

Children's literacy foundations are established as early as infancy and grow throughout early childhood – this is when the brain is at its greatest plasticity levels (Hutton et al., 2020).



NH Department of Education

Presentation ~~~~~
Early Childhood



NH State Assessment Data 2021-2022

3rd

Third Grade

56% of students are not proficient in reading.

4th

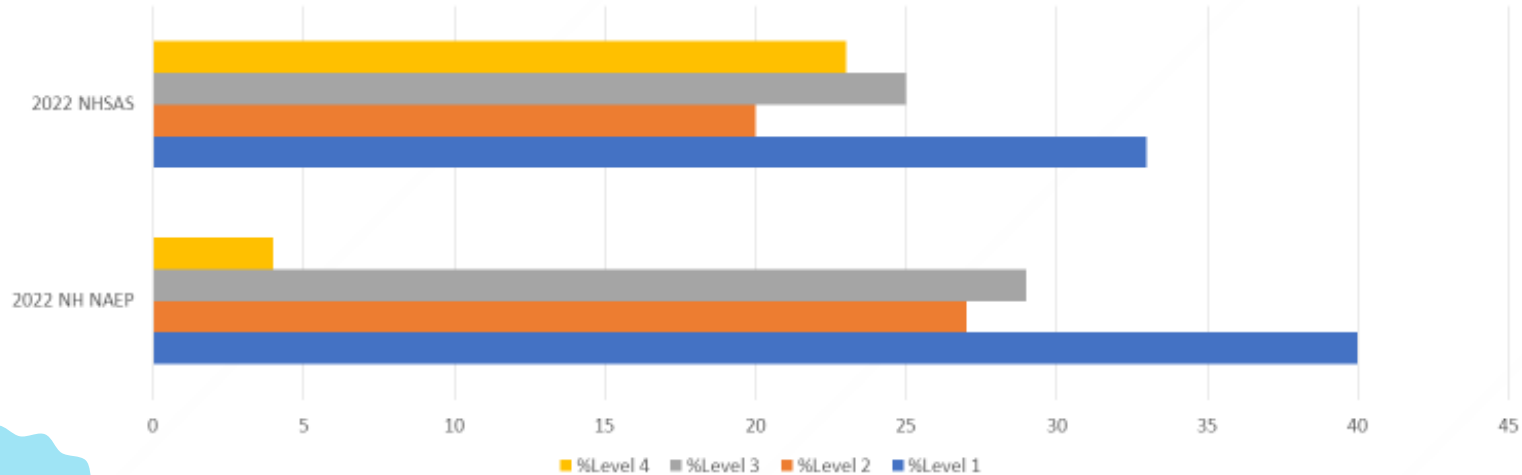
Fourth Grade

53% of students are not proficient in reading.



