Ohio's Ready School Guide for Language and Literacy

Ohio Department of Education & Workforce

TABLE OF CONTENTS

Introduction

In 2007, Ohio launched the concept of a Ready School, which shifted the responsibility of kindergarten "readiness" from the child to a shared responsibility between early childhood educators and school district leadership. Both were charged with creating smooth transitions that result in cohesive educational settings prepared for each child, despite varied early educational experiences (Ohio Association of Elementary School Administrators & Ohio Department of Education, 2007).

Ohio's Ready School Guide for Language and Literacy extends this concept further with a focus on language and literacy development, emphasizing that a Ready School ensures intentional systems are in place to support all learners and their families in language and literacy development. Additionally, a Ready School provides assessment, curriculum and instruction focused on emergent and early literacy skills with the essential belief that all learners will learn and grow. As teams complete and analyze their Ready School language and literacy assessment, they are encouraged to use the companion document, Ohio's Literacy Implementation Guide for Early Care and Education Leaders, to support the development of their action plan.

Purpose

The purpose of this guide is to support early care and education programs and kindergarten through 3rd-grade school-based teams in their collaborative efforts to provide high-quality evidence-based language and literacy practices for children entering kindergarten. This guide identifies six principles, seven key understandings and four non-negotiable categories of a Ready School that serve as guideposts for the full implementation of a Ready School.

The Principles of a Language and Literacy School

A READY SCHOOL DOES THE FOLLOWING:

- Provides high-quality early care and education experiences focused on oral language development and emergent and early language and literacy skills;
- Uses evidence-based practices;
- Accesses high-quality curriculum and instructional materials aligned to the science of reading;
- Believes all learners will learn and some may need additional support to achieve high levels of success;
- Supports the belief that families play essential roles in learners' growth and development and work in partnership with them;
- Engages all educators, including administrators, in understanding evidence-based practices that promote language and literacy development.

KEY UNDERSTANDINGS:

- Early care and education programs, districts, buildings and classrooms must be ready to meet the needs of all kindergarten learners.
- Learners transitioning from early childhood programs to districts will enter with varied language and literacy experiences. It is the responsibility of all educators to meet the needs of each child.
- Language and literacy development occur along a continuum, and learners will span across this continuum. A Ready School must be prepared to meet the individual needs of all learners. It is a program-wide and building-wide responsibility to identify where individual learners function along the continuum.
- Oral language development is essential for successful literacy development. Educators must be committed to supporting vocabulary development across the literacy continuum.
- Social and emotional development occurs alongside literacy development.
- The strongest predictors of future reading achievement are oral language, phonological awareness, print awareness, alphabet knowledge (letter sounds and letter names) and executive functioning.
- Instruction and curriculum materials that meet the needs of diverse learners must support the development of these essential skills.

Language and Literacy Ready School Non-Negotiables

THE FOLLOWING REPRESENT FOUR CATEGORIES OF NON-NEGOTIABLES OF A READY SCHOOL.

1. **High-quality Instruction**
   All educators in a Ready School should:
   - Understand that all learners develop language and literacy skills on a continuum;
   - Understand the importance of communication and language development as a precursor to emergent, early and conventional reading skills;
   - Implement high-quality curriculum and instructional practices that are evidence-based and meet the needs of diverse learners;
   - Implement instruction with fidelity;
   - Ensure building leadership supports educators in the application of explicit instruction to teach language and literacy concepts and skills. Specifically, explicit instruction in early phonological awareness, print awareness, and vocabulary;
   - Provide classroom instruction that reflects understanding and application of the Simple View of Reading (Gough & Turner, 1986);
   - Understand the stages of oral language development and intentionally support and provide experiences to enhance receptive and expressive language skills;
   - Establish a routine for storybook reading that includes rereading to intentionally develop phonological awareness, print awareness, oral language and vocabulary concepts.

2. **Key Beliefs and Dispositions**

   All educators in a Ready School should:

   - Commit to the belief that all learners can grow in language and literacy skills and presume the competence of all learners;
   - Understand that learners' social and emotional well-being is as important as the emergent and early literacy skills they acquire;
   - Believe that a warm, responsive environment with predictable routines and expectations is important to learners' language and literacy development.

3. **Family Partnerships**

   All educators in a Ready School should:

   - Recognize the learners' families have a significant role in their learners' language and literacy development;
   - Provide structures for educators to provide support and resources for families that foster their learners' language and literacy development.

