

# Literacy Analysis and Planning Guide (LAP-G)

## Preschool

School Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date(s) Guide Completed: \_\_\_\_\_

Team Completing the Guide: \_\_\_\_\_

### Purpose and Design

- A preschool team can use this guide to build/strengthen a multi-tiered system of early language and literacy instructional supports in their school.
- The Literacy Analysis and Planning Guide (LAP-G) will walk school teams through a problem solving model. It is designed to be used by a skilled facilitator to empower team discussions and problem solving around strengthening a school's reading instruction and supports for all students.
- It is best used by preschool teams who know the curriculum and intervention system.
- The guide is divided by tier. **A team must start with an analysis and plan for Tier 1 before moving on to Tier 2 and then Tier 3.**

### Process

There are two parts to this guide that take a team through the steps of the collaborative problem solving process.

#### **Part 1: Define and Analyze Needs**

- o Step 1: Collect Initial Information: Facilitator will collect initial information in preparation for the team meeting in step 2. See list of information to collect outlined in Step 1 and tools for needs assessment collection in the appendix.
- o Step 2: Summarize, Analyze, and Prioritize: Team Meeting to review current system of instructional supports, identify needs, and problem solve how to meet those needs.

#### **Part 2: Implementation and Evaluation**

- o Step 3: Plan Support: Team will plan for implementation of supports to strengthen current system.
- o Step 4: Implement Plan: Team will support the implementation of new supports.
- o Step 5: Evaluation: Team will periodically review data with new supports in place.

### Needed Materials

- Information & Data for Step 1 – see page 3
- Teacher's manual for curriculum including scope and sequence.
- Intervention materials manuals including scope and sequence.

Authorship note: This tool is a revised and expanded version of the *Elementary Literacy Analysis Guide* by Dr. Tanya Ihlo and Dr. Amy Murdoch. It was originally created to support RTI/MTSS work at the Southwest Ohio Special Education Regional Resource Center.

### Key Resource Used in Creating This Tool

Buyse, V. & Peisner-Feinberg, E.S. (2013). *Handbook of response to intervention in early childhood*. Brookes.

Carta, J.J. & Young, R.M. (2019). *Multi-Tiered systems of support for young children: Driving change in early education*. Brookes.

Shanahan, T & Lonigan, C. J. (2013). *Early childhood literacy: The National Early Literacy Panel and beyond*. Brookes.

National Early Literacy Panel. (2008). Washington, DC: National Institute for Literacy.

Ohio Department of Education. (2012). *Ohio's early learning and development standards: birth to kindergarten entry*.

Ohio Department of Education (2020). *Ohio's ready school guide for language and literacy: A partnership approach*.

Paulson, L.H., & Moats, L.C. (2018). *Language essentials for teachers of reading and spelling (LETRS) for early childhood educators* (2<sup>nd</sup> ed.). Voyager Sopris Learning.

# Preschool Literacy Analysis and Planning Guide (LAP-G)

## Step 1: Collecting Initial Information

The facilitator should collect the information below for the school team to review at the start of Step 2.

\*Needs assessment tools can be found in the LAP-G Support Materials.

### Information to Gather Prior to Grade Level Team Meeting

- \*Survey of Instructional Resources
- \*PARTNERS PreK Staff Information Gathering (Survey)
- \*PARTNERS Classroom Observational – Preschool Results
- Classroom and Support Staff Schedules—including planning times and time blocks for each subject
- PELI Screening Data
- Decision Rules (who gets Tier 2, Tier 3)
- Building Level Plans: Literacy Plan
- Mobility Data
- Implementation Data

### Participants

- Grade level classroom teachers (lead teacher and assistant teacher)
- Intervention Specialists who work with this grade level
- Specialists that works with this grade level (Reading, School Psychologist, SLP, EL Teachers, etc.)
- Administrator

**Resources that may be of help in reviewing current curriculum:** There are some resources to help preschools learn about the strengths/weaknesses of their current program.

