DISCLAIMER: The views and opinions expressed in this presentation are those of the authors and do not necessarily represent official policy or position of the Ohio Department of Health.

We will begin at 12:15 pm
Early Childhood Literacy
November 29, 2023
CME Disclosure

No faculty of this educational activity have relevant financial relationship(s) with ineligible companies to disclose.
Housekeeping

• Please make sure that you are muted and stay muted until the end of the presentation.
• These slides and a recording of today’s session will be posted on our website following the presentation.
• Participants will receive an email after the presentation about how to receive CME and MOC Part II credit.
• Please post any questions that you have in the chat. We will discuss content questions at the end of the presentation during our question-and-answer session.
• The chat moderator will attempt to answer any questions about general Ohio AAP information as the presentation is going.
Welcome Video
Governor Mike DeWine
Melissa Weber – Mayrer, PhD
Ohio Department of Education and Workforce
Chief of Literacy
Proficiency Status 2021-2022
Grades K-4

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Ohio’s State Test for English Language Arts Assessment: Proficiency Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Track</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>60% (75,475)</td>
</tr>
<tr>
<td>Grade 1</td>
<td>62% (72,410)</td>
</tr>
<tr>
<td>Grade 2</td>
<td>55% (67,028)</td>
</tr>
<tr>
<td>Grade 3</td>
<td>56% (68,109)</td>
</tr>
<tr>
<td>Grade 4</td>
<td>N/A *(Not Available)</td>
</tr>
</tbody>
</table>

Annual K-4 Literacy Report
Ohio’s Plan to Raise Literacy Achievement
Emergent Literacy

Figure 8. Emergent literacy components supporting later acquisition of the components of the Simple View of Reading.
Evidence shows that these skill areas are *modular*, meaning that their development is distinct. 

- Teaching in one area will **not necessarily promote** development in others
- Focus efforts **on all three areas** across preschool years
- Evidence suggests that **focused exposure and instruction** in all three areas can be successful

Dr. Elizabeth Phillips, FCRR
## Phonological Awareness Skill Development

<table>
<thead>
<tr>
<th>Skills</th>
<th>Activities</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming</td>
<td>Repeats Rhymes, fingerplays, and songs</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Match words that rhyme</td>
<td>3-5 years</td>
</tr>
<tr>
<td></td>
<td>Produce words that rhyme</td>
<td>5-6 years</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Recognize and produce words with common initial sounds</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Blending</td>
<td>Combine syllables to produce words</td>
<td>3-4 years</td>
</tr>
<tr>
<td></td>
<td>Combine sounds to produce words</td>
<td>5-6 years</td>
</tr>
<tr>
<td>Segmentation</td>
<td>Identify syllables in words</td>
<td>3-4 years</td>
</tr>
<tr>
<td></td>
<td>Identify sounds in words</td>
<td>5-6 years</td>
</tr>
<tr>
<td>Manipulation</td>
<td>Change words by deleting, adding, and switching sounds</td>
<td>6-7 years and up</td>
</tr>
</tbody>
</table>
Print Knowledge: Four Dimensions

Book and print organization

Print meaning

Letters

Words
Why focus on print knowledge prior to school?

For every additional point received on the Letter ID subtest of Ohio’s Kindergarten Readiness Assessment, odds of passing third-grade reading test increase by 23%.
Children arrive in kindergarten with huge discrepancies in oral language development… and the gap between language-advanced and language delayed children grows throughout the elementary school years.

- Andrew Biemiller, 2001
Language Structures

**Restricted Speech**
- Brief, unelaborated, assumes shared situational background knowledge
- Used more in homes, often with less education
- Parent wants a child to move - “Move, Jimmy.”

**Elaborated Speech**
- Elaborated code,
- Increased use of explicit content and less dependent on situational knowledge.
- Parent wants a child to move - “Jimmy, will you please move over so your sister can see the television better.”
# Ohio’s Early Learning and Development Standards