4. **Multi-tiered Systems of Support**

   Leadership in a Ready School should:

   - Develop an assessment plan to identify predictive indicators or skills of emergent and early language and literacy;
   - Ensure there is a system of supports available to all learners who do not meet benchmark criteria for developmental language and literacy skills;
   - Monitor and document child progress that may inform decisions about changes in instruction or goals for each child;
   - Establish a comprehensive support system that includes support for learners with social-emotional and behavioral challenges.

USING THIS GUIDE

This guide should be used in tandem with Ohio's Plan to Raise Literacy Achievement (specifically, Section 4: Ohio's Literacy Vision). It is a tool early childhood education programs and school-based teams can use to measure how prepared they are to provide best practices for language and literacy development for learners transitioning to kindergarten. As teams use this guide and analyze the assessment results, they should review the companion document, Ohio's Literacy Implementation Guide for Early Care and Education to provide support as they create their action plan and next steps. These tools are built to promote a multi-tiered system of support for the successful implementation of evidence-based instruction of emergent and early literacy skills. Establishing a strong literacy leadership team is the first step in successfully implementing the six principles, seven key understandings and four non-negotiable categories of a Ready School.

Department of
Education &
Workforce

DEVELOPING A LANGUAGE AND LITERACY LEADERSHIP TEAM

A literacy leadership team must include educators from early care and education programs and school leadership teams. The team should include members to inform literacy instruction and improvement in the district or early childhood program, such as support staff, the reading intervention specialist, educators from various grade levels and curriculum directors. Early care and education programs are encouraged to include teachers, paraprofessionals, family members and program leaders such as directors and assistant directors. It is recommended the school-age literacy leadership team include representation from building administration and a variety of teacher-based teams in kindergarten through third grade, including representation of learners with diverse needs, such as learners with disabilities and English language learners. Family input should be sought. The district or early childhood education program may already have an established leadership team (such as a teacher-based team or building leadership team), or it may be an additional cohort of professionals establishing a shared view of improvement efforts.

THE LANGUAGE AND LITERACY LEADERSHIP TEAM WILL:

1. **Create a shared vision for language and literacy development.**

The vision should:

- Consider specific, evidence-based practices that support language and literacy development for each learner;
- Be clearly defined, compelling and committed to the success of each learner and consider each learner's development along the continuum;
- Be deeply embedded in the school community's values and goals for each learner;
- Focus attention on the language and development of each learner, as well as the transition practices in place for those learners entering kindergarten.

2. **Complete the Ready Schools Language and Literacy Self-Assessment Tool and analyze the results.**

The Language and Literacy Assessment Tool is designed to assist early care and education programs and school-based teams in identifying strengths and areas for growth in dispositions, curriculum, instruction and assessment in language and literacy. Designate a time for the early care and education program and the school leadership team to complete the self-assessment. This process could be completed jointly between early childhood education programs and school leadership teams or independently. Evidence should be provided as documentation that practices are in place. Possible evidence sources are listed in the last column of the assessment tool. The results of the self-assessment should be analyzed and will

provide information to guide the creation of action plans. Early childhood education programs and school leadership teams are encouraged to engage in an analysis that is purposeful and includes a relevant conversation on the results of the self-assessment. Group norm-setting is encouraged to guarantee all views are shared and acknowledged.

3. **Engage in Collective Action Planning**

Building a collective action plan involves:

- Analyzing the results of the Ready School self-assessment as well as other pertinent data;
- Using the Implementation Guide to support action planning;
- Identifying specific language and literacy strategies;
- Developing S.M.A.R.T(IE) specific, measurable, ambitious, realistic, and time-bound (inclusive, equitable) goals based on needed language and literacy strategies;
- Collectively outlining timelines and plans for implementation;
- Outlining timelines for monitoring progress for both educator implementation and learner progress;
- Providing the necessary support to meet the goals of the action plan.

The action plan should align with the broader early care and education programs and the school district's improvement planning efforts, including Reading Achievement Plans, local literacy plans and Step Up to Quality. Evaluation of the implementation and processes of a Ready School allow for reflection on the progress in supporting a language and literacy Ready School. This includes revisiting and reassessing the Ready Schools Language & Literacy Assessment Tool on a timeline determined by the Language and Literacy Leadership Team. An action plan template is provided to guide this process.

Ohio Department of Education & Workforce

Language and Literacy Assessment Tool

Instructions: The LLL Team should use the Ready Schools Language and Literacy Assessment Tool to rate current practices using the following scale. Document evidence to support the rating for each item. After completing the assessment, review the findings and develop an action plan that will identify the steps necessary to begin implementation, the resources needed and a timeline for accomplishing the steps.