Grade 4 Reading NH SAS and NH NAEP

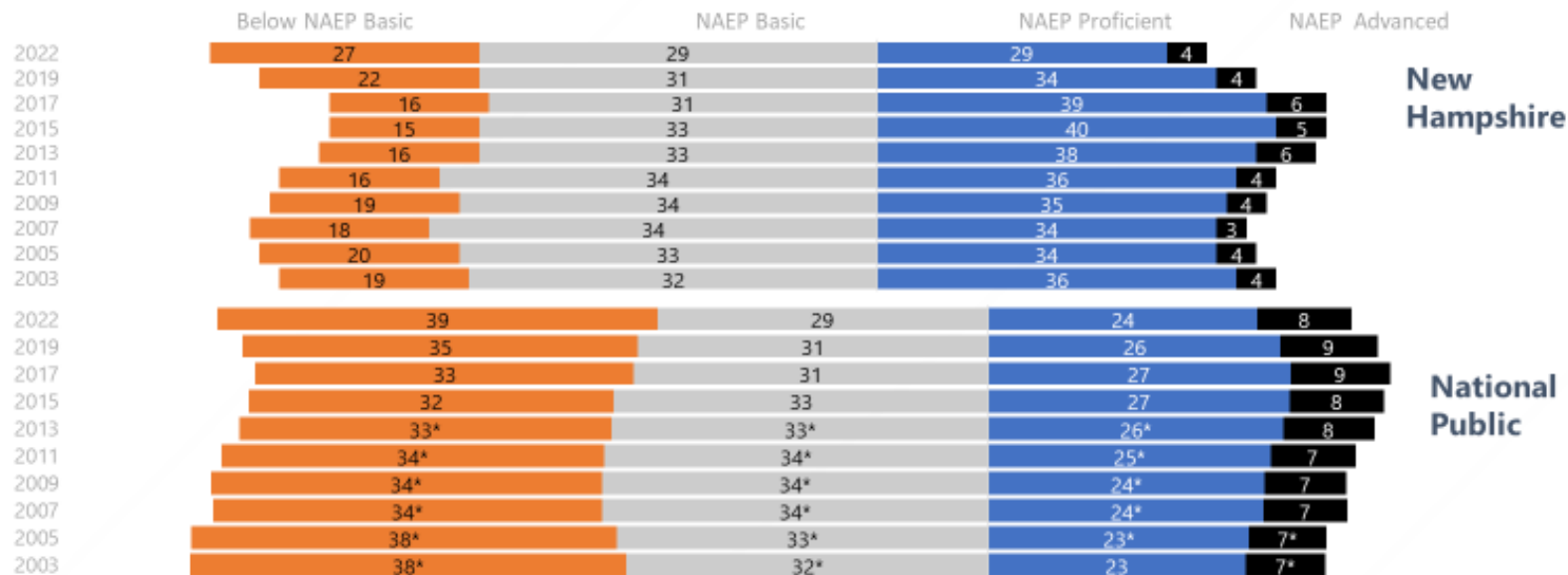
Percent in Proficiency Categories



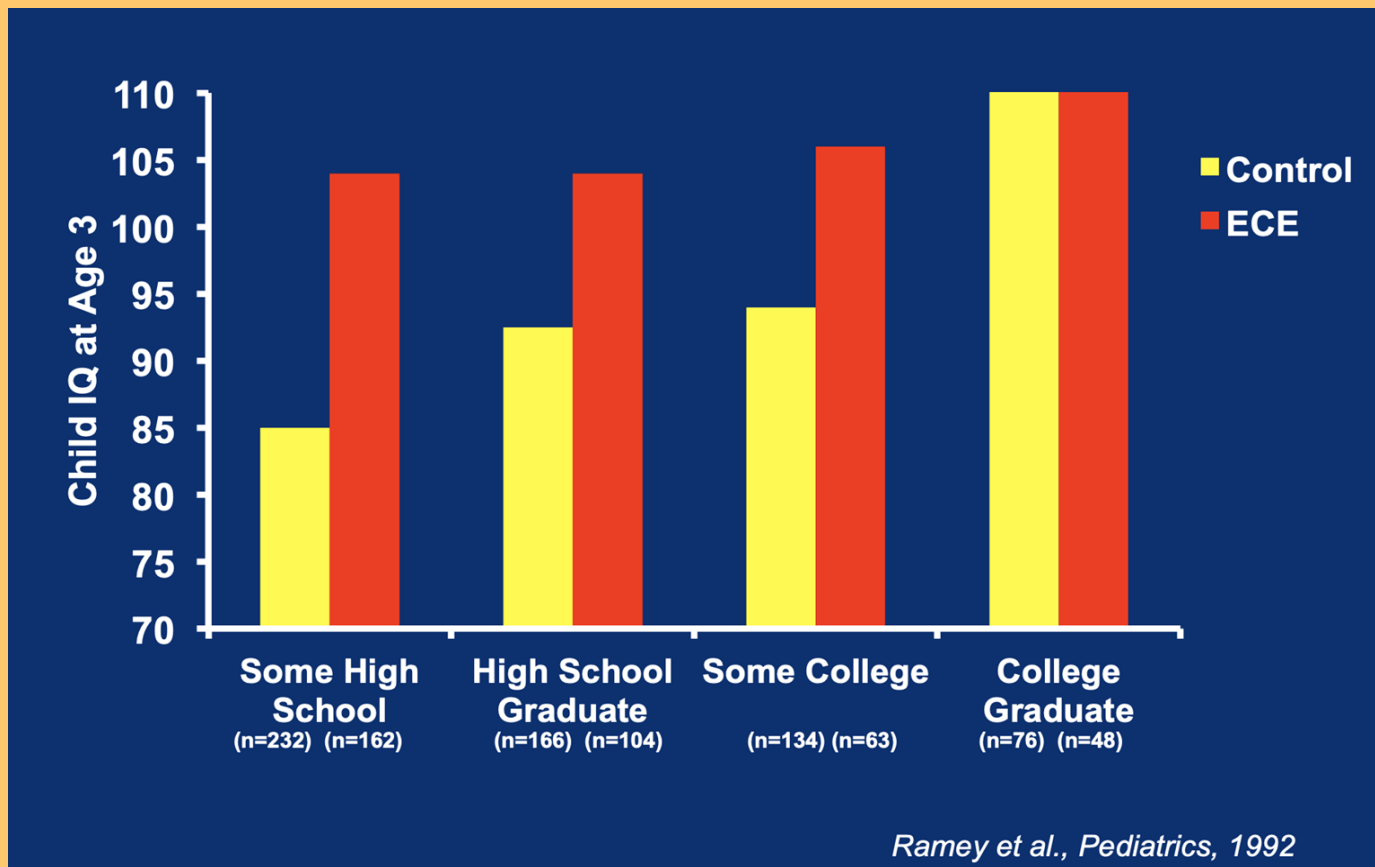
Grade 4 Reading Achievement Level Percentages



