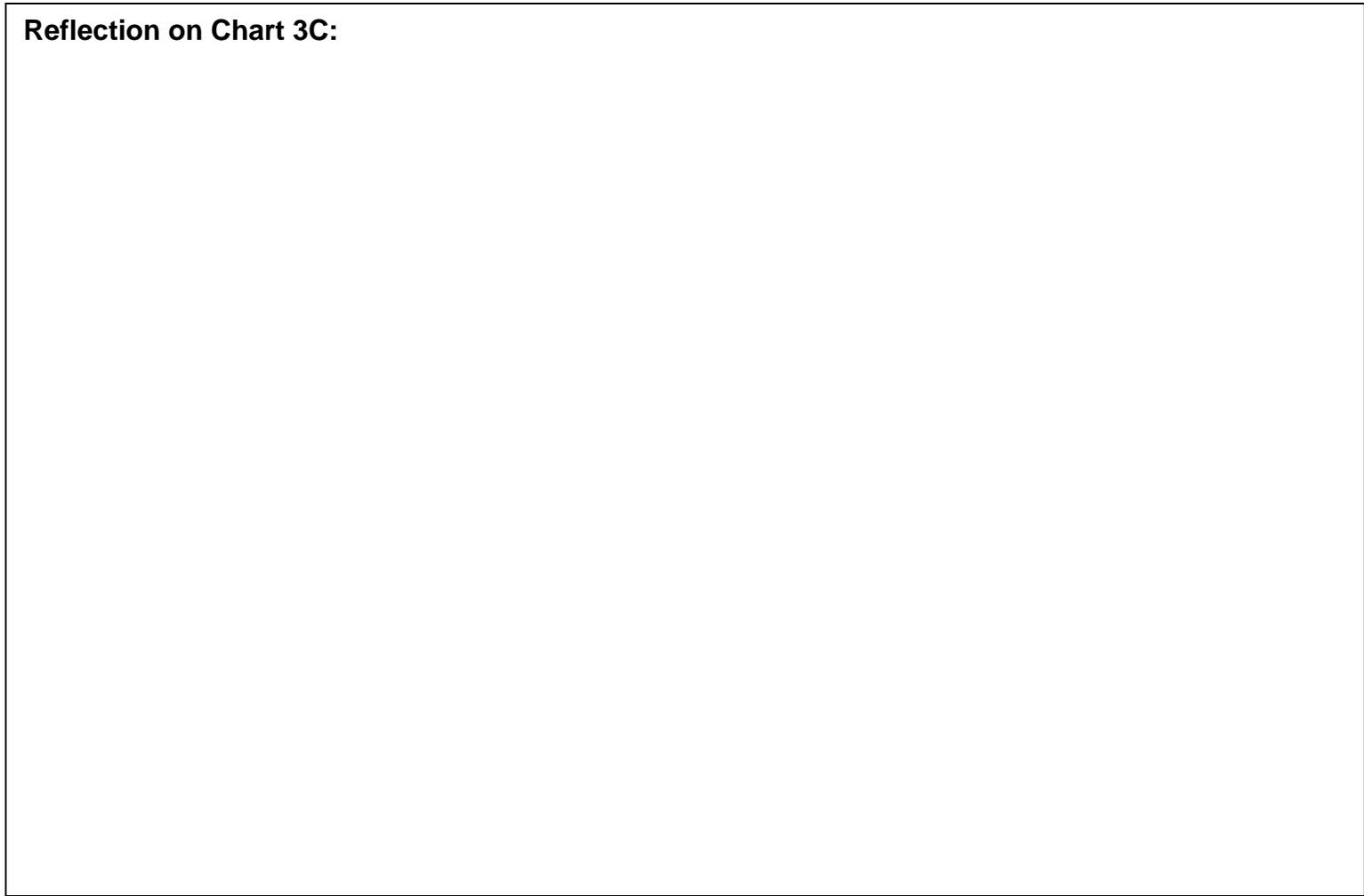
Antonio's teacher noted the following information as she prepared for a meeting to discuss GGG data with the program administrator. She decided to use Antonio's situation to show how she was using GGG data along with other assessments to determine interventions.