High-Quality Instruction		
1. **Educators understand all learners develop language and literacy skills on a continuum beginning at birth.**		
Possible Evidence: Walkthrough data, educator interviews lesson plans and professional learning that focuses on the science of reading.		
2 points	1 point	0 points
All four components are evident across all classrooms. • Classroom setup, curriculum, play, teaching strategies, and interactions with learners are intentionally planned. • Educators provide both explicit and implicit learning experiences. • Educators engage in intentional oral language, phonological awareness, and print awareness development interactions across multiple environments, including play-based opportunities. • Learners know the intended learning goal of an activity.	Two of the four components are evident. OR The components are evident but are inconsistent across classrooms.	Fewer than two of the components are in place.

Ohio Department of Education & Workforce

High-Quality Instruction		
2. All educators understand the importance of language development as a precursor and partner to conventional reading skills.		
Possible Evidence: Walkthrough data, educator interviews, lesson plans, and professional learning that focuses on the science of reading.		
2 points	1 point	0 points
All educators understand and support the development of oral language by: • Engaging in back-and-forth responsive interactions (e.g., sounds, gestures, objects, words, movements, conversations) • Modeling proper articulation of words and phonemes • Facilitating conversations between learners • Modeling appropriate sentence structure. Recasting and expanding learners' sentences as needed • Planning opportunities for learners to play with language (for example, nursery rhymes, repeated sentences/phrases, fingerplays and reading books with rhyming and alliteration) • Intentionally incorporating academic language into their speech. • Explicitly teach the academic language from repeated readings / read-aloud.	At least three of the seven components are evident. OR All seven components are used inconsistently.	Fewer than three of the components are in place.

Department of Education & Workforce

High-Quality Instruction

3. Structures are in place for educators to implement high-quality curricula and instructional practices that are evidence-based and have high levels of impact when implemented with fidelity.

Possible Evidence: Daily routine plans (planning to infuse language and literacy throughout the day), classroom walkthrough data, lesson plans, grade-level instructional plans, grade-level team meeting minutes, standards alignment documents, and curriculum resources.

2 points	1 point	0 points
All educators use instructional materials that are: • Aligned to Emergent & Early Literacy and **Ohio's Early Learning and Development Standards** • Incorporate daily read-alouds, writing and discussions • Follow a specific scope and sequence for phonological awareness and print awareness skills and development • Provide access to all learners • Provide many opportunities for response and engagement, including intentionally planned back-and-forth interactions • Provides explicit instructional routines for teaching vocabulary, building phonological awareness, and building print awareness (including teaching letter names and sounds).	Three of the seven components are in place. OR All seven components are in place but are implemented inconsistently.	Two or fewer of the components are in place.

Department of Education & Workforce

High-Quality Instruction		
4. Building leadership assists educators to apply appropriate forms of explicit instruction to teach language and literacy concepts and skills. For example, early phonological awareness, print awareness, and vocabulary.		
Possible Evidence: Daily routine plans (planning to infuse language and literacy throughout the day), classroom walkthrough data, lesson plans, grade-level instructional plans, grade-level team meeting minutes, standards alignment documents, and curriculum resources.		
2 points	1 point	0 points
All four components are in place and evidence is consistent across all classrooms. • Intentional back-and-forth interactions are planned throughout the day. • Lesson plans follow an "I Do, We Do, You Do" model • Learning targets are clear to learners • Explicit lessons are delivered in a playful, engaging manner	Two of the four components are in place. OR All four components are in place in some classrooms.	Two or fewer of the components are in place.

Department of Education & Workforce

High-Quality Instruction		
5. Classroom instruction reflects an understanding and application of the Simple View of Reading and understands its implications for early childhood learning experiences.		
Possible Evidence: Classroom walkthrough data, lesson plans, grade-level team meeting minutes, grade-level instructional plans, intervention plans for individual learners, professional learning plans that include the scope and sequence of the components of Simple View of Reading		
2 points	1 point	0 points
Instruction is provided on both sides of the Simple View of Reading / Scarborough's Rope models and these models are used to identify possible language and literacy difficulties. Word Recognition • Phonological awareness • Alphabetic principle • Print concepts Oral language comprehension • Background knowledge • Vocabulary • Oral language sentence structure • Verbal reasoning	Instruction is provided on both sides of the Simple View of Reading, but all components are not included. OR Application of the Simple View of Reading is inconsistent across classrooms.	Instruction is focused on one side of the Simple View of Reading.