Grade 4



*Significantly different ($p < .05$) from 2022. NOTE: Detail may not sum to totals because of rounding.



Supporting Educational Equity and Workforce Development:
The Abecedarian Approach from Craig T. Ramey, Ph.D.



Literacy instruction is vital to student success.

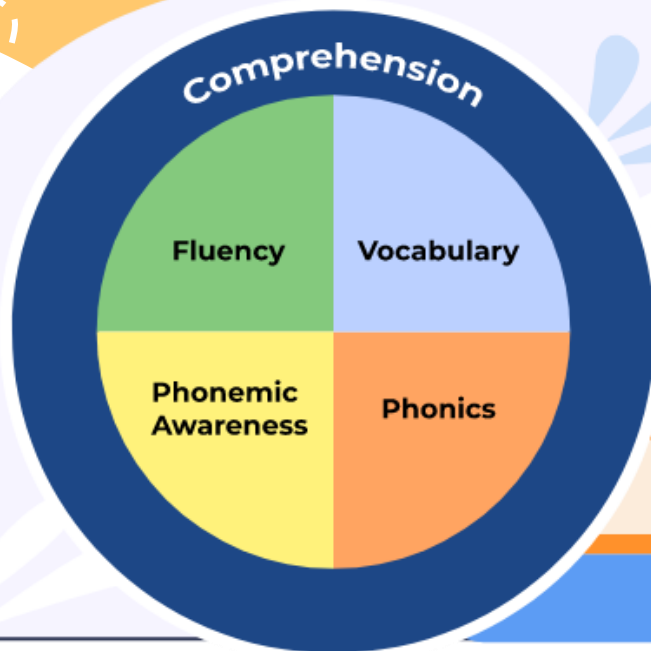


With all community stakeholders involved in supporting Early Literacy skills collectively, we can change the trajectory of New Hampshire youth.

We must provide support to our preschool educators.

In 1997, Congress asked the "Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read." (National Panel).