- *All the children whose scores are represented on Chart 3C are 4-year-olds.*
- *I did a quarterly GGG assessment on all children.*
- *I noticed that Antonio's score on the fall administration of the picture naming subtest was four points lower than the classroom mean.*
- *We played word games, sang songs and did other activities that provided experiences that lead children to notice new words and use them in play. I did these kinds of activities with individuals, small groups of children and the whole class. After the December administration of GGG, I noticed Antonio's score for picture naming had stayed the same, even though the class mean had gained two points. I realized I needed to use more intensive interventions to help Antonio.*
- *I decided to observe individuals and small groups of children and document when some of the children began to spontaneously use new words that we had focused on during our current topic of study. I would use this information to monitor progress and to see which strategies were successful for increasing vocabulary.*
- *After reflecting on the mid-year assessment for GGG, I realized Antonio's trajectory line at mid-year was below the group line, and it didn't look as steep as the group line.*
- *At that point, I decided to use activities for transitions and routines specifically with Antonio throughout the day. Since his rhyming score also was lower than that of the class mean, I paired him with more skilled children for small group rhyming activities and shared supportive activities in both vocabulary and rhyming with his family. I encouraged his family to talk about things they see while grocery shopping and expose Antonio to new words in pictures and books. Antonio's mother also shared that he was very interested in construction equipment, so I made sure to include more of those types of books in the library center.*

From the information displayed on Chart 3C and the background information provided, can you identify what tells you that Antonio’s teacher made a good decision to provide intensive intervention?

You may want to discuss your response with a colleague and compare notes. You may record your observations of the teaching decisions made by Antonio’s teacher.

Reflection on Chart 3C:

A large, empty rectangular box with a thin black border, intended for the student to write their reflection on the teacher's decision to provide intensive intervention.

Section 3: Making a Difference: Support Strategies

Whole Group Instructional Approaches

In addition to individual and small group work, you can deliver targeted instruction while working with the whole class by carefully choosing instructional strategies. The careful selection of children’s literature for read-aloud sessions and for shared reading will allow you to focus on skills or strategies that children need. When skills and strategies are taught in this way, children can begin to see the real-world applications of reading strategies.

Consider the following examples of embedding targeted instruction in whole group literacy activities.

Supporting Expressive Language Skills:

- Provide opportunities for children to use oral language. Encourage peer-to-peer conversations, questions and extended conversations with others.
- During read-aloud sessions, use a “turn and talk” routine. When reading a story, stop at some point and have children talk with a partner about what they think is going on in the story.
- Use descriptive language explaining why you do what you do. For example, if you are zipping up your own coat before going outside, you could tell the children, “When I was little and went outside in the winter, my mom always said, ‘Be sure to zip all the way up because it’s cold outside.’ That’s why I always remember to zip up to my neck.”
- During the first group meeting of the day, talk with children about what is going to happen during the day. Explain when and why these events will occur. Use terms that will help them get ready for the day’s activities and build their vocabularies.
- Provide prompts; for example, point to your own mouth and say, “Look at what my mouth looks like when I get ready to say a word that begins like box, bingo and baseball. (Demonstrate.) Now, think of a word that begins like box, bingo and baseball, and get your mouth ready to say that word. Don’t let the word out yet! Just show me what your lips look like right before you make that /b/ sound.” Or, “I’m thinking of a word that rhymes with *pink* and *think* and it’s what I do when I’m thirsty. I take a _____ (*drink*).” Wait expectantly for children to finish your thought.

- Repeat what a child says and add a bit more, using descriptive words or additional related information. Provide ample time for children to take another turn during a conversation. Observe, wait and listen. Follow the child's lead.
- Use the children's stories as opportunities for drama activities. Provide opportunities for children to act out different roles and to talk like the characters they are pretending to be.
- Show that you value what children say by writing their words down and using them throughout the day.
- Provide "talking" spaces that encourage children to have conversations with each other.

Supporting Identification of Rhyme and Alliteration:

- Choose books with rhyming texts, or include singing that emphasizes words with the same beginning sounds.
- Use nursery rhymes, children's songs, tongue twisters and clapping patterns. Play with language.
- During shared reading, cover a word that rhymes with another word in the text, and have students generate rhyming words that could work in that place. By watching as you slowly uncover the words, students will work on letter-sound correspondence to determine the actual word on the page.
- Play guessing games that include initial sounds or rhymes among the hints. Use children's names. For example: "If your name begins with a /b/ sound, shake your shoulders," or, "We have five preschool friends whose names begin with the /j/ sound, like Jared. Who could they be?"
- Ask children to name things that begin with a sound, record their offerings on chart paper and challenge them to make the list longer each day. You can provide for diverse skill levels by making two lists that keep getting longer. One list will include offerings that begin with the target sound, and the other list will include offerings that do not begin with the sound. Remember all words offered by children are valued.

Curriculum-Based Strategies

A comprehensive literacy curriculum helps all children make connections between isolated skills and the bigger goal of the ability to read and comprehend text and communicate effectively using the written word. Using your curriculum, you can examine connections between curriculum-based assessments and other assessments that you use (including GGG) to inform your instruction and provide activities that support all the children in your classroom. For example, when using the interests of the children to plan instruction, consider incorporating words that children may not know during a group read-aloud session and then adding them to the writing center. You may also want to consider using

some of the supplemental ideas included with curriculum guides to focus on specific emergent literacy skills. Look for opportunities to plan rhyming and alliteration activities that already have a connection to what the children are currently learning about in the classroom. Embedding rhyming and alliteration into learning experiences provides a more authentic way of teaching these skills.

