Literacy Academy 2025

ALIGNING MATERIALS (AND PRACTICES!) WITH OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

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OBJECTIVES

- Understand the how and why behind high-quality instructional materials

- Identify tools to use when reviewing curriculum, materials, and practices

- Identify an appropriate process for reviewing curriculum and materials

RELEASED IN 2024

A New Vision for High-Quality Preschool Curriculum

- Consensus study report
- From the National Academies of Sciences, Engineering, and Medicine
- Examines preschool curriculum quality for children from ages three to five

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KEY TAKEAWAYS

"Curriculum is a critical determinant of the quality and effectiveness of a preschool program."

"Evidence-based preschool curriculum that is well implemented promotes [positive] outcomes in mathematics, language, literacy, and social-emotional skills…"

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IES PRACTICE GUIDE
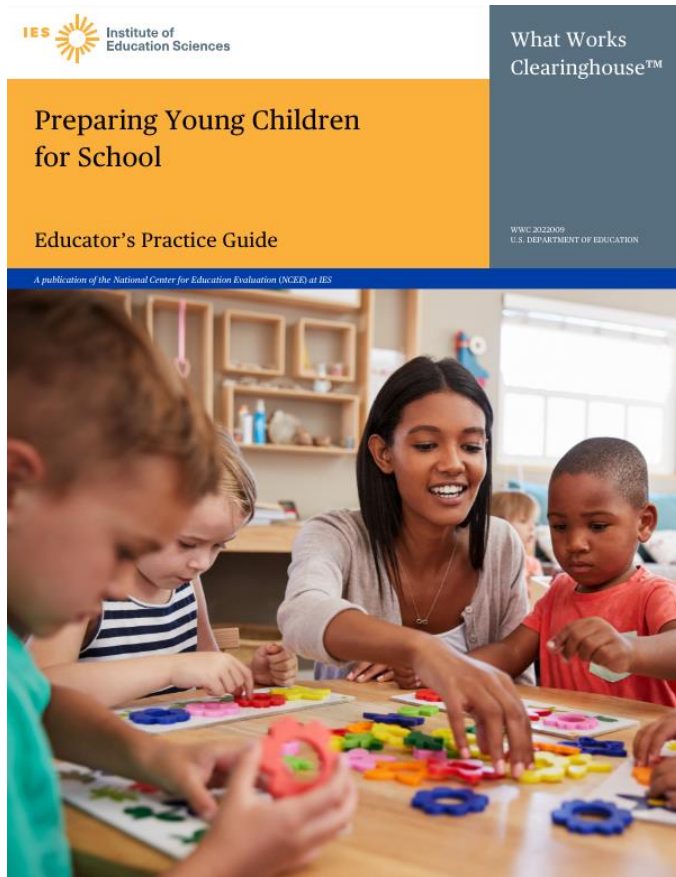
- Recent research has identified practices that have the potential to prepare young children to benefit from the learning opportunities they will encounter in school.
- Details seven evidence-based practices designed to be used by teachers; center and program directors; district or state personnel involved in adopting curricula for preschool programs; and parents and caregivers.

KEY TAKEAWAYS AROUND LANGUAGE AND LITERACY

- Intentionally plan activities to build children's vocabulary and language.
- Build children's knowledge of letters and sounds.
- Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.

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TURN AND TALK

With a partner or group at your table describe your:

- Last curriculum adoption process
- Onboarding or training with a curriculum

WHEN TEACHERS DON'T HAVE ACCESS

- Teachers spend 7-12 hours per week searching for and creating instructional resources (free and paid), drawing from a variety of resources, many of them unvetted

GOLDBERG, M. (2016). CLASSROOM TRENDS: TEACHERS AS BUYERS OF INSTRUCTIONAL MATERIALS AND USERS OF TECHNOLOGY. K-12 MARKET ADVISORS. RETRIEVED FROM: HTTPS://MDREDUCATION.COM/REPORTS/CLASSROOM-TRENDS-TEACHERSBUYERS-INSTRUCTIONAL-MATERIALS-USERS-TECHNOLOGY

WHEN TEACHERS DON'T HAVE ACCESS

A 2017 RAND analysis found that

96%
OF TEACHERS
use Google to find
lessons and materials.

Nearly **75%**
OF TEACHERS
use Pinterest to find
lessons and materials.[9]

Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation.

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PREKINDERGARTEN CURRICULUM REPORTING (MARCH)