Essential Components of Reading





Professional Development

Investing in high-quality professional development in early childhood can increase school knowledge and improve readiness so that children not only succeed in elementary school but also in other life experiences (Duncan et al., 2007; Gutman, Sameroff, & Cole, 2003; Reynolds et al., 2011).





Phase 1:

1,017 Participants

181 Participants

Phase 2:

512 Participants

113 Participants

256 Participants

Phase 3:

Summer for EC

Phase 4

Fall of 2023

Fall of 2023

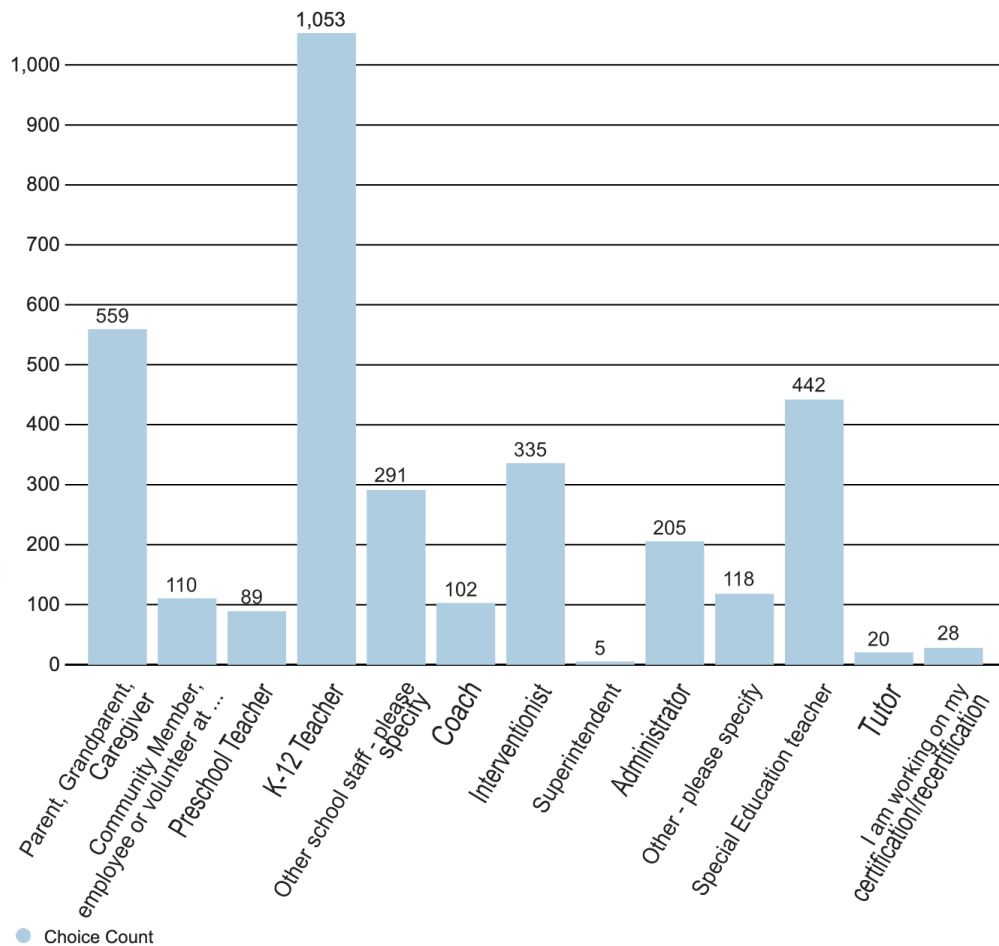
Fall of 2023





Early Childhood LETRS Class

Provides information on building language and cognitive skills through a balance of teacher and student-centered social, emotional, and physical activities essential for young children before learning to read and write.



Topics being Covered

Developmentally Appropriate Practice (DAP)

Importance of Language Development

Understanding stages of Language Development

Understanding pre-writing

The power of Literature

Importance of play as a method to build language.

How phonology skills can be taught in early childhood.