Targeted Instruction

Although all children benefit from activities designed to support their emergent literacy skills, some children will need more targeted instruction. You may determine this need from a reflection of the GGG assessment scores, along with other assessments that you are currently using in the classroom. For example, you may have a 4-year-old who is not showing awareness of words that rhyme, or a 5-year-old who does not seem to be increasing in vocabulary knowledge through his expressive language or his GGG assessment scores, despite the activities that you have planned at small group and story time.

When working with children who may have had limited opportunities to develop early literacy skills and who need intensive instruction, encourage them to play with words and the sounds of language through pretend reading and enjoyable, extended conversations with other children and adults. Later, help them explore the language of books through reading favorite, familiar storybooks and composed messages. Expect that you will need to provide props, prompts and other “scaffolding” for the children to become actively engaged.

Accept partially correct responses during instruction. For example, if a child says, “Bear and ball rhyme,” you may want to reply, “They have the same sound at the beginning, don’t they?” Rarely does a child’s response come out of nowhere, even if at first that may seem to be the case. Rather, responses are likely to be connected to some part of a task that a child is grasping or to some aspect of experience the child has had. If you can recognize that a child’s response is somewhat correct and then add some information to make the response work, the child will see that his or her effort can lead to success. Success builds success, and as children progress you can tighten the criteria of acceptability.

When working with children in need of intensive or targeted instruction, you must be very intentional. Refer to the following bulleted list, which is drawn from the work of Marie Clay (*By Different Paths to Common Outcomes*, Stenhouse Publishers, 1996). You may find the list to be especially useful as you position children for success in intensive and targeted early literacy experiences.

- Carefully select tasks for children that are at the forward edge of what you know they already can do.
- Model appropriate early literacy behaviors throughout all content areas.

- Prompt constructive activity that centers on early literacy behaviors.
- Probe for prior knowledge and understanding before designing a lesson, theme or center.
- Introduce new knowledge or skills in both isolated experiences and authentic texts.
- Prompt the child to work with the new knowledge in new situations and through other content areas and projects.
- Promote emerging skills by selecting books and independent activities that are aligned with the child's interests.
- Support and affirm uncertain but correct (what appear to be guessing) responses by the child.
- Accept partial success and encourage effort.
- Tighten criteria for acceptable responses and explanations as the child demonstrates developing early literacy knowledge and skills.
- Withhold immediate help, and provide time to think.
- Pass some control of early literacy behaviors to the learner in every interaction.
- Eventually put the learner in complete control of the task through familiar, favorite texts.

Although this list of teacher behaviors is intended for working with children in need of intensive or targeted early literacy instruction, it is equally applicable to improving core and enriched early literacy experiences and instruction to all students.

Components of a Comprehensive Literacy Curriculum

A comprehensive literacy curriculum can provide the framework and necessary supports for students who are struggling with the literacy skills assessed by GGG, children whose scores indicate that they have mastered the skills assessed by the GGG, and the children in between. Comprehensive literacy instruction includes the following components:

Read-alouds: A “read-aloud” is the practice of reading a book out loud to a group of students and encouraging them to talk and to ask and answer questions about the text.

Shared book reading: Shared book reading is aimed at enhancing children’s language and literacy skills and their text motivation. Typically, the teacher reads a book to one child or a small group of children. The teacher encourages the child or children to “chime in,” saying the words along with the teacher during predictable passages and repeated phrases in the text. The U.S. Department of Education’s (USDOE’s) What Works Clearinghouse (WWC) reports that shared book reading is a research-based practice that has been shown to improve oral language and phonological processing. Shared book reading helps children who may have little prior experience to become comfortable with books, develop favorites and even learn some stories by heart.

Dialogic reading: Dialogic reading is a kind of interactive, shared picture-book reading designed to enhance children’s language and literacy skills. USDOE’s What Works Clearinghouse describes dialogic reading experiences as research-based practices in which the teacher and the child switch roles, so the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.

Modeled writing: In modeled writing, a teacher composes writing on a whiteboard, chalkboard, computer or chart paper with a group of children drawn near so they can talk about the writing. The teacher thinks aloud about what he or she is doing as a writer.

Interactive writing: Interactive writing is a practice in which a teacher and children “share the pen” as they work to compose and write text, usually on chart paper. This is a teaching strategy that can be effective if modified to allow all children to participate at a level consistent with existing skills and to receive support as they practice their developing skills.

Word work: Children manipulate words and parts of words. Spoken words and written words can both be used. Word work can be adapted so all children can participate at an appropriate skill level.

