Ohio's Ready School Guide for Language and Literacy

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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 care and education professionals and school district leadership. Both were charged with creating smooth transitions that resulted 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 that intentional systems are in place to support all children 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 children will learn and grow. As teams complete and analyze their Ready School language and literacy assessment, they are encouraged to use the companion document, [Implementing Ohio's Plan to Raise Literacy Achievement: A 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 in their collaborative efforts to provide high-quality, evidence-based language and literacy opportunities for children prior to entering kindergarten. This guide outlines six principles, seven key understandings, and four essential categories needed for a Ready School's full implementation.

Ohio's Ready School Guide for Language and Literacy has been updated based on feedback from early care and education professionals and language and literacy research updates.

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The Principles of a Language and Literacy Ready 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 core curriculum and instructional materials aligned with the science of reading.
- Accesses high-quality, evidence-based language and literacy intervention materials aligned with the science of reading.
- Believes all children will learn and some may need additional support to achieve high levels of success.
- Supports the belief that families play essential roles in children's 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 children.
- Children enter early care and education programs with varied language and literacy experiences. It is the responsibility of all educators to meet the needs of each child.
- Language and literacy development occurs along a continuum, and children will span across this continuum. A Ready School must be prepared to meet the individual needs of all children. It is a program-wide and building-wide responsibility to identify where individual children 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 children must support the development of these essential skills.

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Language and Literacy Ready School Non-Negotiables

The following represent the four categories of non-negotiables of a Ready School.

1. HIGH QUALITY INSTRUCTION

All educators in a Ready School should:

- Understand that all children 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 English language arts core curriculum and instructional materials aligned with the science of reading and effective literacy instruction strategies.
- Implement high-quality, evidence-based language and literacy intervention programs that are aligned with the science of reading and strategies for effective literacy instruction.
- Implement instruction with integrity.
- 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 an 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.

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2. KEY BELIEFS AND DISPOSITIONS

All educators in a Ready School should:

- Commit to the belief that all children can grow in language and literacy skills and presume the competence of all children.
- Understand that children's 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 children's language and literacy development.

3. FAMILY PARTNERSHIPS

All educators in a Ready School should:

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

4. MULTI-TIERED SYSTEM OF SUPPORTS

All educators 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 children 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 children with developmental challenges.

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Using this Guide

This guide includes a tool to help early care and education programs and schools assess their readiness to provide effective language and literacy practices for children before kindergarten. As teams use this guide and analyze the assessment results, they should review the companion document, Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for Early Care and Education Leaders to provide support as they create their action plan and next steps. These tools are built to promote an integrated multi-tiered system of supports for the successful implementation of evidence-based instruction of emergent and early literacy skills. Establishing a strong leadership team is the first step in successfully implementing the six principles, seven key understandings, and four non-negotiable categories of a Ready School.

Developing a Language and Literacy Leadership Team

A language and literacy leadership team should include educators from early care and education programs, and possibly school leadership teams. It should consist of teachers, paraprofessionals, and program leaders like directors and assistant directors, representing children with various needs. Family input is also important. The team can be an existing district or program leadership team, or a new group focused on improvement efforts.

The Language and Literacy Leadership Team will do the following:

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 child.
   - Be clearly defined, compelling, and committed to the success of each child and consider each child's development along the continuum.
   - Be deeply embedded in the school community's values and goals for each child.
   - Focus attention on the language and development of each child, as well as the transition practices in place for those children entering kindergarten.

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2. COMPLETE THE READY SCHOOLS LANGUAGE AND LITERACY SELF-ASSESSMENT TOOL AND ANALYZE THE RESULTS.