**Building Block Commons- Reading
Exeter NH.**

Permission obtained by Wren Haze



Literacy Starts Early



Evidence has shown a positive association between the home literacy environment and children's language and literacy development (Lau & Richards, 2021; Strickland & Riley-Ayers, 2013).

The foundation of reading is laid in the preschool years (Jones, 2021).

All of the domains of a child's development – physical, social-emotional, cognitive, language and literacy – are interrelated and interdependent.

The more limited a child's experiences with language and literacy, the more likely to possibly have difficulty learning to read.

Key early literacy predictors of reading and school success include Oral Language, Alphabetic Code, and Print Knowledge (Burns et al., 1999; Jones, 2021; Snow, 2006; Strickland et al., 2004; Strickland & Riley-Ayers, 2013).



Apple Seeds Exeter NH

Teaching Vocabulary 
is powerful. 





Language Development

Significant Language and Vocabulary development occurs during early childhood from interactions with caregivers.

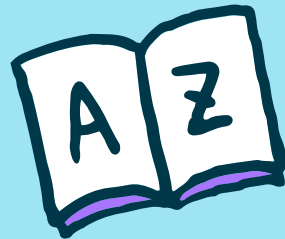
(ASHA, 2017; Logan et al., 2019)



Several studies indicate that the quality of language surpasses quantity. fMRI imaging confirms that language quality and reading quality are contributors to children's brain development and language growth.

[Serve and Return](#)

(Pace, et al., 2015; Sperry et al., 2018; Trafton, 2018).



Reading Matters

Parents who read one picture book with their children every day provide their children with exposure to an estimated 78,000 words each year.

(Logan et al., 2019)





Building Block Commons -Starry Starry Night
Exeter NH

Permission obtained by Wren Haze

“Play gives children a chance to practice what they are learning.”

—(Rogers, 1995, p. 90)

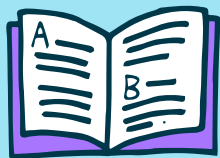
Play Develops Language.



Appleseeds Preschool made binoculars out of paper towel rolls. We had been studying birds and wanted a better way to spot them.

Role playing is especially beneficial for developing language (Manager, 2023; The National Association for the Education of Young Children).

By playing with others, children learn how to take turns, cooperate and share. This also helps them develop their language skills (Jenna, 2021).



Play

Curriculum units of inquiry expand background, scaffold knowledge, and build vocabulary that makes learning accessible for all children (Brown & Mowry, 2015; Stevens & Horton, 2001).



This morning we read "White Rabbit's Color Book" by Alan Baker. The children then experimented with color mixing like they saw in the book. We also offered test tubes and blue and red Food coloring for pouring and mixing.

NHED is piloting the Desired Results Developmental Profile Preschool

- DRDP is aligned to NH Early Learning Standards.
- DRDP supports a reflective practice and co-collaboration.
- Provides educators with Action Cycles that support student growth through observation, documentation, collaboration and action.

The Desired Results for Children and Families

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

DR5: Families support their child's learning and development

DR6: Families achieve their goals





DRDP Preschool Pilot

4X

DRDP recommends Data collections and cycles four times per year.

Start

Annual

Exit

NHED

Must begin within the first Six Weeks of start of services for the student.

Once a year.

Then a completion of preschool or transition to Kindergarten.