High-Quality Instruction		
6. **Support is provided to educators to understand the stages of oral language development and how to intentionally provide experiences to enhance receptive and expressive language skills.**		
Possible Evidence: Daily routine plans (plan to infuse language and literacy throughout the day), classroom walkthrough data, lesson plans		
2 points	1 point	0 points
All educators plan for and intentionally use a variety of strategies to develop learners' oral language. • Educators intentionally engage in turn-taking conversation with learners throughout the day (at least five back-and-forth interactions). • Educators intentionally include strategies to develop both receptive and expressive language in their classroom instruction, for example, recasting, expansion, parallel talk, self–talk, literal questioning, and inferential questioning. • Educators encourage learners to elaborate on their speech through modeling and student repetition (sentence expansion).	Two of the three components are in place. OR All three components are in place in some classrooms.	One of the components is in place.

Department of Education & Workforce

High-Quality Instruction

7. Educators have a multiple-read routine for storybook reading to intentionally develop oral language and vocabulary, print knowledge, and phonological awareness skills.

Possible Evidence: Grade-level team meeting minutes, PLC team meeting minutes, lesson plans, classroom walkthrough data, professional learning on intentionally developing language and vocabulary concepts through storybook reading

2 points	1 point	0 points
• Educators purposefully select books when planning for repeated readings - books with rich language/vocabulary; books with phonological awareness components; books that build oral language skills through repetition; print rich books that draw students' attention to the form and function of print. • Educators plan questioning strategies to guide learners' understanding during interactive storybook reading, to include both literal and inferential questioning. • Educators engage in repeated readings of selected texts (2-4 times). • Educators choose 1 - 2 Tier 2 vocabulary words to explicitly teach before each read. • Educators use a predictable and engaging instructional routine to teach new vocabulary words that include the use of gestures, connection to phonology, and student-friendly definitions.	Two of the five criteria are evident. OR All five criteria are evident in some classrooms.	Fewer than two of the criteria are in place. OR There is no routine for storybook reading.

Department of Education & Workforce

High-Quality Instruction		
8. Support educators to explicitly teach and monitor the development of phonological awareness.		
Possible Evidence: Lesson plans, classroom walkthrough data, grade-level team meeting minutes		
2 points	1 point	0 points
All four components are in place. • Exploration and interaction with sounds, music, rhythm, back-and-forth interactions, reading, talking, and listening are intentionally planned. • The curriculum presents phonological skills in a developmental sequence. • Phonological skills are taught and reinforced in brief; fast-paced activities conducted throughout the day. • There is a system in place for educators to progress monitor learners' growth in phonological skills. • Instruction is focused and adjusted in response to progress-monitoring data.	Two of the five components are in place. OR All five components are in place in some classrooms.	Fewer than two of the components are in place.

High-Quality Instruction		
9. Support educators to explicitly support and teach print awareness and print knowledge.		
Possible Evidence: Classroom walkthrough data, curriculum audit, lesson plans, written guidance for teaching the curriculum		
2 points	1 point	0 points
Read-alouds include explicit instruction on all 4 dimensions of print awareness: • Book and print organization • Print meaning • Letters • Words	Two of the four dimensions are in place. OR All four dimensions are in place for some classrooms.	Fewer than two of the dimensions are in place.

High-Quality Instruction		
10. As a component of Print Awareness, explicitly teach letters to build alphabet knowledge.		
Possible Evidence: Classroom walkthrough data, curriculum audit, lesson plans		
2 points	1 point	0 points
Use of environmental print throughout daily routines Letter instruction in all classrooms is multisensory and includes all the following components: • Letter recognition • Letter production (oral language) • Letter writing • Connection to the sound(s)	Two of the five components are in place. OR All five components are in place for some classrooms.	Fewer than two of the components are in place.

Ohio **Department of Education & Workforce**

Key Beliefs and Dispositions		
11. All team members show commitment to the belief that all learners can grow their skills in language and literacy and presume the competence of all learners.		
Possible Evidence: Classroom walkthrough data, lesson plans, teacher surveys, grade-level team meeting minutes		
2 points	1 point	0 points
All five components are evident in all classrooms. • "People first" language is used. • Use of diverse teaching strategies • Classroom arrangement so all learners have access to all learning/play opportunities • Proactive UDL principles are evident. • Team members take ownership of all learners' learning.	Three of the five components are in place. OR All five components are in place in some classrooms.	Fewer than three of the components are in place.