The Language and Literacy Assessment Tool helps early care and education programs identify strengths and areas for growth in language and literacy dispositions, curriculum, instruction, and assessment. Designate time for the early care and education program to complete the self-assessment. 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 self-assessment results should be analyzed and will provide information to guide the creation of action plans. Early care and education programs 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 that 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 Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for Early Care and Education Leaders to support action planning.
- Identifying specific language and literacy strategies.
- Developing S.M.A.R.T (specific, measurable, ambitious, realistic, and time-bound) goals based on needed language and literacy strategies.
- Collectively outlining plans for implementation.
- Outlining timelines for monitoring progress for both educator implementation and child 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 allows 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.

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Language and Literacy Assessment Tool

Instructions: The Literacy Leadership Team should use the Ready Schools Language and Literacy Assessment Tool to evaluate current practices using the provided scale. Document evidence supporting the rating for each item. After completing the assessment, review the findings and develop an action plan that outlines the steps for implementation, the required resources, and a timeline to achieve these steps.

High-Quality Instruction		
1. Educators understand that all children 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. 1. Classroom setup, curriculum, play, teaching strategies, and interactions with children are intentionally planned. 2. Educators provide both explicit and implicit learning experiences. 3. Educators engage in intentional oral language, phonological awareness, and print awareness development interactions across multiple environments, including play-based opportunities. 4. Children know the intended learning goal of an activity.	Between two to three components are evident in all classrooms. OR All four components are in place in some classrooms.	Fewer than two of the components are in place.

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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: 1. Engaging in back-and-forth responsive interactions (e.g., sounds, gestures, objects, words, movements, conversations). 2. Modeling proper articulation of words and phonemes. 3. Facilitating conversations between children. 4. Modeling appropriate sentence structure. Recasting and expanding children's sentences as needed. 5. Planning opportunities for children to play with language (for example, nursery rhymes, repeated sentences/phrases, fingerplays and reading books with rhyming and alliteration). 6. Intentionally incorporating academic language into their speech. 7. Explicitly teaching the academic language from repeated readings / read-aloud.	Between three to six of the seven components are evident in all classrooms OR All seven components are used in some classrooms.	Fewer than three of the components are in place.

High-Quality Instruction		
3. Structures are in place for educators to implement high-quality instructional materials that are evidence-based and have high levels of impact when implemented with integrity.		
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: 1. Are identified on the approved list of core curriculum and instructional materials, if applicable. 2. Align with Emergent & Early Literacy and Ohio's Early Learning and Development Standards. 3. Incorporate daily read-alouds, writing, and discussions. 4. Follow a specific scope and sequence for phonological awareness and print awareness skills and development. 5. Provide access for all children. 6. Provide many opportunities for response and engagement, including intentionally planned back-and-forth interactions. 7. Provide explicit instructional routines for teaching vocabulary, building phonological awareness, and building print awareness (including teaching letter names and sounds).	Between three to six of the components are in place. OR All seven components are in place but are implemented inconsistently.	Two or fewer of the components are in place.

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High-Quality Instruction		
4. **Building leadership assists educators in applying appropriate forms of explicit instruction to teach language and literacy concepts and skills, such as 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. 1. Intentional back-and-forth interactions are planned throughout the day. 2. Lesson plans follow an "I Do, We Do, You Do" model. 3. Learning targets are clear to children. 4. Explicit lessons are delivered in a playful, engaging manner.	Three of the four components are in place in all classrooms. OR All four components are in place in some classrooms.	Two or fewer of the components are in place.

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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 children, and 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.

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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
1. All educators plan for and intentionally use a variety of strategies to develop children's oral language. 2. Educators intentionally engage in turn-taking conversations with children throughout the day (at least five back-and-forth interactions). 3. 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. 4. Educators encourage children to elaborate on their speech through modeling and student repetition (sentence expansion).	Two to three components are in place in all classrooms. OR All four components are in place in some classrooms.	One or fewer of the components is in place.