Teaching Ideas that Support Expressive Language and Growing Vocabularies

Here are 10 ways to provide support for children’s expressive language that also will support the picture naming section of the GGG assessment. Children who demonstrate the need for these skills will especially benefit from frequent, enjoyable experiences like the ones described.

1. Pay attention to children’s interests, and collect and laminate realistic photographs of objects that you know engage the attention of a child or group of children. For example, some children may show an interest in insects. Collect realistic pictures of beetles, ants and bugs of all sorts. You can find many on Web-based image files. Compose stories or facts about the insects using the correct name for each one. Find matching or similar pictures of insects in books, and talk about the insects using verbal labels for each. Put small laminated pictures on a ring so the pictures can quickly be flipped and named by the child or children. Do the same with collections of farm animals, wild animals, kinds of vehicles or athletic equipment (for example, soccer ball, golf club, football, baseball bat), depending on children’s interests and/or classroom projects.
2. Regularly expand vocabulary by repeating the children’s words and adding another idea. For example, if a child says, “Pigs like mud,” you might say, “Pigs do like mud. They like to roll and wiggle on their backs in mud. I wonder why?” Be sure to wait expectantly for the child to take another turn in the conversation, then continue and expand some more.
3. When talking with children, use specific words rather than vague ones. For example, say, “Oh, I see you found the *yellow and green farm tractor* you were looking for in the *block* area,” rather than, “Oh, I see you found *it*.”
4. Whenever possible, guide children to become aware that often many different words can be used for similar concepts. Talk about other ways something can be said and what other words can be used. For example, an experience can be described as *scary* or *frightening*, *enjoyable* or *pleasant*, *comfortable* or *familiar*. A little bit of dirt can be *small*, *tiny* or *minute*; a barking dog can be *noisy*, *yappy* or *loud*. Encourage children to come up with more than one way of saying what they mean. Frequently use multiple terms for similar concepts. There are no limits to the words a child can know, easily recall and use.
5. Support children as they develop word meanings from their experiences with books. For example, point to pertinent pictures while reading aloud, thus directing children’s attention to appropriate illustrations. Invite the children to find and touch pictures related to pertinent events or characters in stories. After reading an entire

book, go back to several pictures you have previously selected to talk specifically about a concept and appropriate labels or words to use when talking about that concept.

6. Help children learn new words from storybooks by inserting a brief explanation or synonym for the word immediately after coming across it in the text. For example, in Maurice Sendak's classic, *Where the Wild Things Are*, Max cries, "Let the wild rumpus start." *Rumpus* is not likely to be a familiar word to many children. Say, "It sounds like Max and the Wild Things are going to start something really loud and crazy. A rumpus is a kind of loud and crazy party." Then after turning the page, say something like, "Look, all the Wild Things have their mouths wide open. I bet they are hollering and having a really loud, wild and crazy time." You could invite the children to show you what a *rumpus* would sound like in your classroom. This process is easy to adapt to new words in many storybooks.
7. When reading aloud, read some of the words using inflections that communicate their meaning. For example, when reading Ezra Jack Keats' *The Snowy Day*, read the passage in which Peter finds a stick that is good for smacking snow-covered branches of a tree. Where the snow goes *plop* on Peter's head, read the word "plop" in a way that makes a plopping sound. Vocal expression can approximate the sound made when an action is performed. Do this in a natural way that enhances children's enjoyment of the story. It is counterproductive to overemphasize your efforts to enhance vocabulary development when sharing stories with children.
8. Document classroom activities by taking photographs and mounting them on chart paper for children to see and reflect upon. For example, if you arrange for a firefighter to visit your classroom and the children have the opportunity to handle the firefighter's boots, hat, gloves, mask or flashlight, take photographs of the children touching and examining the equipment. Then post the pictures on chart paper, along with the children's descriptions of what they were touching and experiencing. Likewise, if children paint with sponges, take photographs of the activity and document what the children say they were using, doing, creating and experiencing. Show your delight when children use new and interesting words. Encourage the children to look back at the photographs and descriptions, then talk about what they remember doing and learning as a way to strengthen their memory and recall of words used to describe the experience.
9. Expand children's thinking and vocabulary by helping them relate known words to other known concepts. For example, teach children that the word *home* can mean the *home* where they live and also the nests of birds, rabbits or squirrels. Expand their thinking to realize that *going home* can mean getting back to a starting place like home plate in a baseball game.

10. Most importantly, regularly and systematically take time to sincerely listen to children and engage them in conversations that extend beyond a simple, two-part exchange. Work toward each partner taking two, three or more turns in a conversation by responding to a child's statement, question or request with a reply and another question. Be patient; allow ample time for children to formulate their thoughts. If you are not certain what a child is trying to say, let him know you need more clues, or ask the child to show you what he means and tell you more until you understand it. In this way, you will show that you are sharing the child's interest and that you respect what the child has to say. You will reinforce the child's ability to see himself or herself as a person whose voice, words and ideas matter. In turn, the child will be eager to become an ever more competent communicator.

