

Emergent Literacy : Print Awareness

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Today's Agenda:

Entering a World of Print: Young Children's Development of Print Knowledge

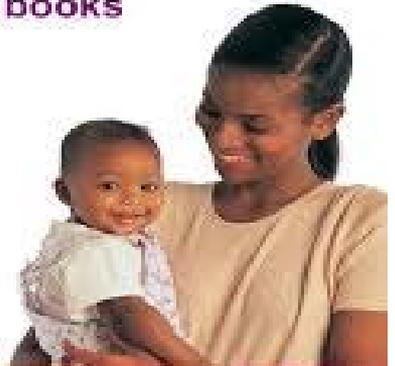
Fostering Children's Engagement with Print

Matching Books with Print- Knowledge Targets

**You're never too young
to enjoy books**

Young children can make the
connection that symbols
actually mean something
and are not just pictures

This is print awareness.



“Take Away’s” from today’s conversation

Today’s conversation will help me to think more critically about how my engagement with young children can enhance print awareness.

Today’s conversation will allow me to analyze student work samples, peer interactions and when appropriate one-on-one assessment to support the instruction and activities provided in the early learning classroom.

Today’s conversation will help me with literacy conversations I have with parents and other colleagues.

Today’s conversation will make me more curious about how to support young children’s print awareness.

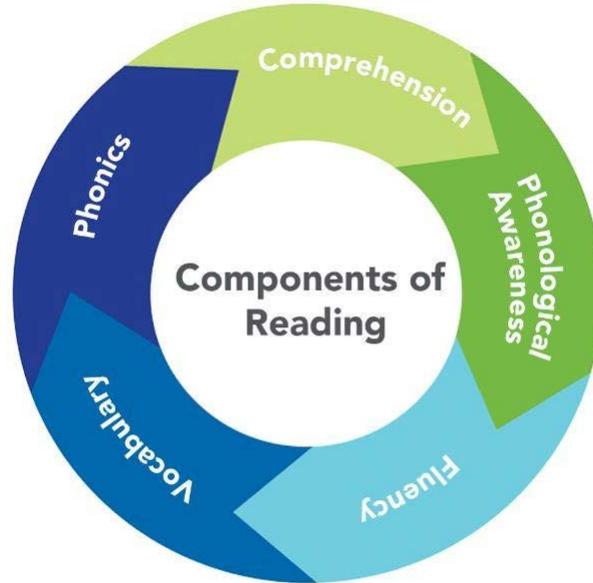
What is Print Awareness?

Questions to reflect:

1. What is your definition of print awareness?
2. What activities foster print awareness in the classroom?

Essential Components of Early Literacy Development

Oral Language	Phonological Awareness	Print Knowledge
Speaking & Listening	Conscious awareness of/ability to manipulate the sound structures of spoken language	Print awareness, alphabet knowledge, being a writer



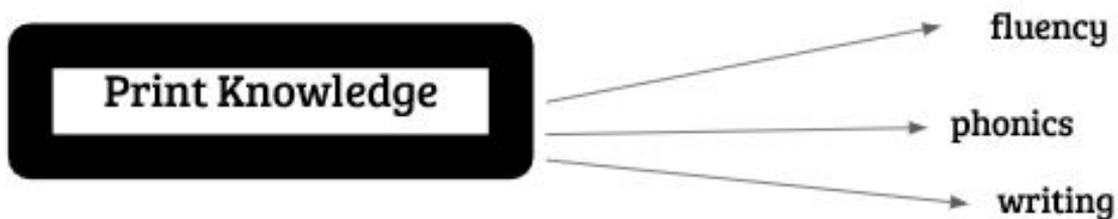
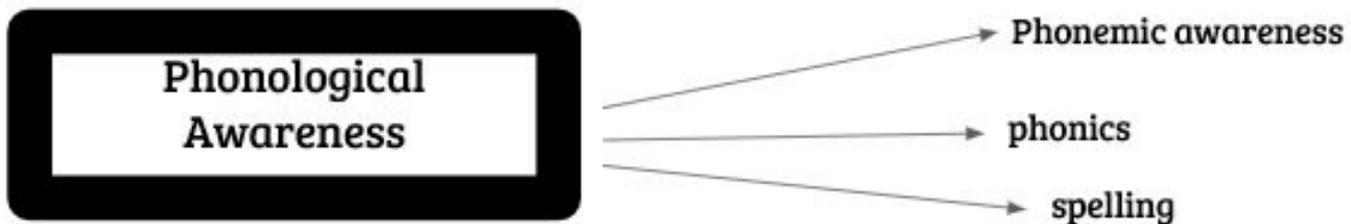
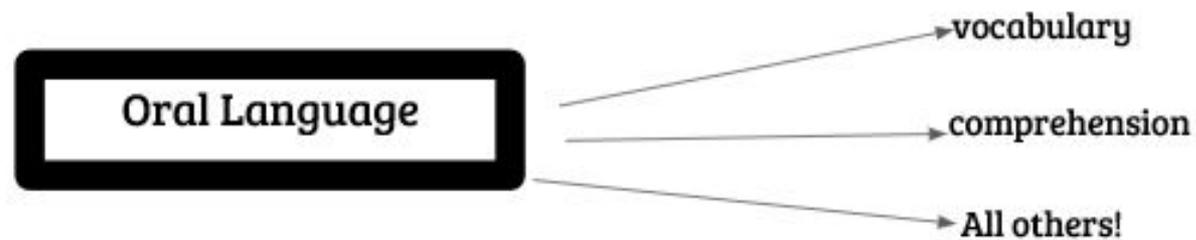


Simple Views...How theory links to Instruction



The Simple View of Writing





Elements of Print and Book Awareness

Function of Print.....How and Why do we use these symbols?