- Preschool Evaluation Research Initiative – Institute of Education Science, National Center for Educational Research (2008)  
[https://ies.ed.gov/ncer/pubs/20082009/pdf/20082009\\_1.pdf](https://ies.ed.gov/ncer/pubs/20082009/pdf/20082009_1.pdf) Reviews commonly used programs in terms of qualitative features AND **child outcomes** in language, literacy, math, and SEL
- Language and Literacy Preschool Curriculum Consumer Report. National Center on Quality Teaching and Learning - Head Start (2015)  
<https://ksdetasn.s3.amazonaws.com/uploads/ckeditor/attachments/79/curriculum-report-ll.pdf>
- What Works Clearinghouse Report on Early Childhood (Pre-K) Curriculum (2016) – reviews research evidence for different curriculums  
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K>

## Step 2a: Summarize & Analyze

Summary of Educator Survey Data – Teacher’s Ratings of Need	
Average (and range) on a four point scale on needs for support in the following areas <b>1=no support needed/things are in place – 4=great support needed/things are not in place</b>	<b>Summary of Open Ended Responses</b>
<p><b><u>Assessment</u></b>            Accurately Giving Assessments _____            Analyzing Assessment Info. _____</p> <p><b><u>Effective Core Instructional Materials are In Place</u></b>            Foundational Reading _____            Language Comprehension _____</p> <p><b><u>Effective Intervention Supports are In Place</u></b> _____</p> <p><b><u>Staff knowledge on Dyslexia and other reading disabilities</u></b> _____</p>	<p>Overall, what do you see as the greatest <b><u>strengths</u></b> in literacy across your grade level?</p> <p>Tier 2 and 3 Strengths:</p> <hr/> <p>Overall, what do you see as the greatest <b><u>needs</u></b> in literacy across your grade level?</p> <p>Tier 2 and 3 Needs:</p>

Summary of Instructional Materials											
Instructional Material	Skills Targeted: Circle All that Apply							Who Receives	Who Delivers	Group Size	Comments
	Phonological	Phonics	Fluency	Vocabulary	Comprehension	Writing					
Core: _____	Letters	Phonological	Listening	Comprehension	Oral Language	Vocabulary	Pre-Writing				
Supplemental 1: _____	Letters	Phonological	Listening	Comprehension	Oral Language	Vocabulary	Pre-Writing				
Supplemental 2: _____	Letters	Phonological	Listening	Comprehension	Oral Language	Vocabulary	Pre-Writing				
Intervention 1: _____	Letters	Phonological	Listening	Comprehension	Oral Language	Vocabulary	Pre-Writing				
Intervention 2: _____	Letters	Phonological	Listening	Comprehension	Oral Language	Vocabulary	Pre-Writing				

**Summary of Student Screening Data: Benchmark 1 2 3 (Circle benchmark recorded below)**

**Based on the Composite Score What Percentage of Students are....**

Grade Level	% At/Above Benchmark	Below Benchmark	Well Below Benchmark	Comments
Pre-School – 3s				
Pre-School – 4s				
Kindergarten				

**Analyzing PELI Screening Data Further. For each area assessed at this benchmark for your grade level**

Measure	Essential Component Assessed	% of Students at Each Level		
		At/Above	Below	Well Below
Phonological Awareness				
Alphabet Knowledge				
Vocabulary/Oral Language				
Listening Comprehension				

**\*Also have full Grade level and Classroom reports available for the team meeting.**

Areas of Strength:

Areas of Weakness:

Note Growth from previous benchmark:

Tier 1 - Analyzing Instructional System of Supports		
Screening	Score (1-3)	Evidence and Notes on Needs
<b>Screening Results</b>		
<b>1. At least 80% of students reach benchmark goals and there are no achievement gaps between subgroups.</b>		
2. All key early literacy skills are assessed with reliable and valid universal screening <input type="checkbox"/> <u>Oral Language</u> <input type="checkbox"/> <u>Letters</u> <input type="checkbox"/> <u>Vocabulary</u> (Pre-K) <input type="checkbox"/> <u>Listening Comp.</u> <input type="checkbox"/> <u>Phonological Awareness</u>		
3. The technical manual reports have been analyzed by knowledgeable school personnel and screeners report adequate reliability and validity data		
4. Only one screening assessment is used to assess the same skill (don't want over assessment).		
5. Screeners are used to help make decisions regarding student needs for instruction--(small group instruction; who needs targeted instruction).		
6. Professional development for use of assessments includes training: <input type="checkbox"/> Delivered by an accredited trainer <input type="checkbox"/> Reliable administration practice <input type="checkbox"/> Data analysis and use with consideration of linguistic and cultural factors in administration and data analysis. <input type="checkbox"/> Refreshers provided each year.		
7. All staff have been trained and there is a clear plan for providing support for new staff on the use of assessments.		
8. There is use of an electronic database to manage and document student data and all staff are trained on how to use it.		
9. There is a clear plan for universal screening data collection including: a.) when data will be collected b.) who will administer and score c.) how NEW students are assessed when they arrive across the school year d.) how to check on-going reliability of data		
10. Teachers routinely (at least 3 times per year) analyze data and meet in preschool teams to review data and discuss instructional changes		
11. All students are meaningfully included in screening (approved accommodations are used when needed).		
12. There is a clear and complete written plan regarding decision rules for which students need supplemental Tier 1 and/or Intervention supports. <i>The plan includes...</i>		
<input type="checkbox"/>	a. how data are validated	
<input type="checkbox"/>	b. which assessments are used	
<input type="checkbox"/>	c. criteria used for each decision	