Teaching Ideas that Support Rhyming

Rhyming calls attention to the ending sounds in words. It is beneficial for children to become aware of the sounds of words to prepare them for reading activities. Rhyming is a skill that is most likely to develop before alliteration.

Activities such as finger plays and reciting nursery rhymes help draw attention to the ending sounds in words. These activities can be done at various times of the day, especially during transitions. In addition to these activities, the following 10 ideas can be used to support children who may need additional opportunities to develop rhyming skills.

These activities should not be done in isolation but should be combined with books, printed material, and real objects or props that children can use to focus on the learning activity's purpose. Remember that engaging, enjoyable activities like the ones below can become favorites that children can do again and again. As their skills develop, playing with words will emerge at higher levels of sophistication. Pay attention to children's responses. While observing children, keep in mind that approximations are just as important as accurate responses in deciding how best to structure learning.

1. Remember that children do not have to know the term "rhyme" to develop the concept of rhyme and the ability to recognize and produce rhyming words. Provide many opportunities for children to become familiar with nursery rhymes, rhyming greetings and sayings, and rhyming chants. Then construct the scenario so the children fill in the rhyming word in the predictable and well-known lines. Filling in a missing word in a reading activity is called a *cloze* activity. You can use cloze procedures by reciting lines from familiar nursery rhymes such as "Jack and Jill went up the _____." Now, wait expectantly for a child or group of children to chime in and complete the rhyme. Many favorite preschool songs work well for this kind of activity; for example, "The itsy, bitsy spider went up the water spout. Down came the rain and washed the spider _____." Share routines like "See you later, alligator. After a while crocodile." Then start the routine and wait expectantly for the children to fill in the rhyme. Little by little introduce the term "rhyme" to describe what is special about the words. When a child notices and comments on rhyming words spontaneously, be sure to make note of this accomplishment.
2. After listening to the song by Raffi, "There's a Spider on the Floor," have children play musical rhyming. Gather pairs of rhyming objects, and pass one of the rhyming objects out to each child in a small group. Lay the other rhyming objects in the middle of the floor. Play the song again and, when the music stops, ask children to find an object on the floor that rhymes with the object they have in their hand. Play the game as long as children are interested.

3. After reading the poem “Clean Gene,” in the collection, *Falling Up*, by Shel Silverstein, try this activity to reinforce rhyming skills: Collect objects that rhyme and objects that don’t rhyme and place them in a laundry basket. Label another laundry basket with a picture that represents the target rhyme. Have children sort the laundry by placing objects that rhyme into the basket with the corresponding picture label. Objects that don’t rhyme will stay in the original basket. This activity should stimulate lots of talk as the children decide the identity of each object and say the names for each out loud. Remember, it is important to both hear and feel the rhyme when you say rhyming words.
4. Create a rhyming activity by starting with a rhyming poem written on chart paper along with pictures that help the children focus on some of the rhyming words in the poem. Enjoy reading the poem out loud with the children as many times as they are interested in doing so. When the children are very familiar with the poem, highlight the rhyming words with highlight tape. Ask children to think of other words that rhyme with that rhyming word, and then change the poem based on their new words.
5. Beanbag rhyming. After reading *The Flea’s Sneeze*, by Lynn Downey, set up an activity to play a beanbag rhyming game. Place two baskets on the floor with one labeled “yes” and the other labeled “no.” Pick different words pairs (some that rhyme and some that do not) out of the poem. Read the words, and then ask children, “Do they rhyme?” Direct children to toss the beanbag in the correct basket to answer the question. Use this activity for transitions to center time or other times of the day.
6. After reading the book *One Hungry Monster*, by Susan Heyboer O’Keefe, use articles of food (cans, empty packages, or pictures or toy replicas of food) to create a rhyming feast. Find a serving plate and place different rhyming objects on the plate. Have children select their “rhyming feast” by finding two foods that rhyme; for example, beans and greens, an egg and a turkey leg, mustard and custard, potatoes and tomatoes, French toast and pot roast, milk shake and chocolate cake.
7. Read the book *Pigs Aplenty, Pigs Galore!*, by David McPhail, then talk about the story. Create an opportunity for the children to be news reporters in search of rhyming objects. Give each child an item that rhymes with something they may find in the classroom. Ask children to retrieve an item that rhymes with the object you have given them. When they identify the item, allow them to snap a picture of the item. Use the pictures to create a book of rhymes.

8. After reading the story *Down by the Cool of the Pool*, by Tony Mitton and Guy Parker-Rees, play a game with the rhyming ball. Tape realistic pictures of objects on a beach ball, and roll the ball to a child. Whatever picture the child's fingers touch, the child says the name of that picture and then recalls a word that rhymes with it. Modify the activity by having the teacher provide a rhyming word for the word the child says, and/or encourage more rhyming responses from other children in the group. Be sure to accept nonsense rhyming words that children offer as well as "real" words.
9. Play the "I'm thinking of a word" game with words that rhyme. Provide a meaningful clue that helps the children think about a word they know that fits your requirement for a rhyme. For example, you could say, "I'm thinking of a word that rhymes with 'Jeep' and 'deep,' and it's what I do when I'm very tired; I go to _____ (sleep)." Wait expectantly for children to finish your thought. This activity serves several purposes in addition to strengthening rhyming skills: it models thinking about words and supports rapid recall of words that are part of a child's spoken vocabulary.
10. Consult the list of books that increase awareness of rhyming in Appendix B and locate one of interest. Repeatedly read the book until children are very familiar with the story. Then use the text to draw attention to rhyming words. Use the cloze technique to help support the rhyming concept.

Teaching Ideas that Support Identification of Alliteration

Alliteration directs children’s attention to the similarities and differences in the initial or beginning sounds of words. For example, in the nursery rhyme “Mary Had A Little Lamb,” the words *little* and *lamb* begin with the same sound. When the words are pronounced out loud, the speaker gets the mouth ready to pronounce the sounds in the same way. Children can learn to both hear and feel when words begin with the same sounds. When children begin to understand alliteration, they also are learning and thinking about the beginnings of words. The concepts of what words are and that words have beginning sounds are essential for success in learning to read.

Alliteration is usually the lowest scoring of the three items on the GGG assessment, but research shows that alliteration concepts can be taught and learned through developmentally appropriate activities. The following 10 activities could be used to support children who may need additional and engaging opportunities to develop alliteration concepts.

These activities and others like them should not be done in isolation, but should be combined with books, printed material, real objects or props that children can use to focus their attention on the learning opportunity.

1. Copy the following nursery rhyme on chart paper and read it with the class. Substitute children’s names using alliteration; for example, *Marvelous Magical Magee* or *Terrific, Talking Tyra*. This activity can be used during transition time, small group time or planning time.

*Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Rapping at the window, crying through the lock,
“Are the children all in bed, for now its eight o’clock!”*

2. After reading an “I Spy” book, have children play “I Spy” by handing them magnifying glasses or big sunglasses. Select a sound and direct them to find an object that starts with it (such as the /m/ sound for marker). Have them bring the object back. Discuss the collection the children have created, noting the beginning sounds of their names.
3. Use some of Shel Silverstein’s poetry, such as “Backward Bill” (*A Light in the Attic*), to set the stage for an alliteration story. Ask children to select pictures from magazines (or let them take pictures with a digital camera)

that begin with the same sound. Line up the pictures and let them create a sentence or story with the items they have found.

4. After reading the book or learning a chanting game like *A, My Name Is Alice*, by Jane Bayer, get families involved at home by creating an “alliteration gallery.” Send home a piece of construction paper and a note explaining to families how to create an “alliteration portrait” for the gallery. Each child should use the sound of his or her name and find or draw pictures on the paper that begin with the same sound. When children return their portraits, frame them and place them on the wall for an alliteration gallery walk.
5. After reading the book *If You Give a Pig a Pancake*, by Laura Numeroff, to a small group, play a clapping game using alliteration. Read the title of the book again, asking the children to clap after the words that begin with the /p/ sound. Look for sentences in the story that have words that begin with the /p/ sound and continue as long as the children remain interested.
6. Read the story *Dinorella*, by Pamela Duncan Edwards. This story uses the /d/ sound throughout. After repeated readings of the story, invite children to identify words that begin with the /d/ sound by holding up a dinosaur stick puppet each time they hear a word that begins with the /d/ sound.
7. After reading the story *Alphabet Mystery*, by Audrey and Bruce Wood, create a mystery for children to solve. Gather items that begin with the same sound and cover them with a sheet. Invite children to solve the mystery by identifying what sound each of the items starts with. Let the children work together in pairs to name the items and identify the initial sound. Then ask them to solve the “sound mystery.”
8. Sound sorts: After reading a book like *I Am a Dump Truck*, by Josephine Page, fill a toy dump truck with small toys or picture cards and allow the children to dump the contents onto a table or area on the floor. Help each child sort the objects or cards according to common beginning sounds. Say the name of each item out loud with the children. Draw attention to the way you and the children get your tongues and mouths “ready” to say the name of each item. Be sure there are multiples of items that begin alike, so the children can discover several items that begin with the same sounds.
9. With the children, recite silly sentences with alliteration; for example, “Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?” Encourage the children to help identify the sound that is heard in many of the words in these sentences. Children can “pop” up when they hear the /p/ sound at

the beginning of a word. If the sentences are about “Silly Sally,” encourage the children to “sway” when they hear the /s/ at the beginning of some of the words in the sentences. If the sentences are about “Long Larry,” encourage the children to pretend to “laugh.” Have the children do similar activities with other initial sounds.