Department of Education & Workforce

Key Beliefs and Dispositions		
12. All team members understand learners' social and emotional well-being is as important as the emergent literacy skills they acquire.		
Possible Evidence: Written routines and procedures, Classroom walkthrough data, lesson plans, schedule of building-wide activities that support social and emotional development, professional learning that focuses on the social and emotional well-being of learners		
2 points	1 point	0 points
Strategies to support and develop learners' social and emotional development are included in daily routines and learning activities. AND Educators use proactive, positive and restorative practices to redirect and teach appropriate behaviors. AND There are opportunities for learners to discuss and share solutions to problems both individually and in groups	Strategies to support and develop learners' social and emotional development are included in daily routines and learning activities. AND Educators use proactive, positive and restorative practices to redirect and teach appropriate behaviors.	Strategies to support and develop learners' social and emotional development are not included in daily routines and learning activities.

Key Beliefs and Dispositions		
13. All educators believe a warm, responsive environment with predictable routines and expectations is important to a learner's language and literacy development.		
Possible Evidence: Written routines and procedures, classroom walkthrough data, lesson plans, schedule of building-wide activities that support social and emotional development, professional learning that focuses on the social and emotional well-being of learners		
2 points	1 point	0 points
All four components are evident in all classrooms. • Predictable routines • Defined expectations • Positive interactions between adults and learners • Adults respond to learners' needs	Two of the four components are in place. OR All four components are in place in some classrooms.	Fewer than two of the components are in place.

Ohio Department of Education & Workforce

Family Partnerships		
14. All team members recognize their learners' families have significant roles in their children's language and literacy development.		
Possible Evidence: Family survey results, samples of written communication with families, schedule of family events at the school, professional learning that focuses on family engagement, family membership on the leadership team, and family membership on the leadership team.		
2 points	1 point	0 points
All four components are in place schoolwide. • Families feel safe and welcome in the school • Families are provided information regarding their learners' language and literacy development in multiple formats • Families are encouraged to read books and speak to their learners in their home languages; teachers honor home languages • There is a process for two-way communication between educators and parents	Two of the four components are in place. OR Components are implemented inconsistently across classrooms.	Fewer than two of the components are in place.

Department of Education & Workforce

Family Partnerships		
15. Structures are in place for educators to be able to provide support and resources for families that foster their children's language and literacy development		
Possible Evidence: Teacher and family surveys, samples of written communication with families, schedule of family events		
2 points	1 point	0 points
All five components are evident across all classrooms. The district or program: • Provides language and literacy materials to families for use at home • Shares language and literacy strategies that are enjoyable and can be incorporated into daily routines and activities • Shares and connects families with community resources (for example, library programs, parks and recreation events and outreach services) • Provides materials and resources in the families' home languages (if applicable) • Provides opportunities for families to learn language and literacy strategies	Three of the five components are evident. OR The components are evident but are inconsistent across classrooms.	Resources are not provided to families. OR Resources provided to families are not specific to language and literacy development.

Department of Education & Workforce

Multi-Tiered System of Support

16. There is an assessment plan to identify predictive indicators or skills of emergent literacy

Possible Evidence: Written assessment plan, description of assessment aligned with the emergent literacy skills, assessment schedule

2 points	1 point	0 points
There is a written assessment system to identify emergent literacy skills. The assessments are valid and reliable for the age and grade level. The assessment includes indicators for all the following: • Phonological awareness • Oral language • Print concepts Timelines are defined for administering the assessments.	There is a written assessment system to identify emergent literacy skills. The assessments are valid and reliable for the age and grade level. The assessment may not include indicators for all three emergent literacy skills. AND/OR Timelines are not defined.	There is no written assessment system in place

Multi-Tiered System of Support		
17. There is a system of supports available to all learners who do not meet benchmark criteria for developmental language and literacy skills		
Possible Evidence: Written document of support system, progress-monitoring reports, documentation of change in support when a student is not making enough progress, intervention fidelity checks		
2 points	1 point	0 points
All three components are in place. • All learners receive high-quality core instruction. • Decision rules are written and include entry criteria, progress monitoring and exit criteria. • Interventions are evidence-based, skill-specific based on individual student assessments and delivered with fidelity.	Two of the three criteria are fully present. Or Two or three criteria are partially present.	There is no formal/written system of support.

