

Early Literacy Materials Selector **ELMS**

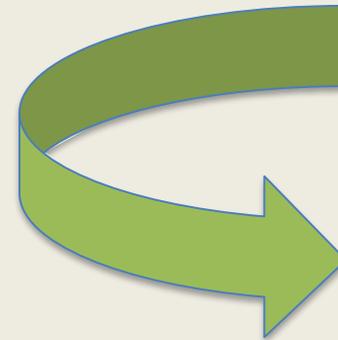


A Tool for Review of
Early Literacy Program Materials

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Foreword by Carol Vukelich

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





Materials
Matter





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

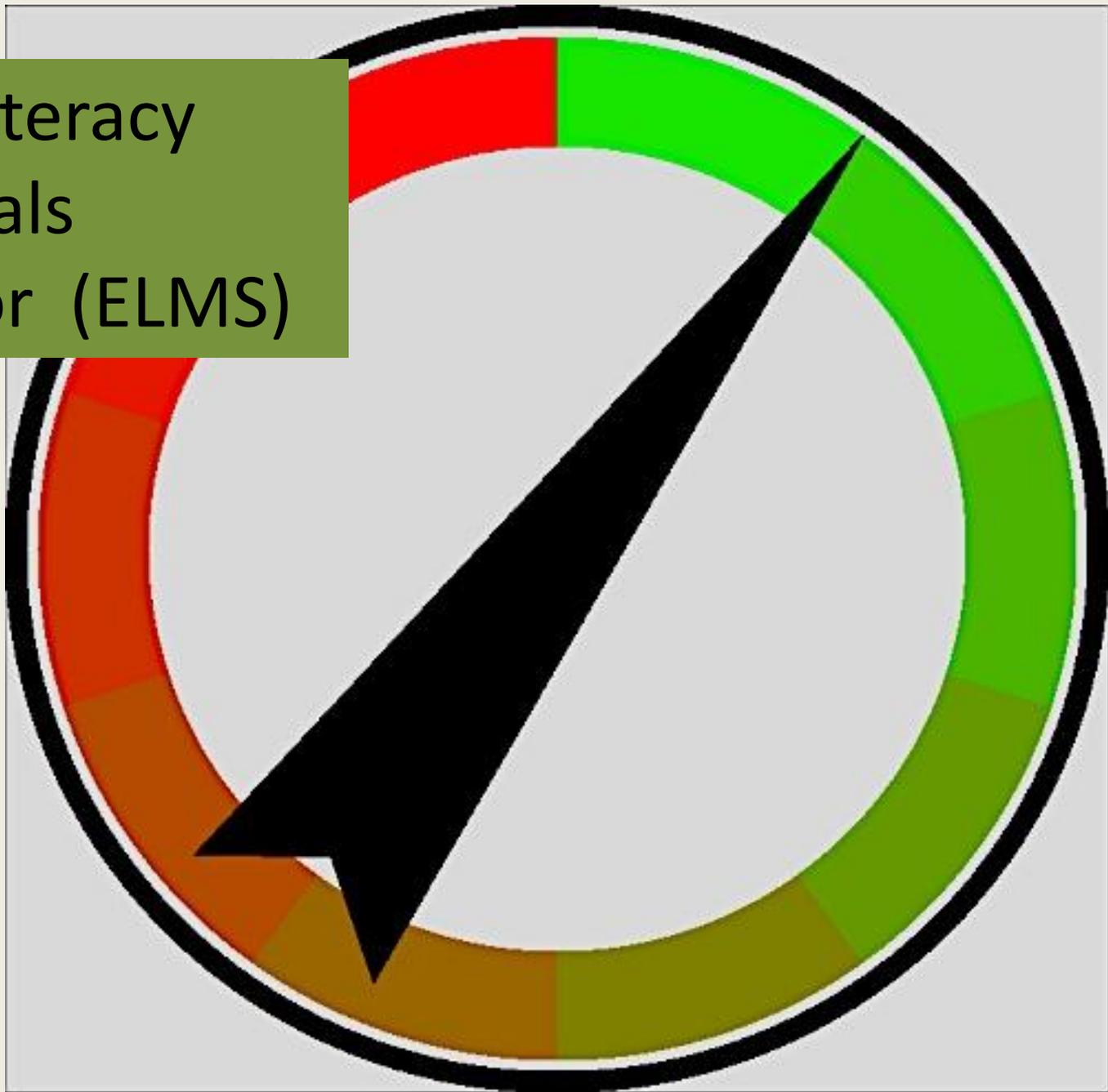
CHOICE 2: Partially, based on the product information

CHOICE 3: Not yet, but I am interested.

