



Ohio

Literacy Academy 2021

Preparing Children to Become Readers and Writers Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgments

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Lucy Hart Paulson. We are grateful to Dr. Paulson for sharing her expertise with Ohio educators.

Reproducing the Viewing Guide

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Preparing Children to Become Readers and Writers

Age/grade band: Birth-kindergarten entry

Presenter: Lucy Hart Paulson, EdD, CCC-SLP

Session 1: Oral Language

Learning objectives: Participants will understand how oral language structures connect to reading and writing while reflecting on current oral language facilitation strategies within their own early childhood education programs.

[Video presentation](#) (19:18)

Complete after viewing video presentation: Reflect on what structures of oral language contribute to reading and spelling words.

1. What oral language facilitation strategies are you using?
2. What receptive and expressive language routines are you using?
3. What questioning routines are you using?
4. What vocabulary selection and teaching routines are you using?
5. What read-aloud routines are you using?

Session 2: Phonological Processing

Learning objectives: Participants will understand how phonological processing connects to reading and writing while reflecting on assessment, instruction and intervention strategies used to teaching phonological and phonemic awareness.

Complete prior to viewing video presentation: Read the Catts et al. article "[Early Identification of Reading Disabilities within a RTI Framework.](#)"

[Video presentation](#) (24:11)

Complete after viewing video presentation:

1. Reflect on your aha moment and ways you will use this information.
2. With a colleague, describe the interaction among phonological sensitivity, phonological representation and phonological processing.
3. Reflect on these questions:
 - a. What is the sequence of development of phonological to phonemic awareness?
 - b. How do you assess phonological awareness?
 - c. What instruction and/or intervention strategies do you use to teach phonological and phonemic awareness?

Session 3: Print Knowledge

Learning objective: Participants will understand how print knowledge connects to reading and writing while reflecting on explicit alphabetic instruction and writing instruction within the early childhood education classroom.

[Video presentation](#) (21:09)

Complete after viewing video presentation:

1. Reflect on what aspects of this content matches up with your understanding and what you are contemplating with alphabet learning and instruction, along with the importance of including writing instruction.
2. Reflect on these questions:
 - a. What is your sequence and schedule of alphabet instruction and how your students are learning?
 - b. What does your writing instruction look like in your setting?

HOW ARE WE DOING?

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