Multi-Tiered System of Support		
18. There is a system to monitor and document learners' progress that may inform decisions about any changes in instruction or goals for each child.		
Possible Evidence: Learner data folders, written guidance for progress monitoring, samples of written communication with families, family communication log		
2 points	1 point	0 points
Learner progress is monitored and documented in more than one format and includes a combination of formal and informal assessments. AND When learners are identified as at-risk, there is a system in place to monitor progress. • Frequency of monitoring is defined. • Emergent and early literacy skills are the focus for progress monitoring. • Assessment tools are available to progress monitor. • Learner progress is shared with families at least monthly.	Learner progress is monitored and documented in more than one format and includes a combination of formal and informal assessments	There is no process for monitoring a child's progress.

Ohio **Department of Education & Workforce**

Multi-Tiered System of Support

19. The educational support system is comprehensive and includes support for learners with social-emotional and behavioral challenges

Possible Evidence: Written schoolwide expectations and routines, social-emotional teaching scripts, documentation of challenging behaviors, staff and family handbooks, posters, schedules and other visuals posted for learner reference, walkthroughs

2 points	1 point	0 points
The school has written decision rules or guidelines to follow for tiered social-emotional support including: • Universal supports that include modifying the environment if needed (for example, table/chair arrangement; consistent rules and routines; providing a warm, responsive classroom) • Teaching, reinforcing and practicing routines as needed. • A system for recording triggers or antecedents of behavior to design individualized interventions. • The development of executive functioning skills.	Two of the four criteria are in place. OR The school has general guidelines for supporting social-emotional development and there are inconsistencies across classrooms.	There is no formal or written system of social-emotional support.

Language and Literacy Assessment Tool Score Sheet

Category Non-Negotiables	Initial Score	Follow Up Score
High-Quality Instruction		
1. Understand that all learners develop language and literacy skills on a continuum beginning at birth.		
2. All team members understand the importance of language development as a precursor and partner to conventional reading skills.		
3. Structures are in place for educators to implement high-quality curricula and instructional practices that are evidence-based and have high levels of impact when implemented with fidelity.		
4. Building leadership assists educators to apply appropriate forms of explicit instruction to teach language and literacy concepts and skills. For example, early phonological awareness and vocabulary.		
5. Classroom instruction reflects an understanding and application of the Simple View of Reading and its implications for early childhood learning experiences.		
6. Support is provided to educators to understand the stages of oral language development and intentionally provide experiences to enhance receptive and expressive language skills.		
7. Assist educators to have a routine for storybook reading that includes rereading to intentionally develop language and vocabulary concepts.		
8. Support educators to explicitly teach and monitor the development of phonological awareness.		
9. Support educators to explicitly support and teach print awareness and print knowledge.		
10. Support educators to explicitly teach letters to build alphabet knowledge.		
Key Beliefs and Dispositions		
11. All team members commit to the belief that all learners can grow their skills in language and literacy and presume the competence of all learners.		
12. All team members understand learners' social and emotional well-being is as important as the emergent literacy skills they acquire.		
13. All team members believe a warm, responsive environment with predictable routines and expectations is important to a learner's language and literacy development.		

Ohio Department of Education & Workforce

Family Partnerships		
14. All team members recognize learners' families have a significant role in their child's language and literacy development.		
15. Structures are in place for educators to be able to provide support and resources for families that foster their child's language and literacy development.		
Multi-Tiered Systems of Support		
16. There is an assessment plan to identify predictive indicators or skills of emergent literacy.		
17. There is a system of supports available to all learners who do not meet benchmark criteria for developmental language and literacy skills.		
18. There is a system to monitor and document learner progress.		
19. The educational support system is comprehensive and includes support for learners with social-emotional		

LEADERSHIP TEAM PARTICIPANTS:

Date of initial assessment	Date for analyzing initial results

Date of follow-up assessment	Date for analyzing follow-up results

Ohio Department of Education & Workforce

FOCUS AREAS FOR THE PROGRAM-WIDE OR SCHOOLWIDE PLAN:

NEXT STEPS:

Department of Education & Workforce

Action Plan

VISION FOR A READY SCHOOL
Note: Refer to Ohio's Literacy Implementation Guide for Early Care and Education Leaders for support in creating and prioritizing Action Plan goals and strategies.

Language & Literacy Assessment Tool Items Determine which items have the highest priority	Priority Y/N

Ohio | Department of Education & Workforce

GOAL STATEMENT:

EVIDENCE-BASED STRATEGY OR STRATEGIES:

LANGUAGE AND LITERACY ASSESSMENT TOOL ITEM ADDRESSED:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component			
Timeline			
Lead Person(s)			
Resources Needed			
Specifics of Implementation			
Measure of Success			
Check-in/Review Date			

Ohio | **Department of Education & Workforce**

EVALUATION AND ADJUSTMENTS TO THE PLAN:

The Language and Literacy Leadership team reconvenes periodically as noted in their plan to review progress, describe the completion of tasks, barriers to task completion, lessons learned, concerns and make necessary refinements to goals or action steps.