Conventions of Print....When and Where do we use different types of symbols?

Book Conventions.....How do we use these items we call books?

Print Awareness

Why is Print Awareness Important?

Print awareness is important because it represents a group of skills that are necessary for children to become successful readers. Children begin to develop print awareness as early as infancy and continue to develop print awareness throughout early childhood. Children from the ages of 3-5 rapidly develop print awareness **when adults engage in activities to build their early literacy skills.** Without print awareness children will not develop letter / sound correspondence, word reading skills, or the ability to read and understand text.

Children represent print awareness...

When a child holds a book the right way.

When a child distinguishes between letters and words.

When a child writes scribbles on paper and asks you to read what they wrote.



Ohio's State Standards & Print Awareness

KINDERGARTNERS:

PRINT CONCEPTS

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

GRADE 1 STUDENTS:

RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Ohio's Early Learning Standards & Print Awareness

Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Demonstrate an understanding of basic conventions of print in English and other languages.</p> <p>EXAMPLES Follows words from left to right and top to bottom.</p> <p>Leaves spaces between strings of letters when writing a "sentence" about the book.</p>
<p>STANDARD STATEMENT Orient books correctly for reading and turn pages one at a time.</p> <p>EXAMPLES Holds the book right-side up with front cover facing toward herself.</p> <p>Turns pages one at a time from front to back.</p>
<p>STANDARD STATEMENT Demonstrate an understanding that print carries meaning.</p> <p>EXAMPLES Orders from a menu during pretend play.</p> <p>Pointing to the text in a new book asks, "What does that say?"</p> <p>"Writes" a journal entry and "reads" it to the other children.</p>

Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT With modeling and support, recognize and "read" familiar words or environmental print.</p> <p>EXAMPLES Reads his book made from the front panels of cereal boxes, soup can labels and restaurant logos.</p> <p>Recognizes "Walmart" on the paper he is cutting.</p>
<p>STANDARD STATEMENT With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.</p> <p>EXAMPLES Picks out and names familiar letters while looking at books.</p> <p>Names the letters as he assembles the alphabet puzzle.</p>

Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.</p> <p>EXAMPLES Identifies the letters she knows in a story or classroom poster.</p> <p>Names the letters of her first name while playing "school" in the dramatic play center.</p> <p>Differentiates numerals from letters, by sorting all the numbers from the magnetic letters and numbers and placing them on the magnetic board.</p>

Reflection:

Where, or how, is print awareness being fostered for young children, birth- age 8, who will enter the doors of your schools?



Entering a World of Print: Young Children's Development of Print Knowledge

Ages 1 - 5

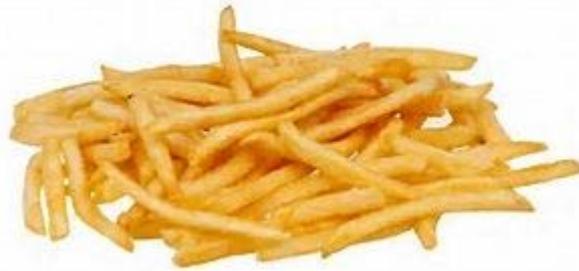
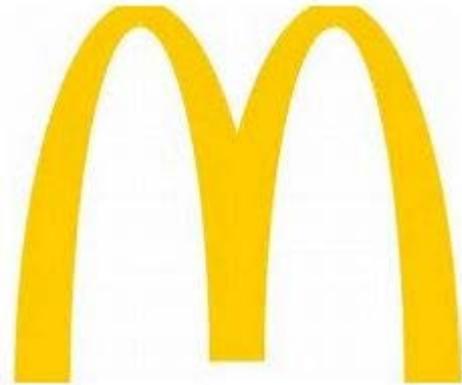
Year One:

Children may begin to recognize the difference between print and pictures as they look at the pages of storybooks on the laps of their parents, and perhaps even are producing proto-writing (Drihting) by scribbling with crayons on paper or even walls! (pg 2)