CHOICE 4: No. Never thought about it

POLL

Early Literacy
Materials
Selector (ELMS)





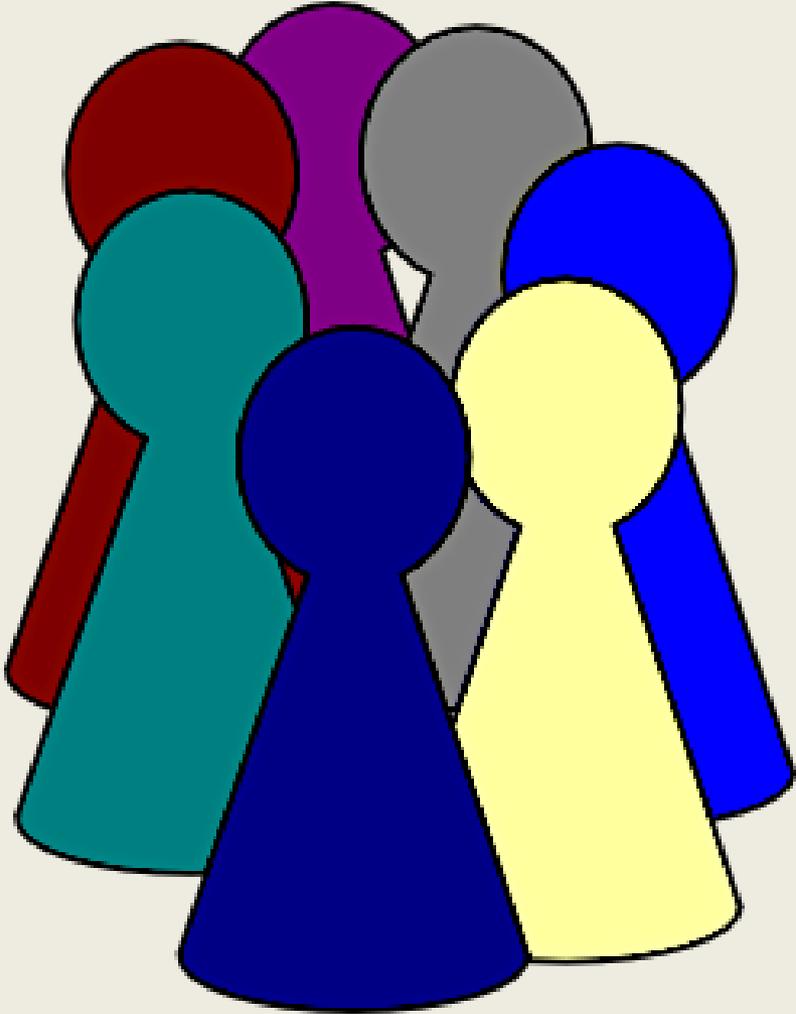
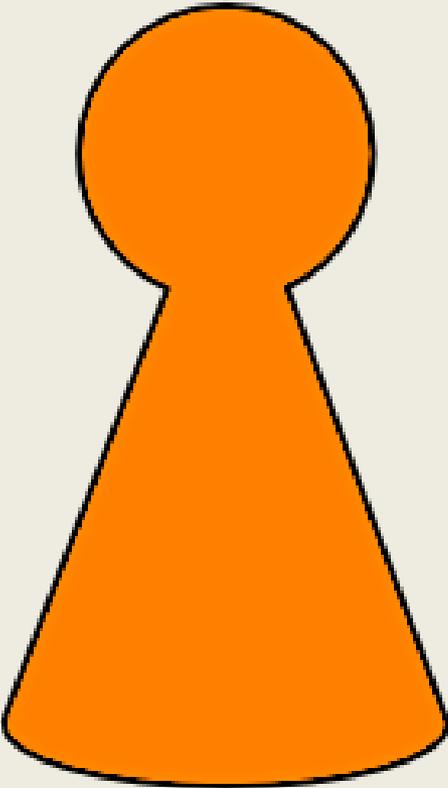
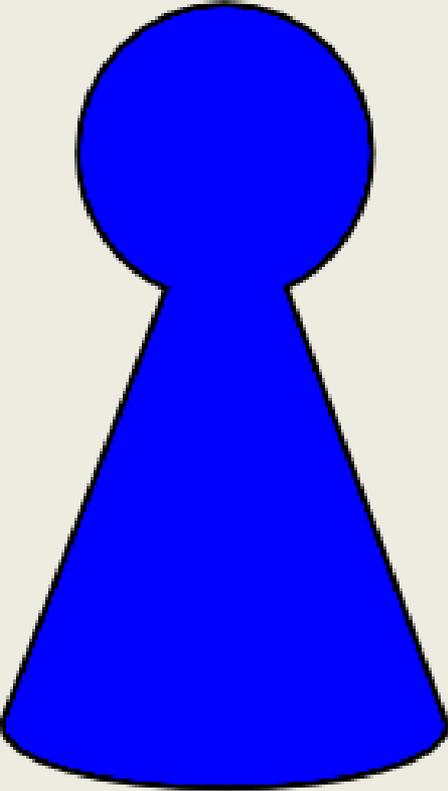
Inventory