18.70%

81.30%

■ Unapproved Materials   ■ Approved Materials

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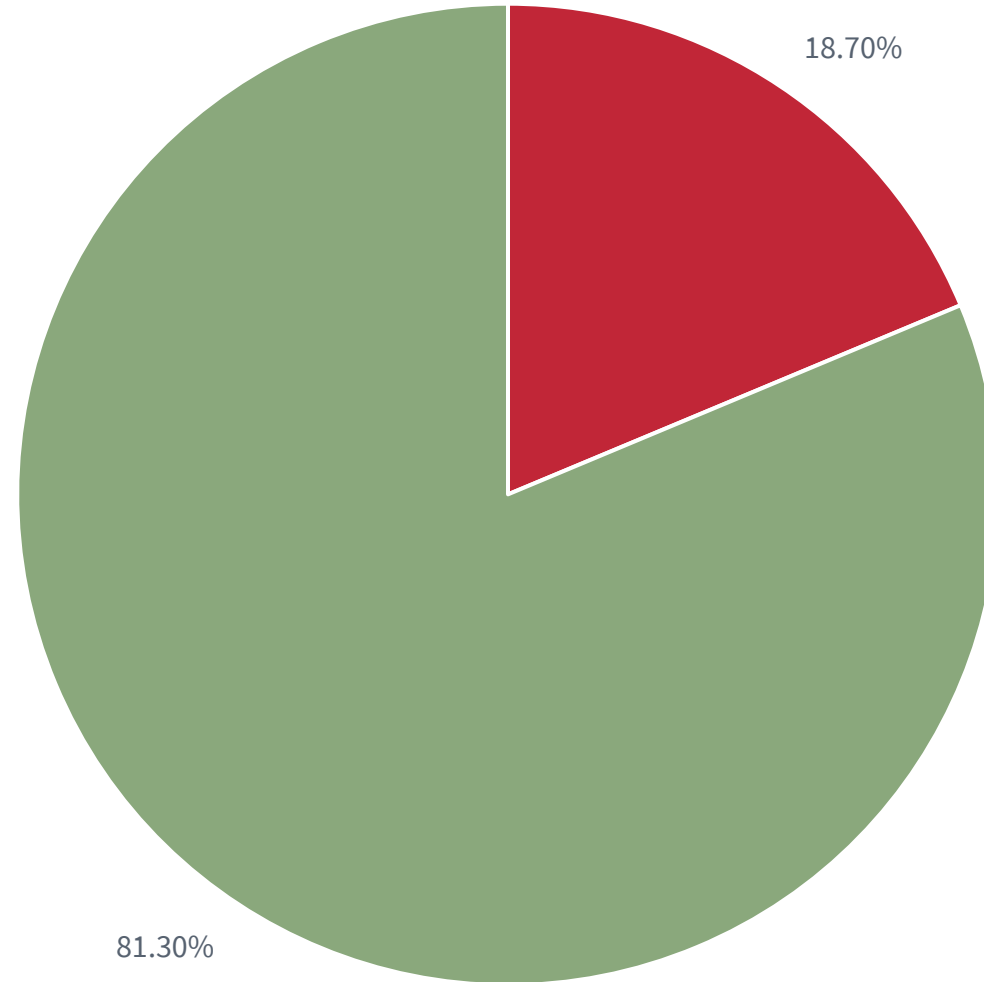
TURN AND TALK

With a partner or group at your table, describe your:

- Lesson and unit planning processes
- Planning for differentiation
- Centers and/or play areas

OHIO'S READY SCHOOL GUIDE FOR LANGUAGE AND LITERACY

Ohio's Ready School Guide for Language and Literacy

Department of Education & Workforce
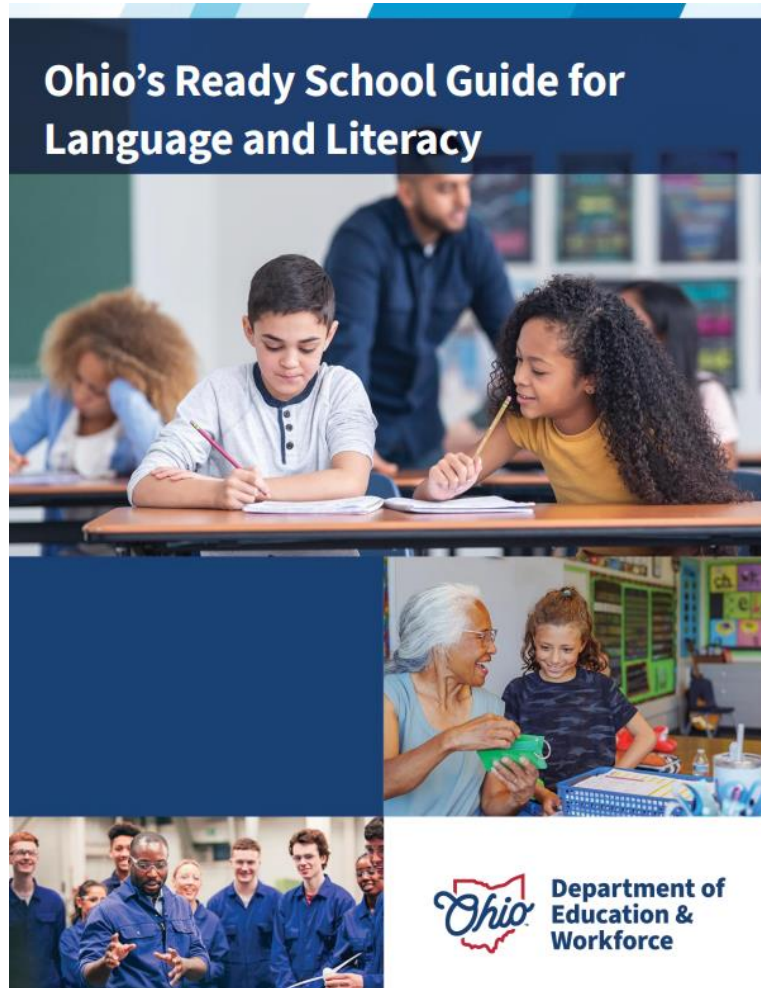
- Support early care and education programs in providing high-quality evidence-based language and literacy practices.

- Focuses on high-quality instruction, key beliefs and dispositions, family partnerships, and multi-tiered systems of support.

HIGH QUALITY INSTRUCTION

Self-assess knowledge and practices of the early care and education program.

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.

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LET'S PRACTICE

- Read the indicator.
- Read the score descriptors.
- Where do you place your current classroom, school, etc.?
- Why?

High-Quality Instruction		
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LEARNING MORE

- Use in tandem with Ready Schools
- Provides actionable activities and explanations for teachers and administrators

Implementing Ohio's Plan to Raise Literacy Achievement

A Guide for Early Care and Education Leaders

Department of Education & Workforce

HIGHLIGHTS

Table 1. Essential emergent literacy skills

Emergent Literacy Skill	Definition
Vocabulary and Oral Language	The ability to use gestures, words and sentences to express wants, needs, thoughts, ideas and emotions. The ability to derive meaning from spoken, written and signed language. Understanding the meaning of the words we hear and being able to use words in oral language. Oral language includes a child's specific mode of communication that supports communicative intent such as sign language, gestures, tools or technology. Vocabulary and oral language are critical to reading success as children move to and through 3rd and 4th grade and beyond.
Phonological and Phonemic Awareness	The ability to recognize that sound has meaning by attending to and distinguishing environmental and speech sounds. Noticing, thinking about and working with the sound structure of spoken language, ultimately at the phoneme level.
Print Knowledge	The ability to understand that pictures and written symbols (including alphabet letters) have meaning. Alphabet knowledge, the alphabetic principle, understanding the conventions of print and understanding the function of print. The four domains of print knowledge include: • Print organization; • Print meaning; • Words; • Letters.