## Language and Literacy

<table>
<thead>
<tr>
<th>Strand</th>
<th>Standard Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language and Communication</td>
<td>a. Demonstrates understanding of increasingly complex language.</td>
</tr>
<tr>
<td></td>
<td>b. Develops and expands understanding of vocabulary and concepts.</td>
</tr>
<tr>
<td></td>
<td>c. Communicates using increasingly complex language.</td>
</tr>
<tr>
<td></td>
<td>d. Participates in conversations with increasing application of turn-taking skills.</td>
</tr>
<tr>
<td></td>
<td>e. Develops comprehension of read-aloud text.</td>
</tr>
<tr>
<td></td>
<td>b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</td>
</tr>
<tr>
<td></td>
<td>c. Develops understanding of rhyme.</td>
</tr>
<tr>
<td>3. Print Awareness</td>
<td>a. Develops knowledge of print organization.</td>
</tr>
<tr>
<td></td>
<td>b. Develops knowledge of the alphabet.</td>
</tr>
<tr>
<td>4. Emergent Writing</td>
<td>a. Develops understanding that writing represents spoken language.</td>
</tr>
<tr>
<td></td>
<td>b. Draws and writes using increasingly sophisticated grasp.</td>
</tr>
</tbody>
</table>
Early Literacy

Word Recognition
- Phonological Awareness and Memory
- Alphabet Knowledge (sounds and names)
- Rapid Automatic Naming
- Writing Letters or Writing Name
- Concepts of Print/Print Knowledge

Language Comprehension
- Oral Language

Reading Comprehension

Early Language and Literacy

X

=
Conventional Literacy

Figure 10. Conventional literacy components supporting the Simple View of Reading.
# CHANGING EMPHASIS OF BIG IDEAS

<table>
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<tr>
<th></th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td></td>
<td>Multi-Syllabic &amp; Word Study</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Sounds &amp; Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Speaking and Listening</td>
<td>Listening, Reading &amp; Writing</td>
<td></td>
<td></td>
<td>Reading and Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Speaking and Listening</td>
<td>Listening, Reading &amp; Writing</td>
<td></td>
<td></td>
<td>Reading and Writing</td>
<td></td>
</tr>
</tbody>
</table>
Adolescent Literacy

Figure 11: Adolescent literacy components supporting the Simple View of Reading.
Reach Out and Read
Marty Martinez, CEO
Reach Out and Read’s Mission

We give young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.

We focus on under-resourced children and families.

We are helping to create moments that matter...
We Have Scalable, Population-Level Access

We serve **4.4 million children** each year.

We give out **7 million new books** annually.

Over **36,000 medical providers** participate in our program.

We have **6,300 program sites** nationwide.
We Give Children the Best Start to Life

Reach Out and Read is a national, nonprofit that leverages the positive effects of daily shared reading and engaging in other language-rich activities with young children to promote healthy brain development, language acquisition, and positive parent-child experiences.

Reach Out and Read supports families and their young children through a public health framework that offers universal and individualized promotion of safe, stable, nurturing relationships as a standard of care during regular well-child visits.
Reach Out and Read:
• Integration into well-child visits at medical clinics.
• A proven, scalable infrastructure of support that ensures fidelity of practice and connection with the community.

Pediatric primary care:
• Population-level access to children in the critical early years.
• An established relationship between providers and families with young children.

Community support:
• Building upon community assets and addressing barriers to care.
• Strengthening our work according to the contexts of the families we serve.
Our Model

At routine health check ups from infancy through 5 years, Reach Out and Read-trained doctors and nurse practitioners:

- **talk with parents** about the benefits of reading aloud and engaging with their young children

- **show them** how to look at books and talk about the stories with their infants, toddlers, and preschoolers

- **encourage them** to cuddle up, read together at home, and build routines around books

- and **give the child a new book** to take home and keep

During the exam, providers also use the book for **developmental surveillance**, observing how the child and caregiver interact with the book and each other

Children are automatically enrolled in Reach Out and Read. No registration is required
The Journey Towards Equity is Integral to the Success of our Strategy

• Our work is not just about who we serve, it’s about how we serve them. We are on a journey to bring the voices of parents and families to the forefront to ensure equitable access to all and that we do this work from an equity lens throughout the country.

• We seek to work with the communities we serve to address the systemic barriers that create inequities for families. We approach this work with commitment to ensuring we are part of shared solutions to address the inequities that exist throughout our country and communities.

• We’re increasing access to inclusive books for young people of all races and backgrounds. Including bilingual books in 26 languages; Stories, images, and characters that accurately reflect and affirm a diverse range of identities, allowing children to see themselves and their world
Our Unparalleled Access at Regular Well-Child Checkups

Reach Out and Read at the 6-Month Well-Child Visit
Our Outcomes are Evidence-Based

Parents are 2.5X more likely to read to their children.

Families are 2.5X more likely to report enjoying reading together.

Children’s language ability improves with increased exposure to Reach Out and Read.

Children’s language development is improved by 3-6 months.