Developmental Domain: LLD — Language and Literacy Development

LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	There are no earlier levels for this measure	There are no earlier levels for this measure	Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
			Possible Examples <ul style="list-style-type: none"> Looks at a picture book with an adult. Brings a favorite book about baby animals to an adult, to be read aloud together. Points to photos, with captions, that were taken while on a nature walk. Turns the page after an adult stops reading a book. Touches Braille and image of sheep with textured wool in a book and says, "Sheep." 	Possible Examples <ul style="list-style-type: none"> Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. Communicates, "All done!" "I'm there," in Spanish when asked, "Where's the mouse?" while an adult reads a book aloud. Communicates, "Pasta," after an adult points out items on a children's menu. 	Possible Examples <ul style="list-style-type: none"> Comments, "Elephants have really big ears," after an adult reads about elephants. Asks, "Why did they go there?" during the reading of a story. Points to a lightning bolt sign and asks, "What does that say?" 	Possible Examples <ul style="list-style-type: none"> Remarks a story about firefighters with peers, using props for hoses, ladders, and hats. Pretends to direct traffic on the bike path after listening to a book about what community helpers do. Uses a shovel to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Shovel?</i> ("Shovel" in Spanish). Communicates that the caterpillar will have a stomachache, after rereading <i>The Very Hungry Caterpillar</i>. 	Possible Examples <ul style="list-style-type: none"> Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. Comments, "The man got mad because the monkey took his hat," during a read-aloud of the story <i>Cops for Sale</i>. 	Possible Examples <ul style="list-style-type: none"> Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. Holds up two books about bears and communicates, "They followed what no one wanted to read us, until they found us in Goldilocks's or man muganda," ("These two books are about bears, but the bears in Goldilocks are nice," in Tagalog). Relates what happens in a familiar storybook to a peer as they begin to share the book together. Brings a book from home and communicates to the class about what happens in the story and why.

- ☐ Child is not yet at the earliest developmental level on this measure
- ☐ Child is emerging to the next developmental level
- ☐ Unable to rate this measure due to extended absence

LLD 6 Comprehension of Age-Appropriate Text



LLD 6

NHED DRDP Pilot Numbers



Total Students

158 students are participating in the Pilot.



Total IEP Students

88 students with IEP are participating in the Pilot.



Total Centers


19 centers are participating.



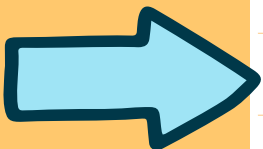
SAU Districts

8 School Districts are participating.

RMC- Review of Literacy Standards in College Prep.

 Literacy-Related Standards		NH EPP standards include the following content elements				Total Content Elements		High Quality		
		5 Reading Domains & Written Expression	Structured Literacy Instruction	Reading Assessment	Reading Difficulties, Disabilities	Number	Percent	U	R	M
Ed 507.12	Reading and Writing Specialist	Yes	✓	✓	✓	9 of 9	100%	Y	Y	Y
Ed 614.02	Reading and Writing Specialist	Yes	✓	✓	✓	9 of 9	100%	Y	Y	Y
Ed 507.52	Reading and Writing Teacher	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 612.02	Reading and Writing Program	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 507.11	Elementary Education Teacher	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 612.04	Elementary Education	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 507.40	Special Education Teacher	Yes	✗	✗	✓	7 of 9	78%	P	P	P
Ed 612.07	Special Education Programs	3 reading domains only (F, V, C)	✗	✗	✓	4 of 9	44%	N	N	P
Ed 507.45	Special Education Teacher in Area of Specific Learning Disabilities Pending SBE decision	4 reading domains only (PA, F, V, C)	✗	✗	✓	5 of 9	56%	P	P	P
Ed 612.11	Program for Specific Learning Disabilities 4/8. Pending SBE decision	4 reading domains only (PA, F, V, C)	✗	✗	✓	5 of 9	56%	P	P	P
Ed 507.41	Early Childhood Special Education Teacher	None	✗	✗	✓	1 of 9 (11%)	11%	N	N	N
Ed 612.071	Early Childhood Special Education Programs 4/8	3 reading domains only (F, V, C)	✗	✗	✓	4 of 9 (44%)	44%	N	N	P
Ed 507.18	Early Childhood Education Teacher	None	✗	✗	✓	1 of 9	11%	N	N	N
Ed 612.03	Early Childhood Education	None	✗	✗	✓	1 of 9	11%	N	N	N