Categories

Evidence

Quality

Review



- Publisher-based
- Embedded
- Prepackaged Assortment
- Mixed Assortment





Professional Development
Pre-service Learning
Curriculum Development

POLL: What type of program are you currently using?

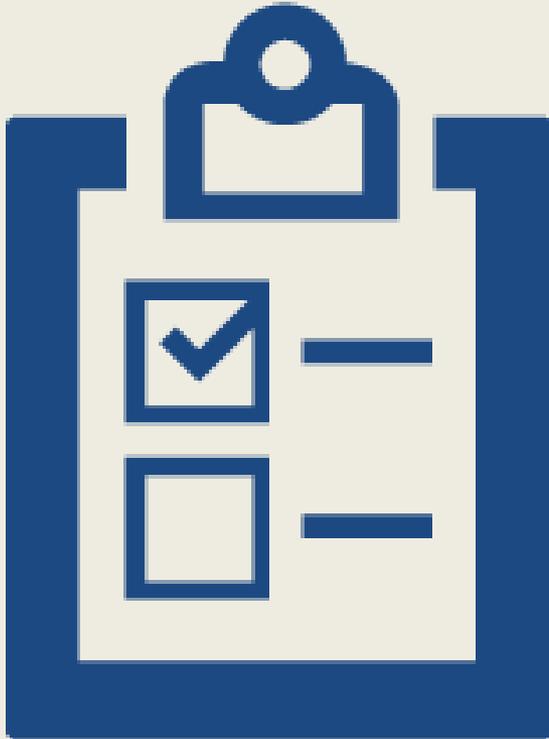
CHOICE 1: Commercial program

CHOICE 2: Embedded in a commercial curriculum

CHOICE 3: Prepackaged assortment

CHOICE 4: Mixed assortment of published and teacher-made

POLL



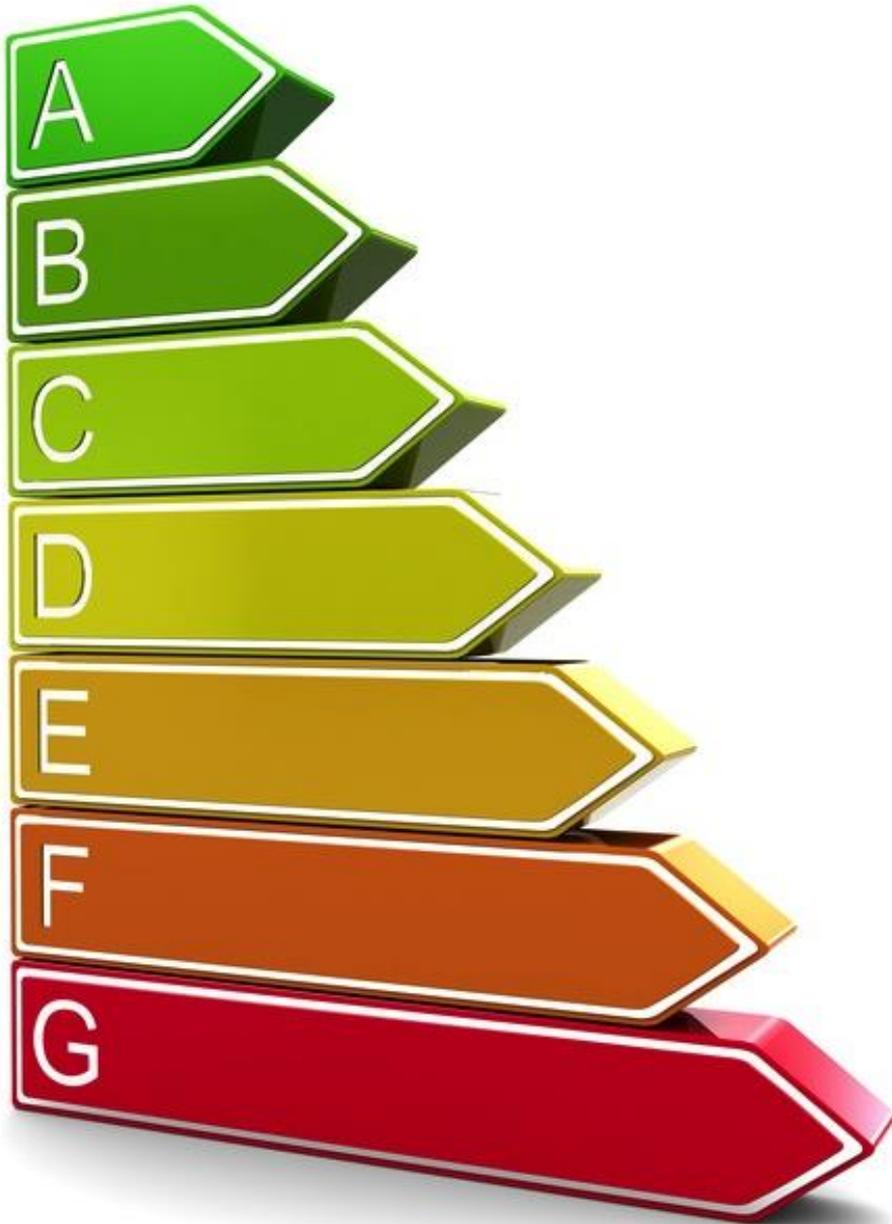
Inventory

Categories

Copyright

Amount

Product Type