**Tier 1 - Analyzing Instructional System of Supports**

Core Instructional Materials—Core and Supplemental Programs Used	Score (1-3)	Evidence and Notes on Needs
<p><b>Foundational Reading Skills Domain</b> Phonological Awareness, Letters, Beginning Writing</p> <p>Note What Is Used (core and any supplemental): _____</p>		
<p>1. <b>Instructional content</b> is research based and thoroughly teaches phonological awareness, letters, and beginning letter writing in an integrated manner.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear scope and sequence that follows the progression of phonological skill development (starts with easier skills and logically progresses to more difficult skills).                             <ul style="list-style-type: none"> <li>- <u>Continuum for linguistic hierarchy</u> moves from words – syllables – initial sounds – phonemes</li> <li>- <u>Continuum for rhyming knowledge</u> moves from participation in rhyming activities – detecting/matching rhyming pairs – production of words that rhyme</li> </ul> </li> <li><input type="checkbox"/> Moves quickly to the phoneme level work (most important)</li> <li><input type="checkbox"/> Brief (5-10 min) part of the lesson</li> </ul> </li> <li><input type="checkbox"/> <b>Alphabet Knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaches both letter names and sounds following a clear scope and sequence.</li> <li><input type="checkbox"/> Alphabet knowledge instruction targets letter recognition, production &amp; letter writing.</li> <li><input type="checkbox"/> Includes cumulative review of previously learned letters.</li> <li><input type="checkbox"/> Clear method used for teaching letter formation (<b>writing</b>).</li> </ul> </li> </ul>		
<p>2. <b>Instructional Delivery of Foundational Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connects Phonological Awareness and Alphabet Knowledge Instruction</li> <li><input type="checkbox"/> Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence.</li> <li><input type="checkbox"/> Supportive corrective feedback routine is provided.</li> <li><input type="checkbox"/> Includes targeted small group instruction <b>with</b> lots of engaging play and center activities to practice targeted letters and phonological skills.</li> <li><input type="checkbox"/> Instruction encourage active engagement by drawing attention to mouth position when making sounds, gestures, body movements, etc.</li> <li><input type="checkbox"/> Instructional schedule shows this is implemented daily.</li> <li><input type="checkbox"/> All staff are trained and supported to implement the instruction with fidelity.</li> </ul>		
<p>3. <b>Responsive to Student Needs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is a system in place for monitoring progress and adjusting instruction.</li> <li><input type="checkbox"/> Meets the needs of our student population (Look at screening data)</li> </ul>		