Determine if the team is ready to plan for additional items identified as needs from the most recent self-assessment. Schedule the dates the team will re-administer the Ready Schools self-assessment. Schedule the date for the analysis of the Ready Schools assessment results; gather any needed additional or different data.

Ohio Department of Education & Workforce

GLOSSARY

Big Ideas of Reading - The five Big Ideas of Reading instruction are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These skills were identified by the National Reading Panel as being critical to effective reading instruction. They are predictive of reading acquisition and can be taught (National Early Literacy Panel, 2008).

Core instruction - Grade-level instruction for all learners that are differentiated and designed to meet the needs of all learners.

Developmentally appropriate practice (DAP) – "Developmentally appropriate practice (DAP) is an approach to teaching grounded both in research on how young children develop and learn and what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. DAP involves meeting young children where they are, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals" (NAEYC).

Evidence-based practices - Those effective educational strategies supported by evidence of effectiveness and research (ESEA, 2016).

Executive functioning - Executive functioning skills have to do with self-regulation. They are the mental processes that enable us to plan, attend and remember. Children who have difficulty with executive function often struggle with self-control, working memory and flexible thinking.

Explicit instruction - Instruction that is direct, systematic, engaging and success oriented. It is an unambiguous and direct approach to teaching (Archer, p.1).

Expressive language skills - Expressive language refers to a child's ability to communicate wants and needs. It includes using gestures as well as words, phrases and sentences. Expressive language skills generally develop in a pattern, in a certain order, around a certain age (Pediatric Therapy Network).

Multi-tiered system of support (MTSS) – A multi-tiered system of support is a framework for providing instruction to students. The key elements include a continuum of evidence-based practices, each tier providing more intensive instruction; data-based decision-making and problem-solving; universal screening; continuous progress monitoring; and focus on fidelity of implementation. A multi-tiered system of support can be applied.

"People first" language - "People first" refers to the emphasis of individuals over their disabilities or categories. It puts the person, with all his or her uniqueness, before a diagnosis. For example, a student with special needs might be referred to as a child with an individualized education program (IEP), not "an IEP kid" (Centers for Disease Control and Prevention).

Phoneme - A phoneme is the smallest unit of sound in a word. For example, the word cat has three phonemes: /c/ /a/ /t/ (Moats, p. 87).

Phonological Awareness - The conscious awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units and phonemes (Moats, p. B18).

Ohio **Department of Education & Workforce**

Receptive language skills - Receptive language skills refer to the ability to understand information from the speech of others. It involves understanding the words, sentences and meaning when reading or listening to others speak (Moats, p. B18).

Simple View of Reading - This construct of the reading acquisition was proposed by Gough and Turner in 1986. It is the idea that reading comprehension is a product of word decoding skills (the ability to read and understand the words on a page) and oral language skills (the ability to make sense of the language we hear and read). They are equally important and equally necessary for skilled reading (Orton-Gillingham, SVR Part 1).

Systematic Instruction - Systematic instruction is the plan for instruction that is carefully thought out, builds on prior learning, follows a sequence from simple to complex and is built on learning targets that are identified before activities and lessons are planned (National Institute for Direct Instruction).

Universal Design for Learning (UDL) – Universal Design for Learning is a research-based framework that proactively provides the support needed for all students to access and benefit from instruction. It is based on research on how people learn. The three components of Universal Design for Learning are engagement (the why of learning), representation (the presentation of content), and action and expression (the how of learning) (www.cast.org).

Ohio Department of Education & Workforce

REFERENCES

Archer, Anita L., & Hughes, Charles A. (2011). *Explicit instruction: Effective and efficient teaching.* The Guilford Press. New York, NY.

Beck, I.L., McKeown, M.G., Kuban, L. (2013). *Bringing words to life, 2nd edition: Robust vocabulary instruction.* The Guilford Press. New York, NY.

Boone, B.J., Wellman, M.E., & Schenker, V. (2017). *Partnering with Families for Early Language and Literacy Development: Research-based Strategies for Early Childhood Teachers.* Retrieved from http://u.osu.edu/familyschoolpartnerships/earlyliteracy/

Centers for Disease Control and Prevention. *Communicating with and about people with disabilities.* Retrieved from https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_visual_alt.pdf

U.S. Department of Education. (2016). *Using evidence to strengthen education investments.* Retrieved from www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf Fisher, D., & Frey, N. (2008). *Releasing responsibility.* Educational Leadership, 66(3). 32-37.