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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
All five components are in place. 1. 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. 2. Educators plan questioning strategies to guide learners' understanding during interactive storybook reading, to include both literal and inferential questioning. 3. Educators engage in repeated readings of selected texts (2-4 times). 4. Educators choose 1 - 2 Tier 2 vocabulary words to explicitly teach before each read. 5. 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.	Between two to four of the five criteria are present in all classrooms OR All five components are in place in some classrooms.	One or fewer of the components are in place. OR There is no routine for storybook reading.

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High-Quality Instruction		
8. Support educators in explicitly teaching and monitoring the development of phonological awareness.		
Possible Evidence: Lesson plans, classroom walkthrough data, grade-level team meeting minutes		
2 points	1 point	0 points
All five components are in place. 1. Exploration and interaction with sounds, music, rhythm, back-and-forth interactions, reading, talking, and listening are intentionally planned. 2. The curriculum presents phonological skills in a developmental sequence. 3. Phonological skills are taught and reinforced in brief. fast-paced activities conducted throughout the day. 4. There is a system in place for educators to progress monitor children's growth in phonological skills. 5. Instruction is focused and adjusted in response to progress-monitoring data.	Between two to four of the five criteria are present in all classrooms OR All five components are in place in some classrooms.	One or fewer of the components are in place.

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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	Between two and three dimensions are in place in all classrooms. 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, written guidance for teaching the curriculum		
2 points	1 point	0 points
1. Use of environmental print throughout daily routines Letter instruction in all classrooms is multisensory and includes all the following components: 2. Letter recognition 3. Letter production (oral language) 4. Letter writing 5. Connection to the sound(s)	Between two to four of the five criteria are present in all classrooms OR All five components are in place in some classrooms.	One or fewer of the components are in place.

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Key Beliefs and Dispositions		
11. All team members show commitment to the belief that all children can develop their skills in language and literacy and presume the competence of all children.		
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. 1. "People first" language is used. 2. Use of diverse teaching strategies 3. Classroom arrangement so all children have access to all learning/play opportunities 4. Proactive Universal Design for Learning (UDL) principles are evident. 5. Team members take ownership of all children's learning.	Three or four of the five components are in place in all classrooms. OR All five components are in place in some classrooms.	Fewer than three of the components are in place.

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Key Beliefs and Dispositions		
12. All team members understand that children's 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 children		
2 points	1 point	0 points
All three components are evident in all classrooms. 1. Strategies to support and develop children's social and emotional development are included in daily routines and learning activities. 2. Educators use proactive, positive, and restorative practices to redirect and teach appropriate behaviors. 3. There are opportunities for children to discuss and share solutions to problems both individually and in groups.	Two of the three components are in place in all classrooms. OR All three components are in place in some classrooms.	One or fewer components are in place.

Key Beliefs and Dispositions		
13. All educators believe a warm, responsive environment with predictable routines and expectations is important to a child'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 children		
2 points	1 point	0 points
All four components are evident in all classrooms. 1. Predictable routines 2. Defined expectations 3. Positive interactions between adults and children 4. Adults respond to children's needs	Two to three of the four components are in place in all classrooms. OR All four components are in place in some classrooms.	Fewer than two of the components are in place.

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Family Partnerships		
14. All team members recognize their children's families have significant roles in their children's language and literacy development.		
Possible Evidence: Family survey results, samples of written communication with families, 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. 1. Families feel safe and welcome in the school 2. Families are provided information regarding their children's language and literacy development in multiple formats 3. Families are encouraged to read books and speak to their children in their home languages. Teachers honor home languages 4. There is a process for two-way communication between educators and parents	Two or three components are in place. OR Components are implemented inconsistently across classrooms.	Fewer than two of the components are in place.

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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 four components are evident across all classrooms. The district or program: 1. Provides language and literacy materials to families for use at home. 2. Shares language and literacy strategies that are enjoyable and can be incorporated into daily routines and activities. 3. Shares and connects families with community resources (for example, library programs, parks and recreation events, and outreach services). 4. Provides opportunities for families to learn language and literacy strategies.	Two to three of the four components are evident in all classrooms. OR The four 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.