Tier 1 - Analyzing Instructional System of Supports		
Core Instructional Materials—Core and Supplemental Programs Used	Score (1-3)	Evidence and Notes on Needs
<b>Language Comprehension Domain</b> Oral Language, Vocabulary, Listening Comprehension Note What Is Used (core and any supplemental): _____		
<p><b>1. Instructional content</b> is research based and thoroughly teaches language comprehension skills in an integrated manner.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Oral Language</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear scope and sequence that intentionally outlines a variety of oral language targets and activities.</li> <li><input type="checkbox"/> Includes instruction that targets:               <ul style="list-style-type: none"> <li>○ Listening to stories and answering a variety of questions (recall, inferential, making connections)</li> <li>○ Turn taking of conversation.</li> <li>○ Speech becoming increasingly clear (articulation), fluent, and use of correct (grammar).</li> <li>○ Speaking in increasingly longer sentences</li> <li>○ Use of increasingly complex language</li> <li>○ Use of decontextualized language (describing something not in the present situation—ex. What happened last night)</li> <li>○ Verbal reasoning</li> <li>○ Expressing ideas, opinions, observations, desires, etc.</li> <li>○ Reciting familiar rhymes, chants, stories, etc.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear scope and sequence that intentionally outlines basic vocabulary and academic vocabulary that will be taught and reviewed.</li> <li><input type="checkbox"/> Includes instructional activities that teach BOTH basic vocabulary AND academic vocabulary using an effective explicit vocabulary routine.</li> </ul> </li> <li><input type="checkbox"/> <b><u>Listening Comprehension</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear scope and sequence that outlines: a variety of strong children’s books connected to an important theme; important listening comprehension activities; and <b>robust general knowledge topics</b>.</li> <li><input type="checkbox"/> <b>An interactive storybook routine</b> is used that includes intentional plans for before reading, during reading, after-reading instruction and plans for re-reading (2-4 times). Plans target building language skills, knowledge, vocabulary, and print awareness. Activities include:               <ul style="list-style-type: none"> <li>○ Predictable routines</li> <li>○ A variety of questions are outlined including W questions (who, what, when, where, why), recall, inferential, opinion, connecting to own experience, empathizing with characters, etc.</li> <li>○ Teacher’s think aloud</li> <li>○ Focusing on story vocabulary and story elements</li> <li>○ Recall and retelling</li> <li>○ Sequencing – beginning, middle, end</li> <li>○ Vocabulary routine (see above)</li> </ul> </li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>○ Print awareness: read left-right, read words, print carries meaning</li> <li>□ Rich children’s storybooks are used across each unit/section/theme of the curriculum that include: <ul style="list-style-type: none"> <li>○ Rich language and vocabulary</li> <li>○ Variety of both non-fiction and fiction</li> <li>○ Teaching important social emotional learning lessons, knowledge &amp; skills.</li> </ul> </li> <li>□ A variety of listening comprehension routines are used: interactive storybook, listening to oral stories or poems, telling stories with props, using wordless books, etc.</li> <li>□ General knowledge is <b>intentionally</b> taught through multiple exposures to the same topic, so children have the opportunity to learn about math, history, geography, culture, earth science, life science, etc.</li> </ul>		
<p><b>2. Instructional Delivery of Language Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>□ Language and vocabulary instruction is infused throughout the day and includes language activities in whole group, small group, centers, and play. Includes purposeful incidental language lessons where effective oral language strategies are used. <b>All interactions are an opportunity for language learning!</b></li> <li>□ Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence.</li> <li>□ Supportive corrective feedback routine is provided.</li> <li>□ Instruction encourage active child engagement.</li> <li>□ Instructional schedule shows this is implemented daily.</li> <li>□ All staff are trained and supported to implement the instruction with fidelity.</li> </ul>		
<p><b>3. Responsive to Student Needs</b></p> <ul style="list-style-type: none"> <li>□ There is a system in place for monitoring progress and adjusting instruction.</li> <li>□ Meets the needs of our student population (Look at screening data)</li> </ul>		