Reach Out and Read is the only national early literacy organization endorsed by the American Academy of Pediatrics.

https://reachoutandread.org/why-we-matter/the-evidence/
We Enhance Other Components of Well-Child Checkups

- Enhanced developmental surveillance
- Increased referrals to resources for families
- Improved patient-clinician relationships
- Increased well-child checkup compliance

[https://reachoutandread.org/why-we-matter/the-evidence/](https://reachoutandread.org/why-we-matter/the-evidence/)
We Contribute to Stronger Primary Care

When delivered with fidelity, Reach Out and Read improves provider satisfaction and enhances patient-provider relationships:

• Parents are more likely to rate their pediatrician as helpful.
• Staff at successful sites express heightened commitments to their community and show higher levels of teamwork.
• Pediatricians experience less stress and burnout.

https://reachoutandread.org/why-we-matter/the-evidence/
We are Endorsed by the American Academy Of Pediatrics

The policy statement, *Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health*, published July 26, 2021 outlines recent evidence demonstrating that the trajectory of a young child’s life is shaped by exposure to positive childhood experiences.

In a landmark 2014 policy statement, the American Academy of Pediatrics cited the body of research on Reach Out and Read in calling literacy promotion “an essential component of primary care pediatric practice.”
Reach Out and Read In Ohio

• Exciting work to strengthen ROR’s presence and footprint throughout the state and grow it

• Working with local partners to build an Ohio state-wide affiliate to advance quality implementation

• Integrate our local efforts within larger eco-system of early childhood development across Ohio
Our Reach in Ohio

We are a part of **337K** well-child visits a year.

We give out nearly **276K new books** annually.

Over **1,200 medical providers** participate in our program.

We have **196 program sites** in Ohio.
Reach Out and Read Beyond the Clinic in Ohio

• ROR + Pre4 Cle
  o PRe4Cle provides RORGC with a preschool themed book stickered with information about the resource & referral agency (Starting Point) for families to get connected to quality preschool options for their child. **Pre4Cle nominated ROR for the Kurt Karakul Literacy Award in 2022.**
  o Over 50% of referrals from targeted Cleveland neighborhoods indicated they were referred by their child’s doctor
  o **Pre4Cle Director, Katie Kelly – “The fact that people are actually calling demonstrates the success. We don’t often know how people learn about Starting Point. In this, we do.”**

• ROR + DPIL in Cincinnati
  o Record DPIL signups (in time & numbers) due to clinics fully engaged in signing up children and families. Hospital records were used to find families when a book was undeliverable.

• Library Systems
  o Partnered with Cleveland Public Library with the Cleveland Reads initiative and Cuyahoga Reads initiative (all 7 library systems in the county) during their kick-off events by hosting a "White Coat Reading Rug." ROR doctors, NPs, MAs, and medical students read books with children.

  o **Toledo Lucas County Library System** - co-branded bookmarks, "Ready To Read" staff in clinic waiting rooms, book tote bags provided for volunteer readers, library card sign up
  o **Wood County Library System** - ROR story times, displaying ROR parent resources, etc.

Together, we can give Ohio’s youngest children what they need to thrive
Brenda DiGiulio, ARNP, Cleveland Clinic Children's Lakewood

“A mom couldn’t wait to show me how she had taught her 6 month old to sit up by reading books with him propped up in front of her on the floor. He sat on the [exam] table and held the books and even turned pages for me!”

“A toddler went from screaming when I walked into the room to smiling and coming up to me with his arms out to get his new book. He climbed up into my lap and wanted to read it with me.”

“I have seen a change in how parents want to read the book with their child while they are in the office. Kids who have been getting books ask as soon as I walk in the room if I have a book for them. More families report they are going to the library.”
Dr. Abby Lader, Neighborhood Pediatrics

“I have found that the introduction of books into our well-child checkups has proven to be invaluable. The book serves not only as a tool for promoting literacy but also as a gateway to conversations about the importance of reading in early childhood development.”

“It also leads to discussing developmental milestones and the vital role that parental engagement through reading plays in nurturing a child’s well-being. Books are a familiar and comforting object to children, particularly in a clinical setting where they might be anxious.”

“The act of gifting a book helps put children at ease, making them more comfortable in our office and establishing a positive association with a doctor’s office from an early age.”
“By focusing on the safe, stable, and nurturing relationships that buffer adversity and build resilience, pediatric care is on the cusp of a paradigm shift that could reprioritize clinical activities, rewrite research agendas, and realign our collective advocacy.”

Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health, Andrew Garner, et al., Policy Statement, Organizational Principles To Guide And Define The Child Health Care System And/Or Improve The Health Of All Children
Dolly Parton’s Imagination Library
Catherine Sulecki
Director of Marketing
What is Dolly Parton’s Imagination Library of Ohio?

A book gifting program available to all children in Ohio between birth and age five.

After enrolling, kids are mailed one, age-appropriate book each month to their home. Plus, the books are addressed to the child.

The books are no cost to all families in Ohio, thanks to funding from the Ohio General Assembly and Local Program Partners across the state.
Why the Imagination Library?

- In Cuyahoga County, research shows that since participating in the Imagination Library:
  - A greater percentage of children were assessed as 
    kindergarten-ready, or approaching readiness, compared to students who did not participate in the program.
  - A greater percentage of local participants were also assessed as on track for language and literacy than their non-participating peers.
  - 71% of respondents stated that they read to their children more; 83% in high poverty zip codes.
  - 64% of respondents stated that their child has asked to be read to more; 76% in high poverty zip codes.
How It Works In Ohio

- Ohio has 69 Local Program Partners who collaborate with Ohio’s statewide team.

- Each Local Program Partner manages the Imagination Library program in the designated county (or counties).
Dolly Parton’s 
Imagination Library of Ohio

59% of kids in Ohio between birth and age five are currently enrolled (393,991 kids).
Visit OhioImaginationLibrary.org to enroll

Dolly Parton’s Imagination Library of Ohio is available at no cost to ALL KIDS FROM BIRTH TO AGE 5 IN OHIO!

ENROLL NOW
ENROLL
your child for a free monthly book!

Dolly Parton’s Imagination Library of Ohio mails kids one free book each month until their 5th birthday. Any child in Ohio between birth and age 5 can enroll.

How It Works:
- Enroll your child at: OhioImaginationLibrary.org.
- Your child will receive one book each month in the mail until their 5th birthday.
- Siblings under the age of 5 are all eligible and should be enrolled!

Why It’s Important:
- Brain science shows that a child’s brain is already 80% developed by 3 years old.
- Through reading, children begin to learn words and sounds, recognize pictures, and understand emotions.

It’s Easy!
Go to OhioImaginationLibrary.org to start your child’s free monthly book delivery!

Dolly Parton’s
Imagination Library of Ohio

FREE
BOOKS

Free Books for Kids Ages 0-5

It’s Easy!
Go to OhioImaginationLibrary.org to start your child’s free monthly book delivery!
Thank You!

Catherine@OhioImaginationLibrary.org
A Combined Reach Out and Read and Imagination Library Program on Kindergarten Readiness

Gregory A Szumlas, MD; Peter Petronio, MS; Monica J Mitchell, PhD; Alisha J Johnson, MPA; Tiana R Henry, M.Ed; Thomas G DeWitt, MD
Methods

23 participating Reach Out and Read clinics
- Reach Out and Read continued providing literacy anticipatory guidance at preschool well visits for at risk populations
- + Imagination Library enrollment for children living in the city school district

Kindergarten Readiness Assessment (KRA)
- Standardized state test
- Administered to all children at kindergarten entry attending public school
- Literacy subtest (KRA Literacy)
  - On-track or Not on-track
Program Initiation July 2015

Analyzed KRA Literacy scores
  – 2016-2017 school year
  – 2017-2018 school year
  – 2018-2019 school year

Over 10,000 total program participants
  – 3,247 eligible for kindergarten entry in 2016, 2017, 2018
Percent of Program Participants On-Track in KRA Literacy versus School District Comparison

- Participant cohorts significantly improved performance on the KRA literacy
- Gap in kindergarten readiness was narrowed

Note. District results do not exclude program participants. District samples sizes for years 2016-17, 2017-18, and 2018-19 were 2,690, 2,659, and 2,718, respectively.
Limitations

- Unable to control for other programs promoting kindergarten readiness or preschool exposure
- Unable to identify the exact etiology of improvement on the KRA literacy
- Unable to draw conclusions on the exact impact of individual programs
Question and Answer
Tabitha Jones-McKnight, DO
Follow Up

• Ohio AAP Resources for this presentation are available for download.

• Find them at this link.

• QR Code:
Follow Up

• Brush, Book, Bed Webinar
• Wednesday Dec 13th, 12:30
• A look into The American Academy of Pediatric’s nighttime routine program.
• A great opportunity to build relational health, using serve and return strategies, so it has long lasting protective value.

Link: Register Here

QR Code: