Are Your Early Literacy Program Materials Good Enough? Let’s Find Out!

Early Literacy Materials Selector
ELMS

A Tool for Review of Early Literacy Program Materials

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Foreword by Carol Vukelich
Materials
Matter
QUALITY
Standards of Design
• Research-based content
• Standards alignment
• Best practices
POLL: Have you conducted a review of your early literacy materials?

CHOICE 1: Yes, using an evaluation tool
CHOICE 2: Partially, based on the product information
CHOICE 3: Not yet, but I am interested.
CHOICE 4: No. Never thought about it
Early Literacy Materials Selector (ELMS)
Review
• Publisher-based
• Embedded
• Prepackaged Assortment
• Mixed Assortment
POLL: What type of program are you currently using?

CHOICE 1: Commercial program
CHOICE 2: Embedded in a commercial curriculum
CHOICE 3: Prepackaged assortment
CHOICE 4: Mixed assortment of published and teacher-made
POLL
Categories

- Teacher Materials
- Student Materials
- Description
- Scope/Sequence
- Assessment
- Home-School
- Multimedia
- PD Materials
<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Item</th>
<th>Check</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Materials</td>
<td>Guide</td>
<td>✓</td>
<td>8; one for each theme</td>
</tr>
<tr>
<td></td>
<td>Big Books</td>
<td>✓</td>
<td>8; one for each theme</td>
</tr>
<tr>
<td></td>
<td>Read Aloud Books</td>
<td>✓</td>
<td>16; 2 per theme</td>
</tr>
<tr>
<td></td>
<td>Picture/Word Card Sets</td>
<td>✓</td>
<td>8; one for each theme</td>
</tr>
<tr>
<td></td>
<td>Charts</td>
<td>✓</td>
<td>4 poem cards</td>
</tr>
<tr>
<td></td>
<td>Props</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Availability: enough to meet category
Capacity: enough to do the job well
Usability: enough to be effective yet practical (construction; appropriateness; appeal)
Determine total % of criteria rated high quality
POLL: How well do you know the design quality of your materials?

CHOICE 1: Very well. Know the availability, capacity and usability.
CHOICE 2: Pretty Well. Considered availability and usability.
CHOICE 3: Sort of. thought about usability.
CHOICE 4: Not Well. Not thought about it.
POLL
Analyzing the guidance for evidence of the evidence base
Introduce the Theme  Display *Big Book of Rhymes and Songs* page 5 (“Hello!”), and track the words to the song as children listen to it on the CD. Then model singing the song using your name in place of the name Mary. Repeat several times, using a different child’s name each time.

**Vocabulary**

Words About Feelings  Use card 1 (happy) to talk about feelings. Ask: How do you know the girl is happy? Invite children to suggest words about feelings, such as sad, happy, angry, and surprised, and have them show a facial expression for each one.

EXTENSION  On another day, use cards 1 (happy) and 2 (sad) in a game of Simon Says to practice using words about feelings.

*Clear procedures for developing listening comprehension skills – display, track, model, repeat*

*Sets of words for instruction-words about feelings*

*Activities that develop voc consciousness Simon Says*

*Clear procedures for voc instruction-use card, ask, invite, show gesture*
skill domains 7 items 20
### Analysis of Guidance

**function:** to locate evidence of evidence-based practice & to locate gaps in guidance

<table>
<thead>
<tr>
<th>Domain of practice</th>
<th>No. Evidence-Based Features</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>4</td>
<td>Prompts for language facilitation</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>Child-friendly definitions of content words</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>2</td>
<td>Activities for segmenting sentences and words</td>
</tr>
<tr>
<td>Alphabet Letter Knowledge</td>
<td>2</td>
<td>Activities for naming letters and their sounds</td>
</tr>
<tr>
<td>Print Knowledge</td>
<td>2</td>
<td>Clear procedures for developing print concepts</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>Clear procedures for interactive writing</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>3</td>
<td>Organization for small group instruction</td>
</tr>
</tbody>
</table>
### Computing the presence of evidence

<table>
<thead>
<tr>
<th>Category/Item</th>
<th>Sample Check if Present in the Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Language guidance provides</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear procedures for shared reading before, during, and after reading</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Clear procedures for developing listening comprehension skills</td>
<td>✓ ✓ ✓</td>
<td>3</td>
</tr>
<tr>
<td>Questions for teacher-child discussion</td>
<td>✓ ✓ ✓</td>
<td>2</td>
</tr>
<tr>
<td>Prompts for language facilitation</td>
<td>✓ ✓ ✓</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td></td>
<td>8 + 3 = 2.66</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td></td>
<td>3 + 4 = 75%</td>
</tr>
</tbody>
</table>
Summarizing the Analysis of Evidence in the Program Guidance

<table>
<thead>
<tr>
<th>Domain</th>
<th>%</th>
<th>Domain</th>
<th>%</th>
<th>Domain</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>75%</td>
<td>Alphabet Letter</td>
<td>50%</td>
<td>Differentiated Instruction</td>
<td>67%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>75%</td>
<td>Print Knowledge</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>50%</td>
<td>Writing</td>
<td>33%</td>
<td>Average</td>
<td>57%</td>
</tr>
</tbody>
</table>
Patterns in the Guidance

Code

Meaning

Both
Performance Rating

\[
\% \text{ Design} + \% \text{ Evidence} \div 2
\]

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Very Good</th>
<th>Good</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 100%</td>
<td>≤ 75%</td>
<td>≤ 50%</td>
<td>≤ 25%</td>
</tr>
</tbody>
</table>
POLL: How would you rate ELMS as a tool for evaluating your early literacy program materials?

CHOICE 1: Very Useful. I would highly recommend it.

CHOICE 2: Good. I would recommend it, but not without considerable professional development.

CHOICE 3: Okay. I would recommend it, but with reservations.

CHOICE 4: So-So. I would not recommend it as is.
POLL
Start early
Start strong
Start with quality materials

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