Categories

- Teacher Materials
- Student Materials
- Description
- Scope/Sequence
- Assessment
- Home-School
- Multimedia
- PD Materials

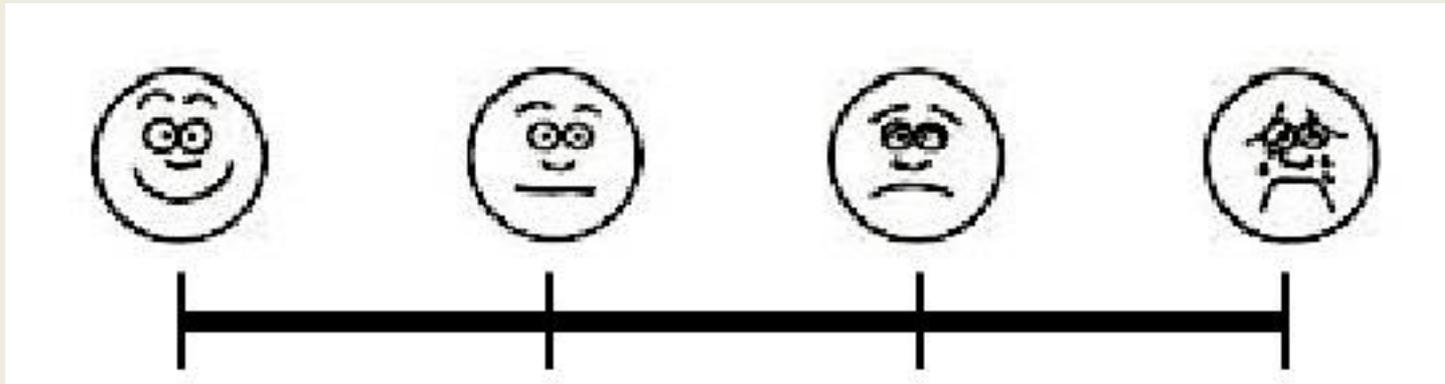
Category	Type of Item	Check	Amount
Teacher Materials	Guide	✓	8; one for each theme
	Big Books	✓	8; one for each theme
	Read Aloud Books	✓	16; 2 per theme
	Picture/Word Card Sets	✓	8; one for each theme
	Charts	✓	4 poem cards
	Props		

Example

Design Quality



Availability • Capacity • Usability



High

Low

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?