Farrell, F., Davidson, M., Hunter, M., & Osenga, T. (2010). *The simple view of reading: Research of importance to all educators.*

The Center for Development & Learning. Center on the Developing Child, Harvard University. *Executive functioning and self-regulation.* Retrieved from https://developingchild.harvard.edu/science/key-concepts/executive-function/

Institute of Education Sciences (IES). U.S. Department of Education. Retrieved from https://ies.ed.gov.ed/ncee/wwc/practiceguides

Justice, L., Sofka, A. (2010). *Engaging children with print. Building early literacy skills through quality read-alouds.* New York, NY: Guilford Press

Kagan, S.L., Moore, E., & Bredekamp, S (Eds.). (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary.* Washington, D.C.: National Education Goals Panel

Kuhn, L. J., Willoughby, M.T., Vernon-Feagans, L., Blair, C.B., & Family Life Project Key Investigators. (2016). *The contribution of learners' time-specific longitudinal expressive language skills on developmental trajectories of executive function.*

Arizona State University.

Michigan's Integrated Behavior and Learning Support Initiative. MIBLSI Model. *Multi-Tiered System of Supports (MTSS).* Retrieved from www.miblsi.org

McIntosh, K, Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* The Guilford Press. New York, NY. Moats, Louisa C., & Tolman, Carol A. (2019). *LETRS, 3rd Ed. Vol.1,* Voyager Sopris Learning. Dallas, TX.

Department of Education & Workforce

National Association for the Education of Young Children. (NAEYC). Retrieved from https://NAEYC.org/resources/topics/dap/3-core-considerations

National Early Literacy Panel. (2008). *Developing early literacy. Report of the National Early Literacy Panel: A scientific synthesis of early literacy development and implications for intervention.* Retrieved from www.nichd.nih.gov

National Institutes of Health. *Speech and Language Development Milestones.* Retrieved from: http://www.readingrockets.org/article/speech-and-language-developmental-milestones

National Institute for Direct Instruction. Retrieved from https://nifdi.org

Neumam, S., Wright, T. (2013). All about words. *Increasing vocabulary in the Common Core classroom, Prek-2.* New York, NY: Teachers College Press

Ohio Association of Elementary School Administrators & Ohio Department of Education. (2007). Ready schools resource

document. *Strong Beginnings, Smooth Transitions, Continuous Learning*. Retrieved from https://oaesa.org/resources/ohioreadyschools/

Ohio's early learning & development standards: *Birth to kindergarten entry.* (2012). Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards

Ohio Department of Education. (2018). *Ohio's learning standards extended.* Retrieved from http://education.ohio.gov/Topics/Special-Education/Ohios-Learning-Standards-Extended

Ohio Department of Education. (2017). *Ohio's learning standards for English language arts.* Education. Retrieved from http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards

Ohio Department of Education. (2020). *Ohio's Plan to raise literacy achievement.* Retrieved from https://www.education.ohio.gov

Orton-Gillingham. *The Simple View of Reading.* Retrieved from https://ortongillinghamonlinetutor.com

Paulson, L.H., Moats, L.C. (2018). *LETRS for Early Childhood Educators. 2nd Ed.* Voyager Sopris Learning. Dallas, Tx. Pediatric Therapy Network. *Speech-language definitions.* Retrieved from https://pediatrictherapynetwork.org

Romeo, R.R., et.al. (2018). *Beyond the "30-million word gap;" Learners' conversational exposure is associated with language-related brain function.* Association for Psychological Science.

Schweinhart, L., Montie, J., Xiang, Z., Barnett, W., Belfield, C., Nores, M. (2005). *The High/Scope Perry Preschool Study Through Age 40.* High/Scope Educational Research Foundation.

Suskind, Dana. (2015). *Thirty million words: Building a learner's brain.* Penguin Random House. New York.

Department of Education & Workforce

U.S. Department of Education. (2016). *Using evidence to strengthen education investments.* Retrieved from www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Vissers, C., Koolen, S., Hermans, D., Scheper, A., Knoors, H. (2015). *Executive functioning in preschoolers with specific language impairment.* NCBI. Retrieved from https://ncbi.nlm.nih.go

Department of
Education &
Workforce

Department of
Education &
Workforce