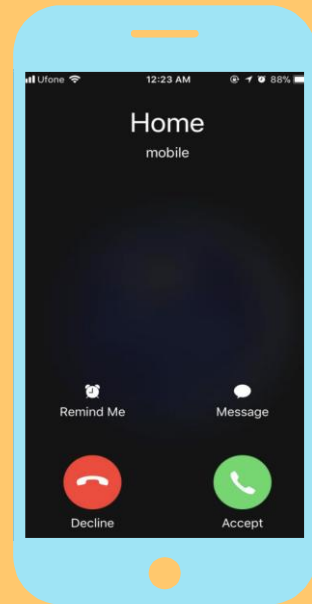
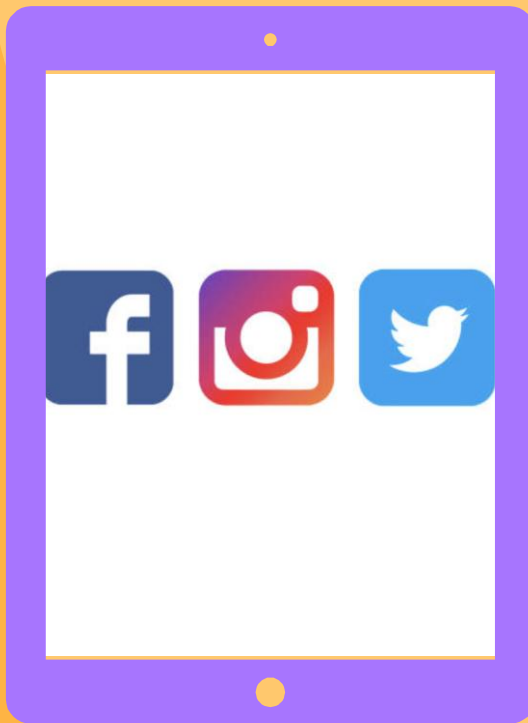
Note. PA = Phonological Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension.





Where are caregivers turning?

Recent NH family surveys indicate that 70 percent of families turn to a family member, neighbor, or friend for advice when questions arise regarding their children.





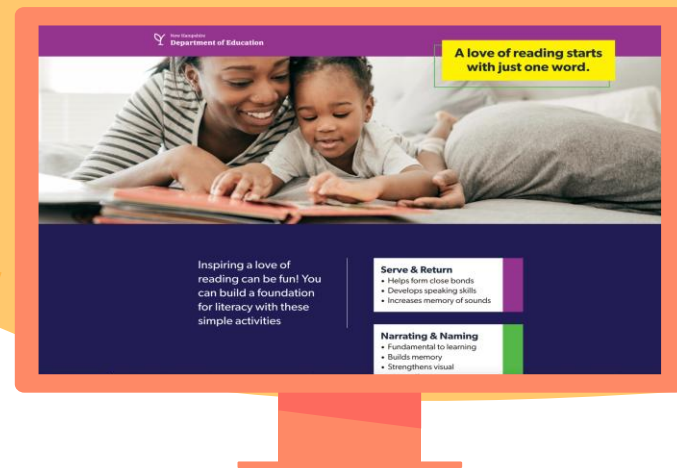
Goal

The Department's goal is to make sure that those family members, neighbors, and friends are equipped to provide quality, timely, and effective help.





Gud Marketing Statewide Reading Campaign



- On March 1, New Hampshire's Love of Reading campaign will launch.
- This campaign will provide stakeholders information on how to support early reading skills.

**What can you do
to help?**



Think of ways we can
support NH youth in
Literacy.



Your call to Action



Literacy

Encourage parents to read to their children or use Epic Books or [Reading League show on PBS.](#)

Dialogue

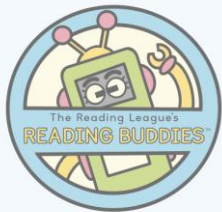
When reading, engage children in discussion about the content.

LETRS

Encourage others to participate in LETRS training.

Spread Awareness

Let others know about how important early Literacy skills are.





NHED is always
available for
questions or
support.





Any Questions?