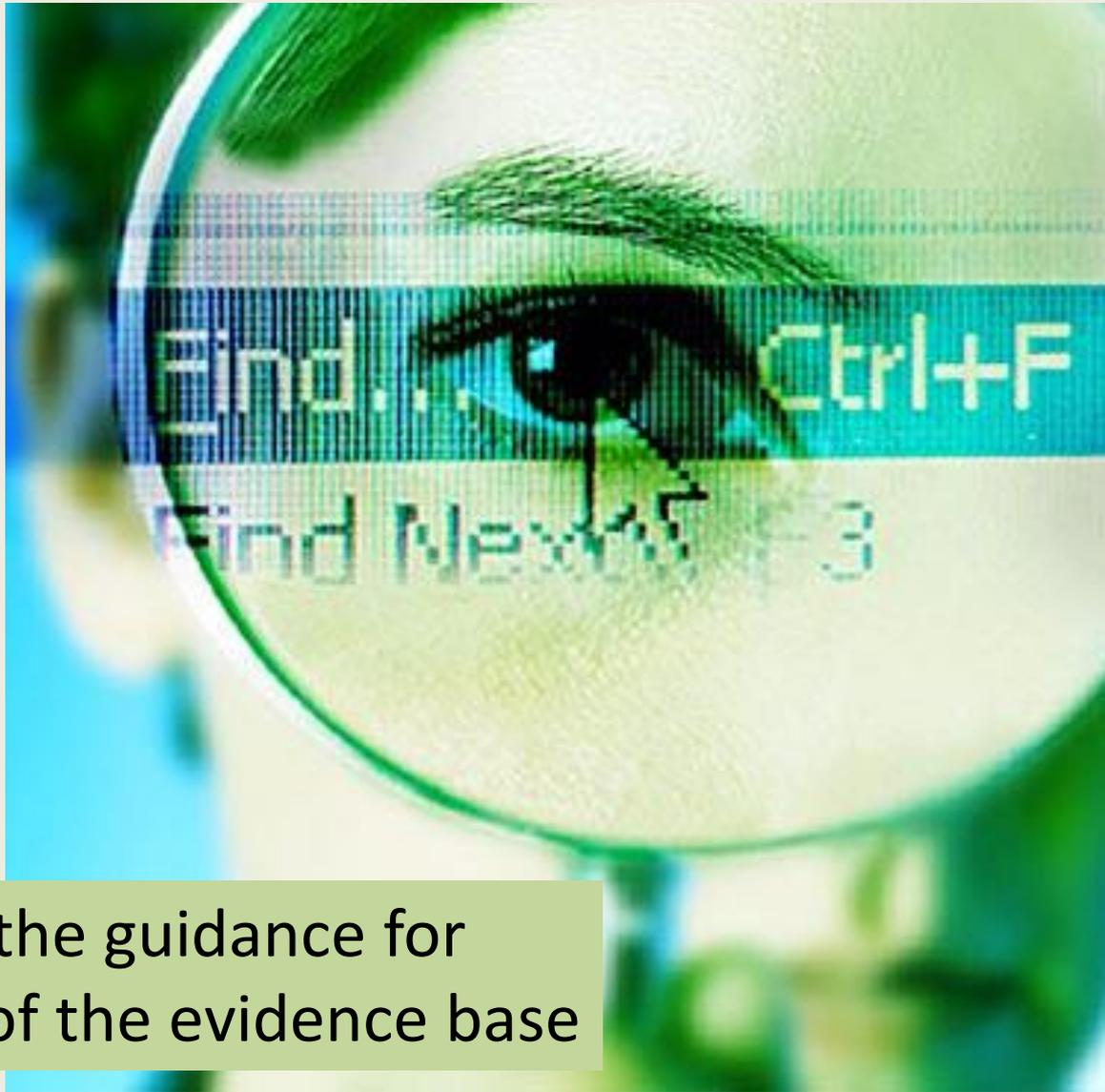
CHOICE 1: Very well. Know the availability, capacity and usability.