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Multi-Tiered System of Supports		
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 emergent literacy skills, assessment schedule		
2 points	1 point	0 points

1. There is a written assessment system to identify emergent literacy skills.
 	
2. The assessments are valid and reliable for the age and grade level.
 	
3. The assessment includes indicators for all the following:
  • Phonological awareness
  • Oral language
  • Print concepts
 	
4. Timelines are defined for administering the assessments.
	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

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Multi-Tiered System of Support		
17. There is a system of support available to all children who do not meet benchmark criteria for developmental language and literacy skills.		
Possible Evidence: Written document in the form of decision rules outline the support system, progress-monitoring reports, documentation of change in support when a student is not making enough progress, and intervention fidelity checks		
2 points	1 point	0 points
All three components are in place. • All children 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 identified on the approved list of evidence-based reading intervention programs, if applicable.	Two of the three criteria are fully present in all classrooms. Or Two or three criteria are present in some classrooms.	There is no formal/written system of support.

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Multi-Tiered System of Support		
18. There is a system to monitor and document children's progress that may inform decisions about any changes in instruction or goals for each child.		
Possible Evidence: Child data folders, written guidance for progress monitoring, samples of written communication with families, family communication log, assessment schedule or system		
2 points	1 point	0 points
Child progress is monitored and documented in more than one format and includes a combination of formal and informal assessments. AND When children 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 monitor progress. • Child progress is shared with families at least monthly.	Child 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.

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Multi-Tiered System of Support		
19. The educational support system is comprehensive and includes support for children with developmental 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 child 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. • The development of executive functioning skills.	Two of the three 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.

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LEADERSHIP TEAM PARTICIPANTS

SHARED VISION FOR A READY SCHOOL

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Language and Literacy Assessment Tool Score Sheet

DIRECTIONS

The team uses the rubric to assess and score each item in Ohio's Ready School Guide for Language and Literacy, reflecting on the overall center or school. The facilitator will record the score on the score sheet next to each item. The score will be 2, 1, or 0. Upon completion the team will review scoring and determine a focus area based on the results of the assessment tool. Areas with lower scores indicate a greater need for improvement and focus. The team will identify focus areas for the center or school and identify next steps in planning.

	Initial Score	Follow Up Score
High-Quality Instruction		
1. Understand that all children 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.		

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High Quality Instruction		
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 children can grow their skills in language and literacy and presume the competence of all children.		
12. All team members understand children's 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 child's language and literacy development.		
Family Partnerships		
14. All team members recognize that children's 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.		

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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 children who do not meet benchmark criteria for developmental language and literacy skills.		
18. There is a system to monitor and document child progress.		
19. The educational support system is comprehensive and includes support for children with developmental challenges.		

Date of initial assessment	Date for analyzing initial results

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

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FOCUS AREA(S)

NEXT STEPS

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Action Plan

DIRECTIONS

The team identifies which Language and Literacy Assessment Tool item(s) have the highest priority for the center or school. This includes considering organization or district priorities, as well as additional local data.

Language & Literacy Assessment Tool Item(s)	Priority Y/N

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For each item, develop a goal statement, identify an evidence-based strategy or strategies, and plan action steps to implement the identified strategy or strategies.

GOAL STATEMENT
EVIDENCE-BASED STRATEGY OR STRATEGIES
LANGUAGE AND LITERACY ASSESSMENT TOOL ITEM ADDRESSED

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	Action Step 1	Action Step 2	Action Step 3
Implementation Component			
Timeline			
Lead Person(s)			
Resources Needed			
Specifics of Implementation			

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Measure of Success			
Check-in/Review Date			

EVALUATION AND ADJUSTMENTS TO THE PLAN

The 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 additional or different data needed.

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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 children that are differentiated and designed to meet the needs of all children.

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 supports (MTSS) – A multi-tiered system of supports 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.

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).

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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 a 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).

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