Ohio LiteracyAcademy2021

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.

Acknowledgements
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
If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

Preparing Children to Become Readers and Writers
Age/grade band: Birth-kindergarten entry

Presenter: Lucy Hart Paulson, EdD, CCC-SLP

Participants are encouraged to take notes in the Key Concepts Guide while engaging with this learning strand.

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.

Complete prior to viewing video presentation: Read the overview of Ehri's Phases of Word Reading and Spelling provided by UFLI.

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.

Complete prior to viewing video presentation: Read "Moving to Assessment-Guided Differentiated Instruction to Support Young Children's Alphabet Knowledge" by Shayne Piasta.

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?

Ohio | **Department of Education**

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief <u>survey</u> to provide feedback.