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

Oral Language

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.



▲ *Big Book of Rhymes and Songs*

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*

A black circle containing the number 7.

skill domains

A black rounded square containing the number 20.

items

Analysis of Guidance

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

Domain of practice	No. Evidence-Based Features	Example
Oral language	4	Prompts for language facilitation
Vocabulary	4	Child-friendly definitions of content words
Phonological Awareness	2	Activities for segmenting sentences and words
Alphabet Letter Knowledge	2	Activities for naming letters and their sounds
Print Knowledge	2	Clear procedures for developing print concepts
Writing	3	Clear procedures for interactive writing
Differentiated Instruction	3	Organization for small group instruction

Category/Item	Sample Check if Present in the Sample			Score
	1	2	3	
Sample				
Oral Language guidance provides				
<ul style="list-style-type: none"> • Clear procedures for shared reading before, during, and after reading 				0
<ul style="list-style-type: none"> • Clear procedures for developing listening comprehension skills 	✓	✓	✓	3
<ul style="list-style-type: none"> • Questions for teacher-child discussion 	✓		✓	2
<ul style="list-style-type: none"> • Prompts for language facilitation 	✓	✓	✓	3
Total Score				8
Average Score				$8 + 3 = 2.66$
Percentage				$3 + 4 = 75\%$

Computing the presence of evidence

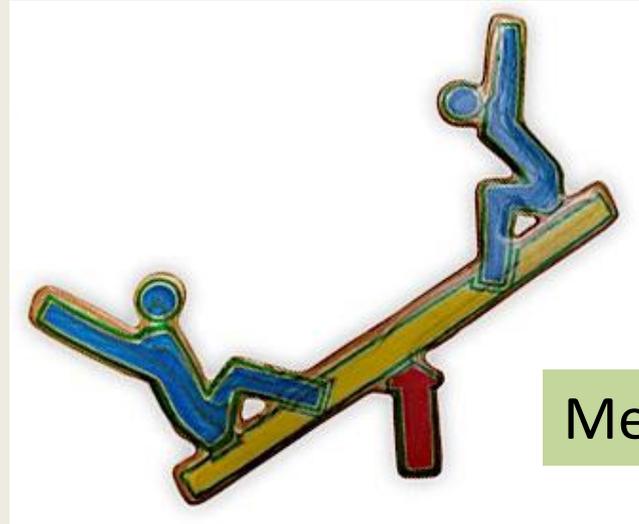
Summarizing the Analysis of Evidence in the Program Guidance

Domain	%	Domain	%	Domain	%
Oral Language	75%	Alphabet Letter	50%	Differentiated Instruction	67%
Vocabulary	75%	Print Knowledge	50%		
Phonological Awareness	50%	Writing	33%	Average	57%

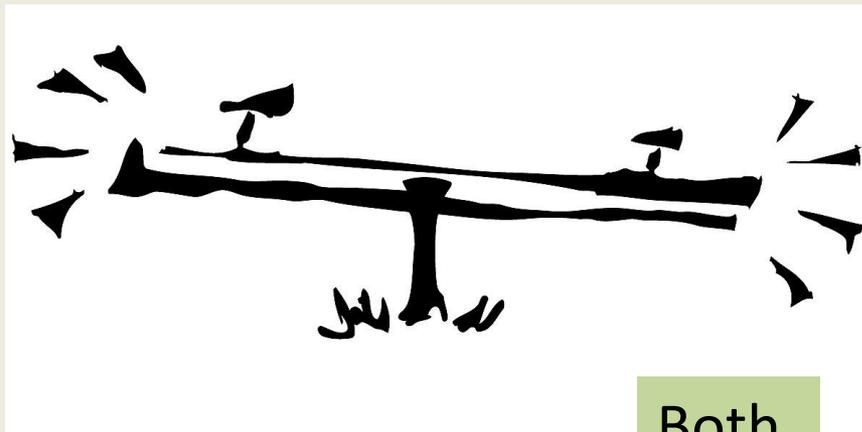
Patterns in the Guidance



Code



Meaning



Both

Performance Rating

$$\% \text{ Design} + \% \text{ Evidence} \div 2$$

Exceptional	Very Good	Good	Low
$\leq 100\%$	$\leq 75\%$	$\leq 50\%$	$\leq 25\%$

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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