HIGHLIGHTS

PRINT KNOWLEDGE

Print Knowledge in Action

Infants and Toddlers

In her infant/toddler class, Mrs. Joelle has stocked the book corner with variety of books for the children to choose and explore. This week she has added books that support the current theme and that have text that stands out (e.g., large text, speech bubble).

Examples of what a director or coach might observe in a class include the following:

- Books and print readily available for mouthing, exploring, turning pages, patting and pointing
- Babies, toddlers and adults enjoying reading intentionally chosen books together
- Drawing children's attention to print and features of print, such as variations in print, speech bubbles and text features, when reading aloud
- Learning centers and small group instruction that build on read-alouds and support communication and language skills

Older Toddlers and Preschool

In his pre-K class, Mr. Ki provides children with opportunities to explore books and other print related to the theme. He selects books that are read-aloud books so he can draw attention to the print in the book (text features, large printed words, speech bubbles, etc.) He has set up a "writing" station for children to experiment with making play-dough letter shapes.

Examples of what a director or coach might observe in a class include the following:

- Using environmental print that supports the theme
- During read-alouds, referencing text, variations in print, speech bubbles, text features and letters
- Connecting print to oral language throughout the daily routine with read-alouds, centers, transitions, etc.

Why is Print Knowledge Important? Early on, babies and toddlers notice that books, pictures, symbols and print have meaning. Later, accessing the meaning of text begins with decoding the words and translating the print into speech. Eventually, decoding is facilitated by learning the alphabet, letter names and letter sounds.

The alphabetic principle includes the awareness that letters represent the sounds we speak and the ability to blend letter sounds to read words. Accurately and automatically naming letters is an excellent predictor of future reading performance. Letter-naming fluency indicates the amount of support a student might need to cement letter-sound relationships. Letter-sound fluency and the ability to read consonant-vowel-consonant words indicate the level of alphabetic principal instruction that will be needed in kindergarten.

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LET'S PRACTICE

- Read the look fors.
- Which occur in your current classroom(s)?
- How often?
- Why or why not?

Table 4. Print Knowledge Look Fors

| Differentiated Universal Instruction in Print Knowledge		Print Knowledge Instruction in Intervention
Infants and Toddlers	**Preschool**	
❑ Books and print materials are accessible and available for children to experience and explore (mouth, turn pages, pat, etc.) ❑ Adults and children intentionally interact with symbols, books and print materials ❑ Exploring books and print materials are supported ❑ Incorporating and utilizing environmental print and pictures throughout the day ❑ Providing abundant intentional reading experiences with children individually and in groups ❑ Engaging in print referencing (calling out text features) during read-alouds ❑ Offering centers and activities for children to create representations or "symbols" through drawing, play**dough** or painting (planned purposeful play with print)	❑ Books and print materials are accessible and available for children to experience and explore ❑ Utilizing environmental print throughout the daily routines ❑ Explicitly teaching letter names and sounds ❑ Incorporating letter shapes, letter manipulatives, and writing materials into learning centers and activities ❑ Providing multiple means of practice reviewing letter names and sounds with playful, intentional letter-learning games ❑ Print referencing (calling out print and text features) during lessons and read alouds ❑ During read-alouds, highlighting concepts of print (e.g., parts of a book, reading left to right, different print symbols) and teaching that words (not pictures) convey the meaning of written words ❑ Following a purposeful scope and sequence and explicitly instructing in the four domains of print knowledge through intentional read-alouds	❑ Small group (grouping children by need) ❑ Matching instruction to where students are on the continuum of skills ❑ Explicit modeling of target skills ❑ Targeted print referencing during a lesson ❑ Using manipulatives such as blocks or felt squares to represent sounds and words ❑ Providing immediate corrective feedback