10. Use the alliteration booklist included in Appendix B of this workbook to help select books to read to children. Send the list home, along with additional useful resources you discover, so parents can access the bookstand resources at the library.

Concluding Thoughts on Interpreting GGG Scores

As a preschool teacher, you already know that every minute a child spends in your classroom counts. *Get it! Got it! Go!* (GGG) can help. Designed as a quick and repeatable early literacy assessment, GGG provides you with information you can use immediately in the fall to make the best use of time in your preschool classroom. An additional mid-year assessment with GGG also will support and guide your curriculum decisions. Later, the spring administration can document the kinds of differences your teaching has made.

Organizing and interpreting your classroom GGG scores will help you prioritize learning experiences for your students. For example, you will not spend time introducing the concept of rhyme to children whose GGG scores and other assessment information indicate that they recognize rhyming words easily and accurately.

Knowing which children need additional assessment and which children are likely to blossom with targeted or intensive instruction will enable you to be a more effective teacher. By communicating with families and mobilizing your resources, you will help position your students for success in preschool and beyond.

At the state level, the GGG is providing valuable data about skills and knowledge of Ohio's preschool children. This information is useful for improving early childhood care and education programs, planning for professional development targeted to early childhood educators, improving advocacy for enhancing early learning programs, and increasing sensitivity to the complex demands of teaching preschool children.

Section 4: Appendices

Appendix A: Useful Web Sites

<http://www.education.ohio.gov>, search term: GGG

This link will take you to the Ohio Department of Education's Web page that provides an overview of GGG assessment in Ohio's early childhood education programs.

<http://ggg.umn.edu/>

This Web address will take you to the *Get it! Got it! Go!* home page, sponsored by the University of Minnesota. From this site you can find information about the development of GGG and its reliability, validity, administration procedures, research reports, assessment materials, online tools for plotting trajectory lines and much more.

<http://rec.ohiorc.org/>

The Ohio Resource Center for Math, Science and Reading has a special area for early childhood education called Resources for Early Childhood. Here you will find best practices for supporting early literacy skills, including picture naming, rhyming and alliteration. You also will find professional resources for strengthening your comprehensive early literacy program and opportunities for professional development related to early literacy.

<http://www.education.ohio.gov> search term: *learning growing together*

Learning and Growing Together is a series of enjoyable and practical online resources that support early literacy skills. It is designed to be used by families of young children.

<http://ies.ed.gov/ncee/wwc/>

This site can be used to search literacy terms and as a research source on a variety of educational topics.

Appendix B: A Sampling of Children’s Books

Note that the books listed below are a sampling of children’s literature that emphasizes rich vocabulary, rhyming and alliteration. You will discover a wealth of children’s book selections for you to use in supporting the early literacy skills assessed by GGG. You also should use your own favorites and share the titles with your teaching colleagues and the families with whom you work.

Books that Support Vocabulary

- Aardema, V. (1992). *Bringing the rain to Kapiti plain*. New York: Puffin.
- Bowie, C. W. (2002). *Busy toes*. Watertown, MA: Charlesbridge Publishing.
- Cline, L. (2002). *Quilt alphabet*. New York: Holiday House.
- Ehlert, L. (1995). *Snowballs*. San Diego, CA: Harcourt.
- Fleming, D. (2000). *The everything book*. New York: Henry Holt and Company.
- Heller, R. (1981). *Chickens aren’t the only ones*. New York: Putnam.
- Heller, R. (1998). *Many luscious lollipops: A book about adjectives*. New York: Putnam.
- Keats, J. (1976). *The snowy day*. New York: Puffin.
- Lesser, C. (1999). *Spots: Counting creatures from sky to sea*. Hong Kong: South China Printing Company.
- Pinkney, S. (2000). *Shades of black: A celebration of our children*. New York: Scholastic.
- Sendak, M. (1988). *Where the wild things are*. New York: HarperCollins.
- Steiner, J. (2003). *Look-alikes: The more you look, the more you see*. Boston: Little, Brown.
- Strickland, P. (2000). *Ten terrible dinosaurs*. New York: Putnam.

Books that Support Rhyming

- Bond, F. (2000). *Tumble bumble*. New York: Harper Trophy.
- Boynton, S. (2006). *Barnyard dance*. New York: Workman.
- Christelow, E. (2006). *Five little monkeys jumping on the bed*. Boston: Houghton Mifflin.

Downey, L. (2000). *The flea's sneeze*. New York: Harry Holt & Company.

Florian, D. (1994). *Beast feast: Poems*. San Diego: Harcourt.