## Tier 1 - Analyzing Instructional System of Supports

Tier 1: Instructional Materials – General Considerations	Score (1-3)	Evidence and Notes on Needs
<b>Implementation of Tier 1 Instruction</b>		
<p><b>1. The core program used has evidence that it is effective for preschool children.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Best – research studies demonstrating effects on child achievement outcomes (See resources on p. 2, What Works Clearinghouse, Preschool Evaluation Research Initiative</li> <li><input type="checkbox"/> Use with caution – Reviews of the program connecting to strong alignment with research (see resources on p. 2, Language and Literacy Preschool Curriculum Consumer Report. National Center on Quality Teaching and Learning)</li> </ul>		
<p><b>2. Teachers have received professional development and ongoing support</b> in use of the core program <u>and</u> in early literacy and language research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> strong instruction on the use of core program materials</li> <li><input type="checkbox"/> strong instruction on reading research, the big ideas of reading, and effective instruction.</li> <li><input type="checkbox"/> ongoing support through coaching, mentoring, on-site technical assistance</li> <li><input type="checkbox"/> plan to support new teachers to the school.</li> </ul>		
<p><b>3. Classroom environment is welcoming and positive.</b> A place where children’s learning as well as social and emotional well-being is addressed through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>positive connections</b> to teachers &amp; peers,</li> <li><input type="checkbox"/> <b>clear expectations</b> that are positively explained in preschool friendly way,</li> <li><input type="checkbox"/> <b>gentle correction of misbehavior</b></li> <li><input type="checkbox"/> lots of <b>positive reinforcement</b> to explore and try new things.</li> <li><input type="checkbox"/> Negative behavior management is not used.</li> </ul>		
<p><b>4. Classroom environment is intentional, orderly and predictable.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear schedule with predictable routines reflecting learning opportunities across domains – literacy, math, content areas, physical movement</li> <li><input type="checkbox"/> Includes well planned centers at children’s independent level</li> <li><input type="checkbox"/> Provides playful opportunities to practice language and literacy skills.</li> <li><input type="checkbox"/> Includes books and writing materials across centers to promote meaningful literacy activities within play.</li> </ul>		
<p><b>5. The core program includes intentional plans for high-quality instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outlines time spent on different activities <u>with clear time allocated</u> to activities related to essential components of early language and literacy.</li> <li><input type="checkbox"/> Includes intentional routines for modeling, providing practice, and giving feedback.</li> <li><input type="checkbox"/> There is an appropriate amount of instructional time allocated for whole group, small group, and independent play. Time includes time for other subjects (integrated with language and literacy instruction) where key background information is taught that aids later reading comprehension is allocated in the daily schedule.</li> <li><input type="checkbox"/> Uses a variety of reading materials (fiction, nonfiction, rhyming books, math books).</li> </ul>		

<b>Differentiated Instruction</b>		
1. All students are provided access to core curriculum regardless of literacy level, linguistic level, or disability label. Appropriate supports are in place to ensure access.		
2. Effective small group differentiated instruction: <ul style="list-style-type: none"> <li><input type="checkbox"/> Is intentional – clear plan for how groups each day will be completed and records kept</li> <li><input type="checkbox"/> focused (targeting key skills a student needs support with) small groups occur daily for students with lowest skills and multiple times a week for all students.</li> <li><input type="checkbox"/> Creates student groups using data and focuses on key skills: listening comprehension, oral language, vocabulary, letters, phonological awareness.</li> <li><input type="checkbox"/> Has students with the most need in the smallest groups and meeting the more frequently with the teacher.</li> <li><input type="checkbox"/> Has appropriate materials available for all skill levels.</li> </ul>		
3 Effective classroom centers are in place and include... <ul style="list-style-type: none"> <li><input type="checkbox"/> Heterogeneous skill groupings</li> <li><input type="checkbox"/> Effective classroom management</li> <li><input type="checkbox"/> Materials that are at the students’ independent work levels</li> <li><input type="checkbox"/> Ample activities to keep students engaged during center time</li> <li><input type="checkbox"/> Modifications and supports for students who need them (including supports for children with special needs; children who are not native English speakers; etc.)</li> <li><input type="checkbox"/> Clear directions and guidelines on what to do when students finish one activity and are ready to move to another (ex: put away your materials and move to another center that is not full).</li> <li><input type="checkbox"/> Opportunity for child choice and for children to play collaboratively.</li> </ul>		
4. Data are used to identify which students need supplemental instruction AND accelerated instruction. All students who need supplemental instruction receive it.		
5. For children with disabilities, Tier 1 supports are provided with consultation from someone knowledgeable in special education supports.		
6. For English Learners, Tier 1 supports are provided with consultation from someone knowledgeable about EL supports.		
<b>Family Partnerships</b>		
1. Information about the curriculum and literacy program is shared with families.		
2. Assessment and progress information is shared with families in a supportive and accessible manner.		
3. Meaningful family engagement activities are done to help support families in enhancing their children’s language and literacy development		

## Step 2b: Prioritize Areas in Need of Support for Tier 1

### Tier 1- Summary of Needs for Support from Analysis – Tier 1

Component	Strengths	Concerns
Assessment System		
Phonological Awareness		
Alphabet Knowledge		
Oral Language and Vocabulary		
Listening Comprehension		
Implementation		
Differentiation		
Family Partnerships		

### Tier 1: Prioritize Needs—What to work on first, second, etc. Consider the key areas of need for this specific grade level.

## Steps 3 and 4: Plan and Implement Support – Tier 1

What steps need to be taken to build a three-tier model of supports in our school?				
What needs to be done?	What are the steps to get this done?	Who?	When?	How Will It Be Monitored
1.				
2.				
3.				
4.				
5.				
6.				
7.				