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REFLECTION

- Program practices
- Classroom practices
- Teacher practices
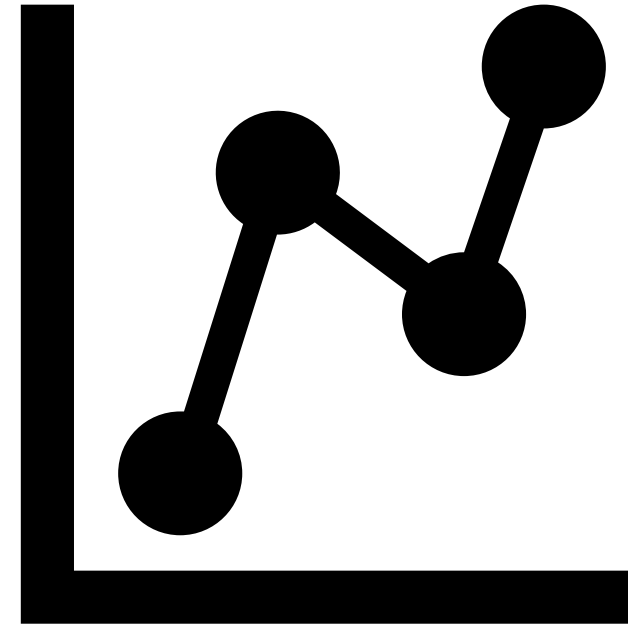- Administrator practices
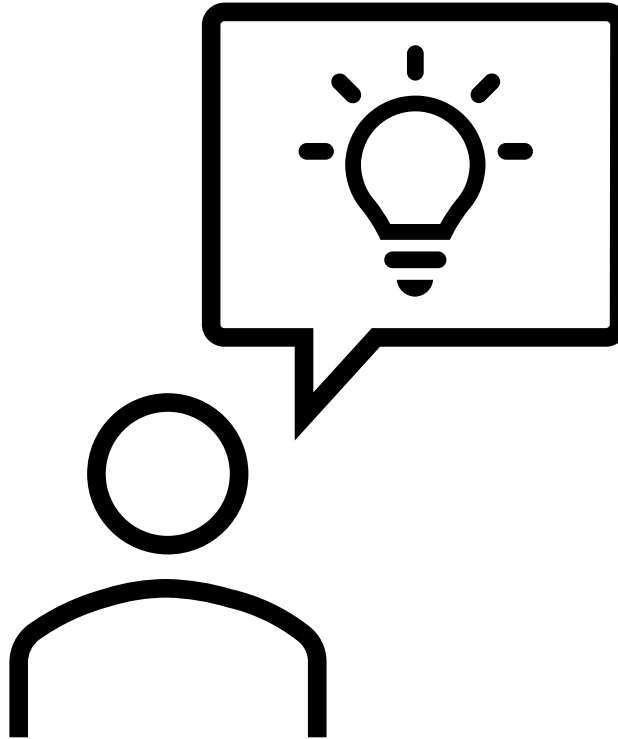
- What other sources of information could help inform the selection of curriculum and materials?
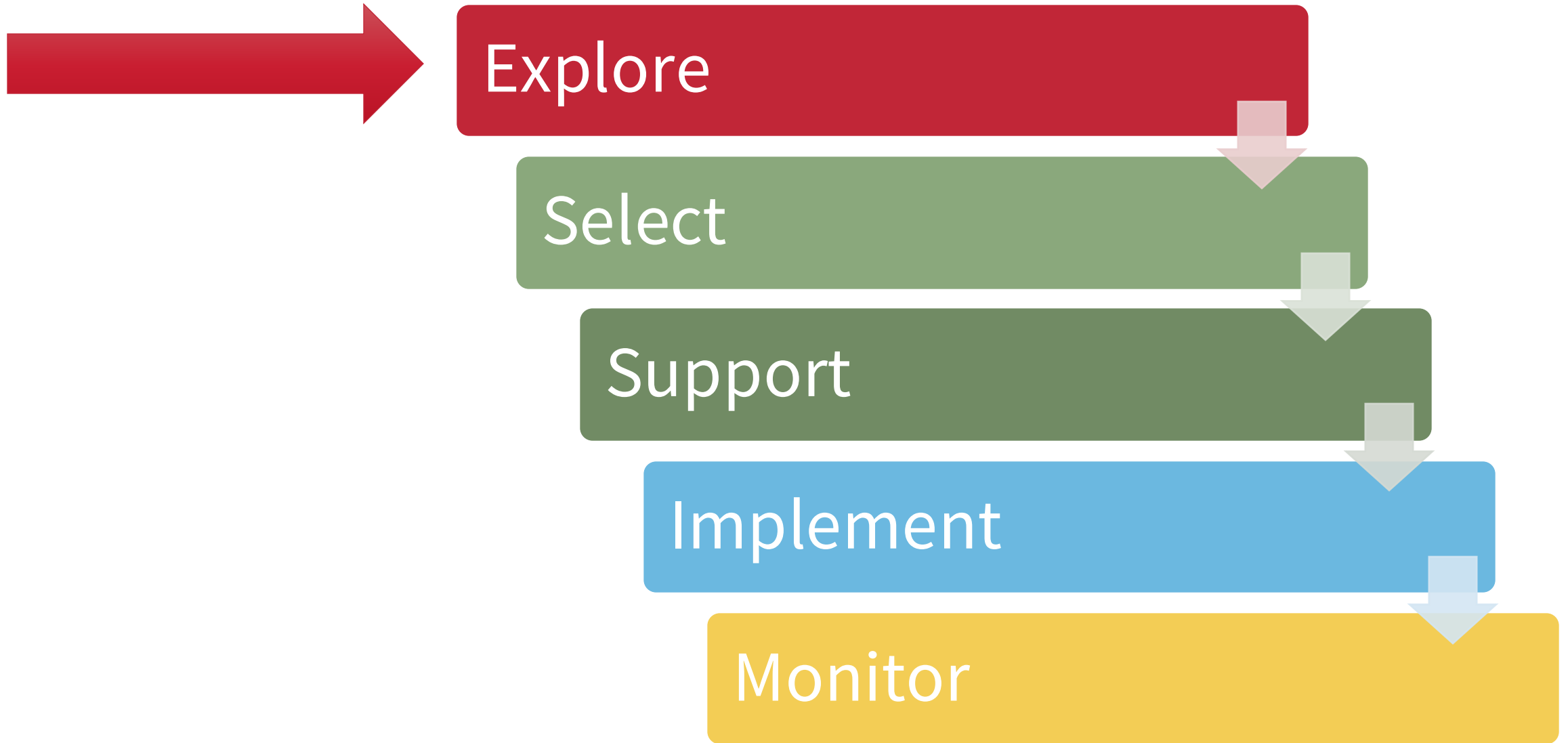
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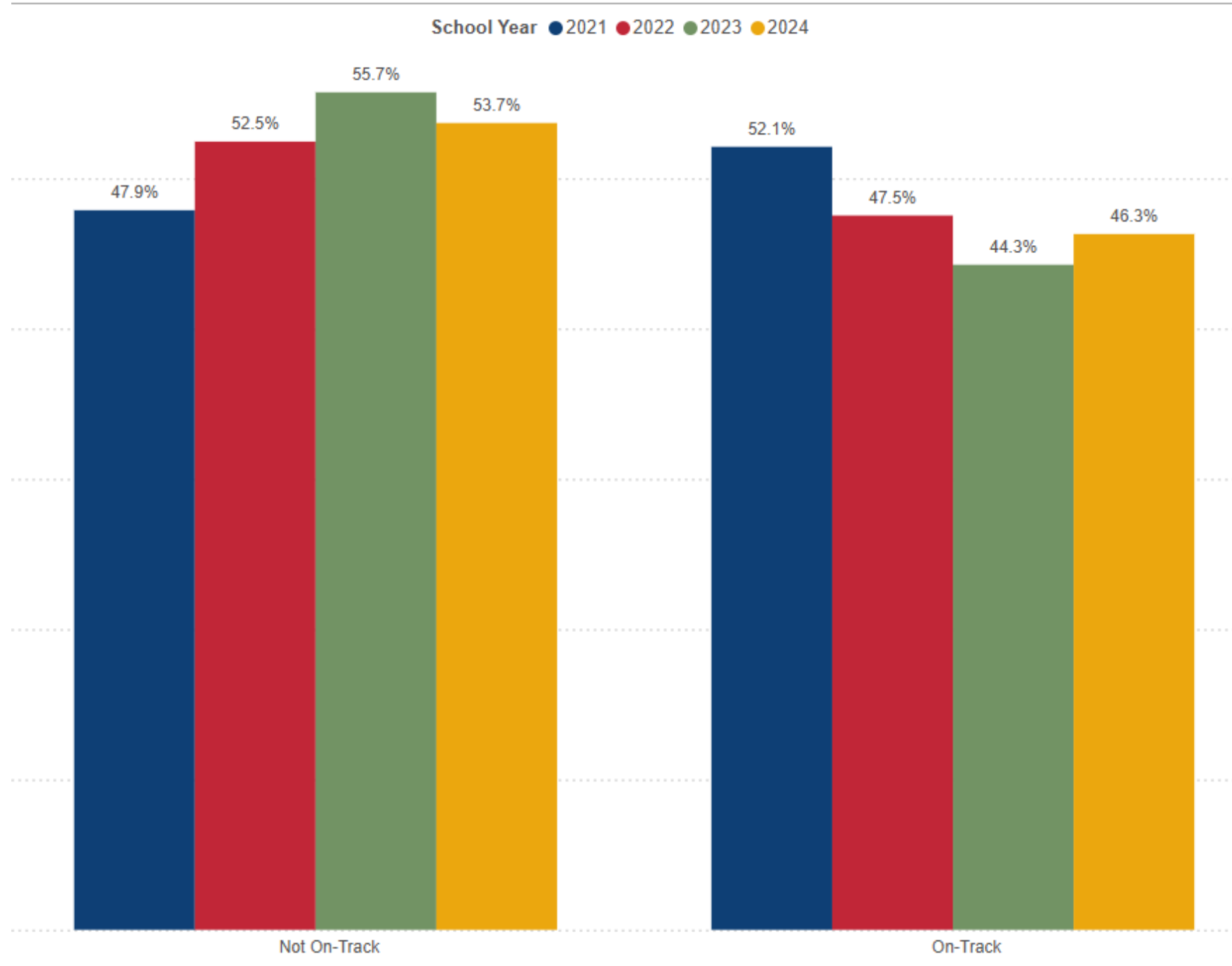
LOCAL DATA

- Curriculum-based assessment

- Screening measures

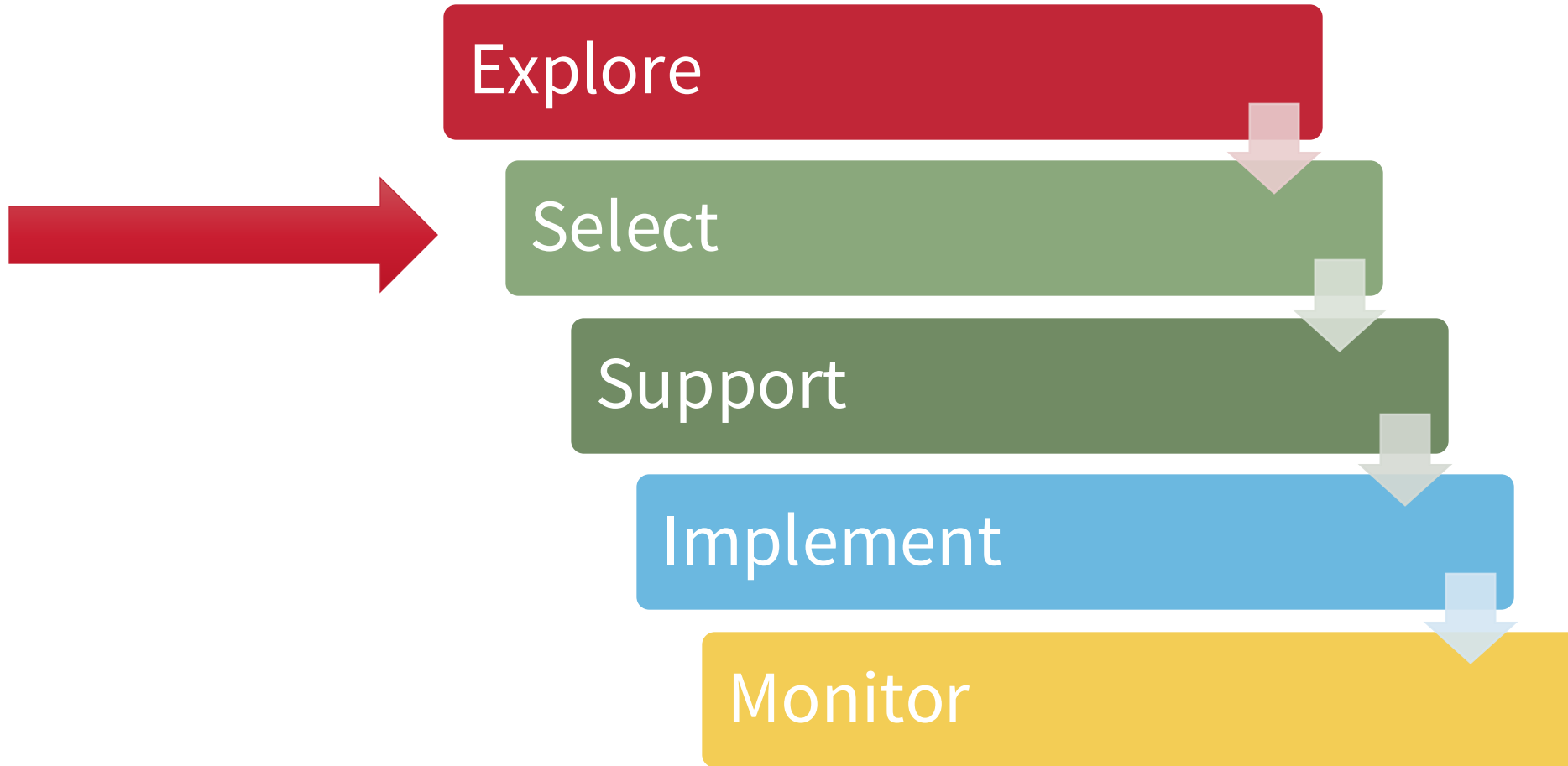- Diagnostic measures

- Family surveys

PROCESS

Explore

Select

Support

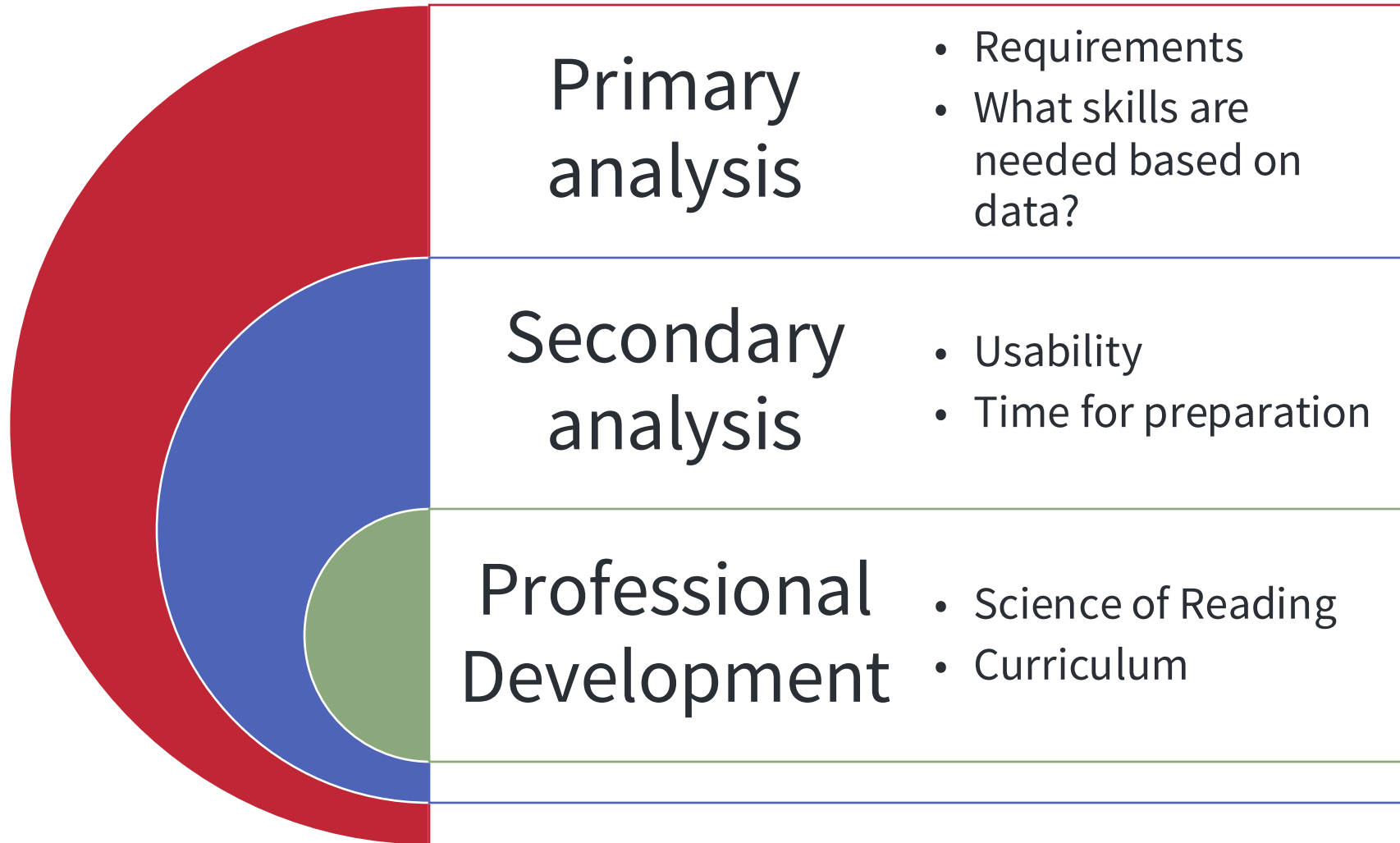Implement

Monitor

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SUPPORTING THE PROCESS

ESTABLISH A TEAM

DEVELOP COMMON DEFINITIONS AND UNDERSTANDINGS

WHERE DO WE START?

PROCESS

Explore

Select

Support

Implement

Monitor

Primary analysis
- Requirements
- What skills are needed based on data?

Secondary analysis
- Usability
- Time for preparation

Professional Development
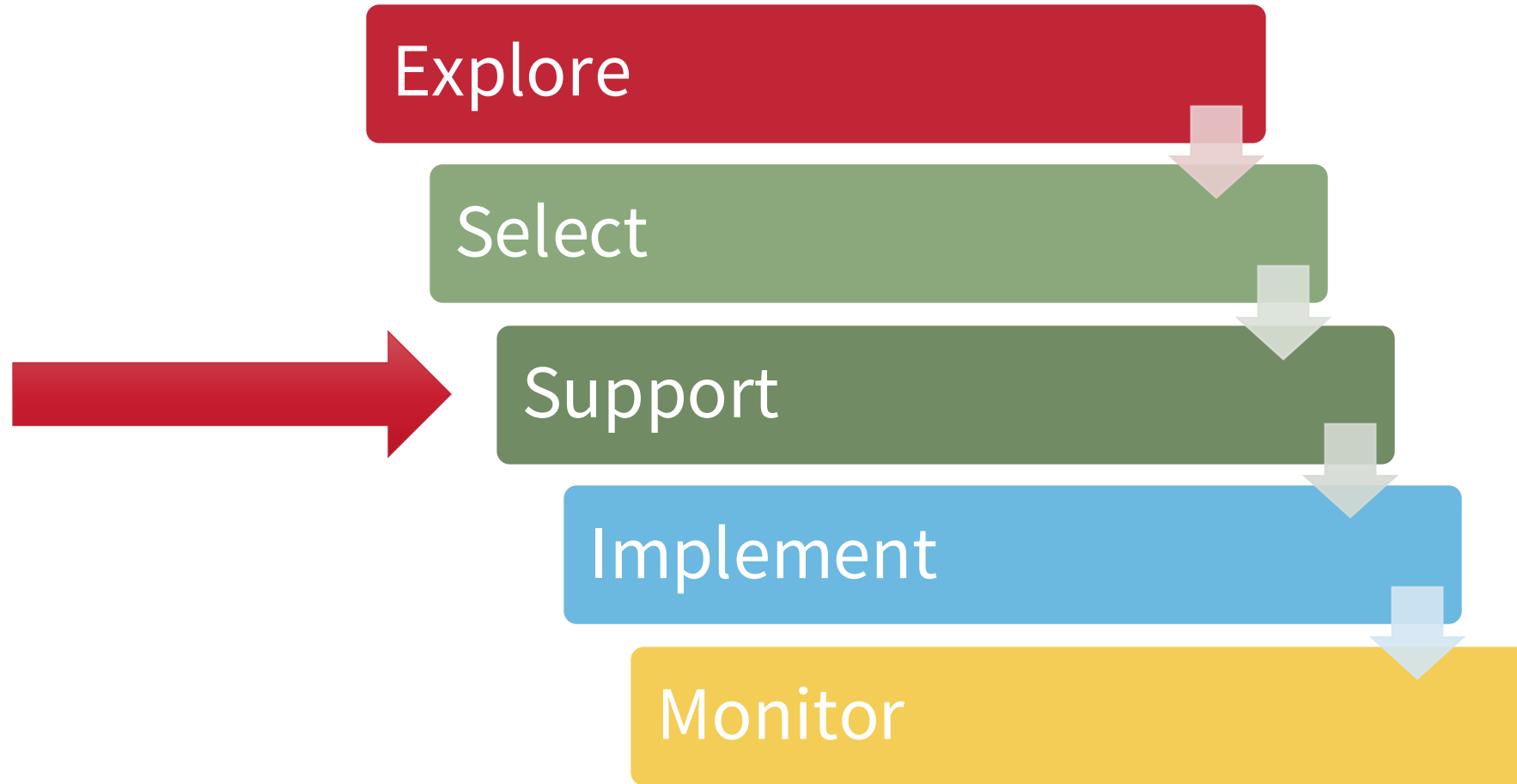- Science of Reading
- Curriculum

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TURN AND TALK

Have you ever completed a secondary analysis of materials or curriculum?

- Why or why not?

- Positives? Negatives?

PROCESS

Explore

Select

Support

Implement
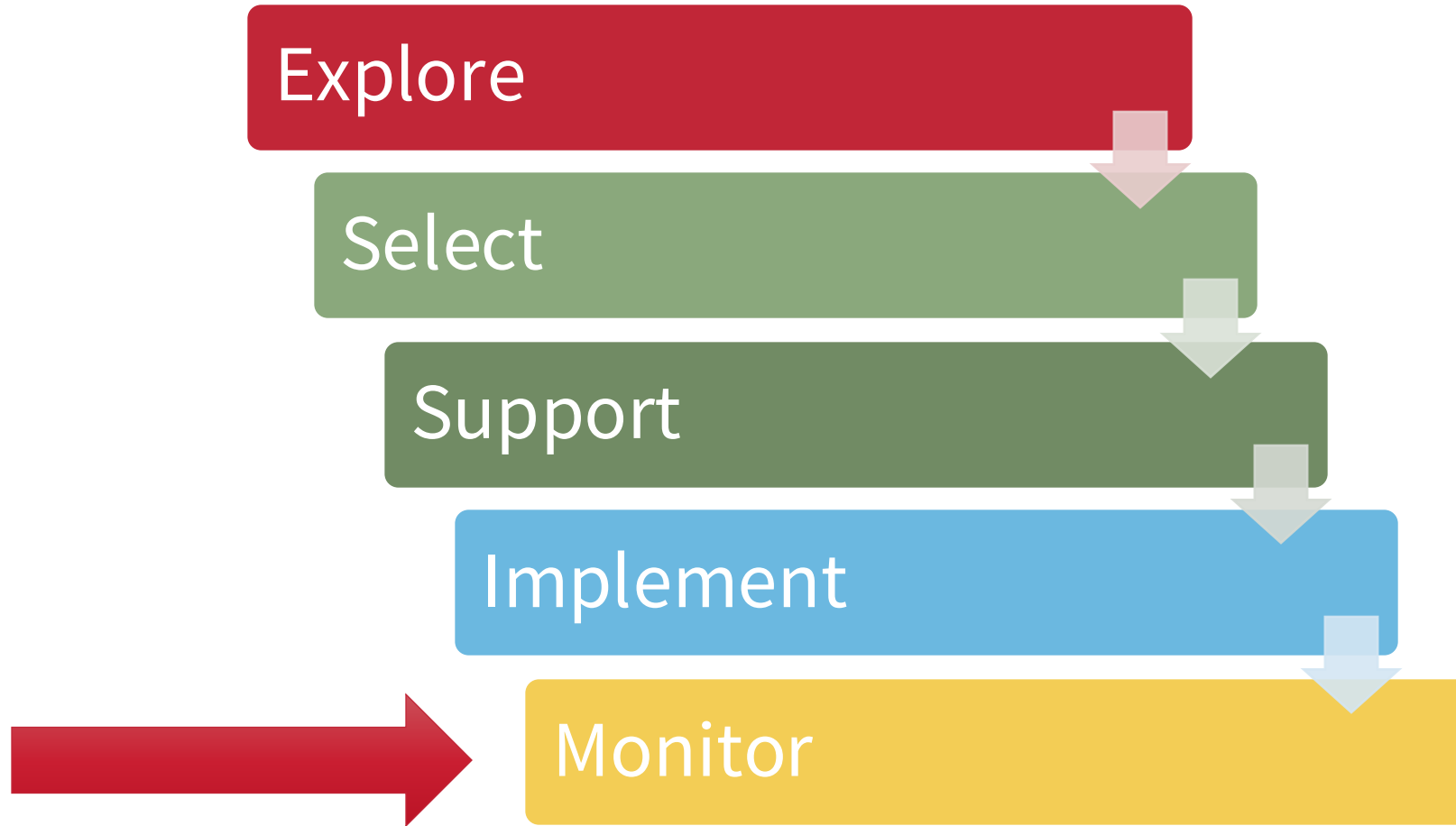
Monitor
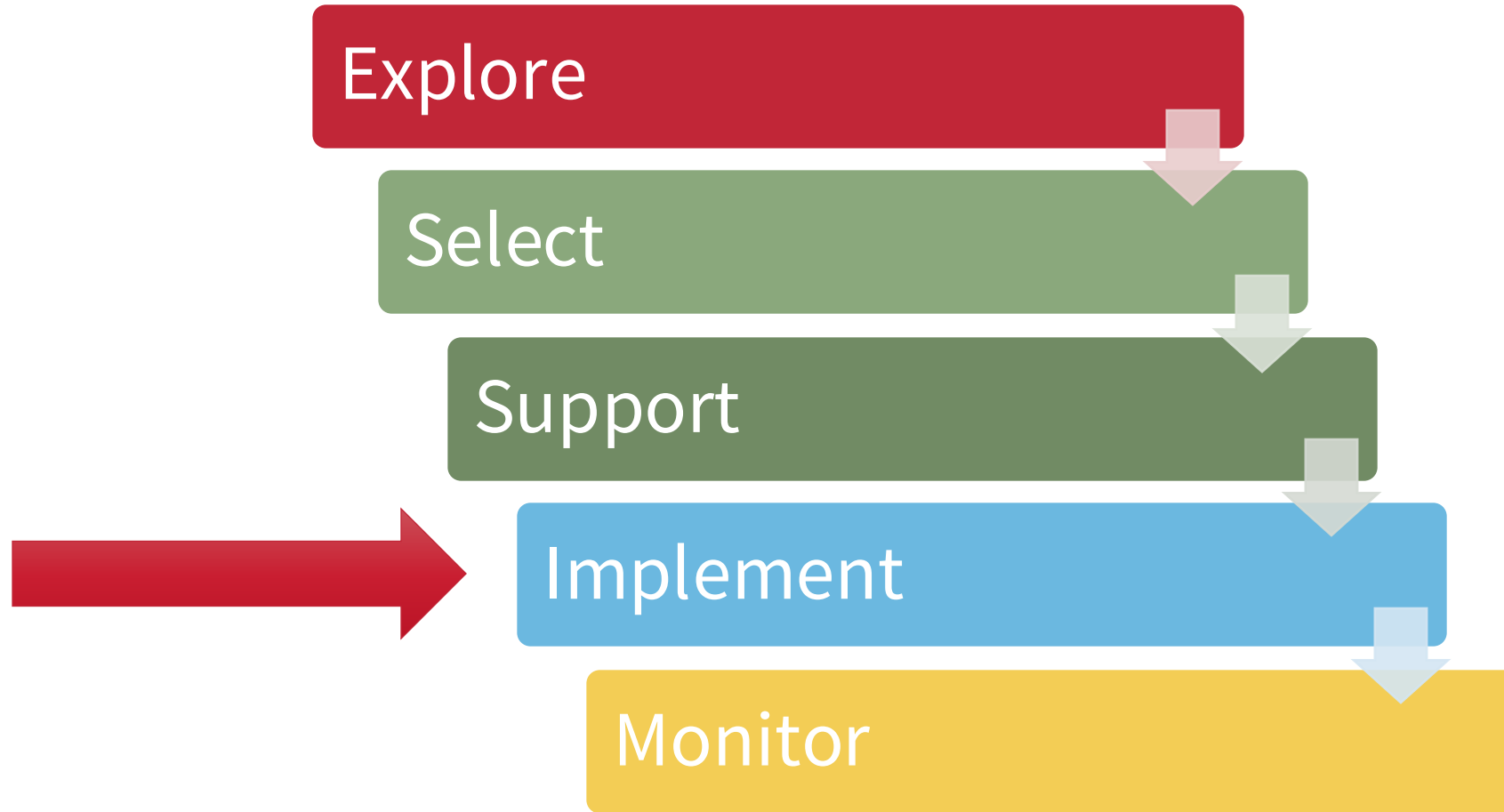
FIDELITY OF INSTRUCTIONAL IMPLEMENTATION

PROCESS

QUESTIONS

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- Kimberly.Davis@education.ohio.gov

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QUESTIONS?

education.ohio.gov/LiteracyAcademy

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