Guarino, D. (1989). *Is your mama a llama?* New York: Scholastic.

Lindbergh, R. (1995). *The day the goose got loose*. New York: Puffin.

McPhail, D. (1993). *Pigs aplenty, pigs galore*. New York: Puffin.

Milton, T. (2001). *Down by the cool of the pool*. New York: Orchard Books.

Miranda, A. (1997). *To market, to market*. San Diego: Harcourt.

O'Keefe, S. H. (2001). *One hungry monster*. Boston: Little, Brown.

Plourde, L. (2006). *Pigs in the mud in the middle of the road*. Camden, ME: Down East Books.

Root, P. (2003). *One duck stuck*. Somerville, MA: Candlewick Press.

Silverstein, S. (1996). *Falling up*. New York: HarperCollins.

Speed, T. (1995). *Two cool cows*. New York: Putnam.

Westcott, N. B. (1990). *The lady with the alligator purse*. Boston: Little, Brown.

Williams, L. (2002). *Horse in the pigpen*. New York: HarperCollins.

Wilson, K. (2003). *Bear snores on*. New York: Simon & Schuster.

Books that Support Alliteration

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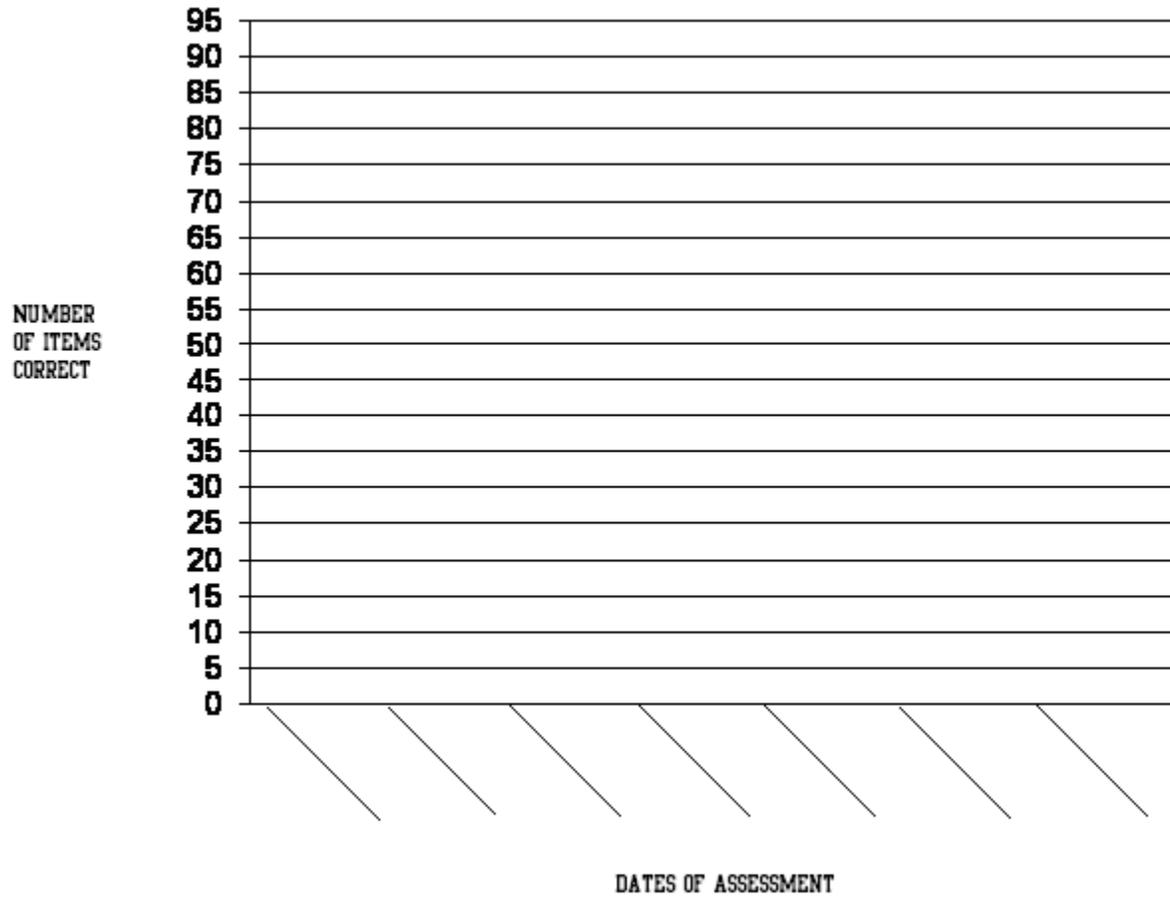
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Chart 3: Trajectory Lines

Subtest (Circle One): Picture Naming Rhyming Alliteration

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