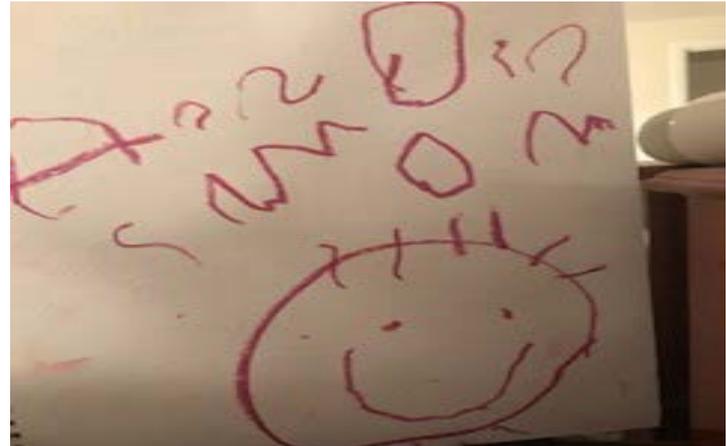
Years Two & Three:

Children may recognize a few letters on billboards and signs in their environment, and are likely recognizing highly salient words that help them negotiate the world around them—such as their own names printed on their cubby at day-care or the title of a favorite storybook. Emergent writing may begin (pg 2)



Years 4 & 5:

Many children are reading some simple words in storybooks and may identify words on environmental signs they have seen often. They may even be producing words and stories in their own writing without the aid of an adult. These emergent writings provide clear evidence of children's continual growing knowledge about both the forms and the functions of print (pg 2)



What can educators and parents do?

By explicitly and intentionally fostering young children's awareness of and interest in the print around them—in the home, in the classroom, and in the community—we can position children on an early and healthy trajectory of reading and writing development and increase the likelihood that they will be active and lifelong consumers of the print around them (p 6).

Read Aloud...teacher's can be explicit through print referencing

Provide children with authentic experiences to use print

Help children learn letter identification

Since too much print referencing during reading can detract from students' enjoyment, Justice and Ezell (2004) suggest three to five print references during the reading of a story book.

- Print referencing is a read-aloud strategy that can be used to direct students' attention to the forms, features, and functions of written language.
- The strategy is most effective if it is used with big books or regular-sized illustrated storybooks in which print is a highly noticeable feature.
- Print referencing cues can be nonverbal or verbal.

Verbal references to print

Adult verbal behaviors, such as questions and comments about print, that increase children's contact with print during book-reading and other literacy activities. Some types of verbal references are evocative, in that they explicitly seek to engage children in conversations or question–answer exchanges about print. Other verbal references are non evocative, in that they seek to provide children with information about print. Questions about print are generally evocative, whereas comments about print are generally non evocative. (p 34)

Supporting print awareness in the classroom

Explicit instruction should include:

Letters combine to form words.

Letters come in analogous uppercase and lowercase formats.

Words are the meaning- carrying units of written language.

Letters and words are arranged left to right and top to bottom

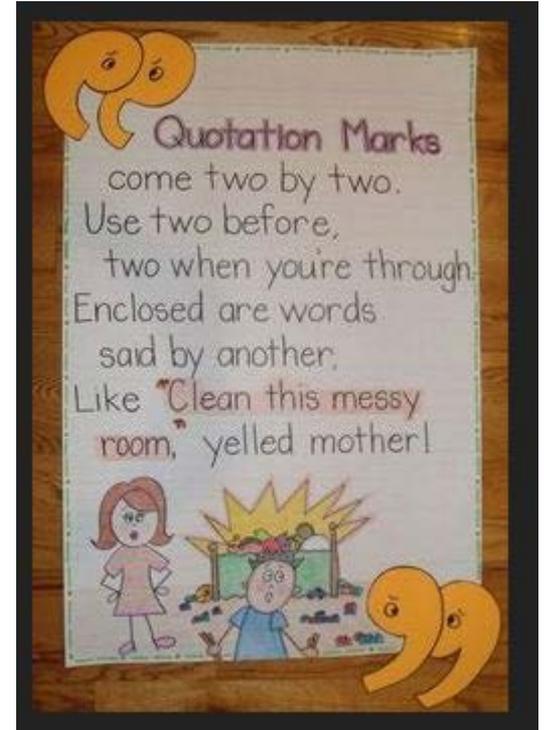
Spaces are used to differentiate words.



Sentences begin with an uppercase letter and end with a punctuation unit.

Proper names begin with uppercase letters.

Reported speech is presented in quotation marks



Non Verbal references to print

Adult nonverbal behaviors, such as tracking the print when reading (running one's finger under the words simultaneous to reading them) and pointing to print, that increase children's contact with print during book-reading and other literacy activities (p 24)



Video

Watch this video and note the print awareness indicators the teacher is focusing on

Dimensions of Print Knowledge

How can we assess children's progress? (p 10)

Do They...

Show an interest in the print that appears in the environment?

Identify the title of favorite or familiar books?

Follow along with one's finger when being read to?

Recite the alphabet?

Sing the alphabet song?

Show an interest in writing...including scribbling?



Name some or all of the alphabet letters?

Identify some letter–sound correspondences?

Sign own name?

Read some signs or logos in the environment?

Read and write some common or familiar words?

Prepare different written products (signs, letters, etc.)?

Identify the space between two written words?

“Read” a book verbatim that is very familiar?

Supporting print awareness

Large Group: Read Aloud, Dialogical Reading, Shared Writing

Center Time: Play opportunities, lots of writing and reading materials

Small Group: Name puzzles, small group book sharing, letter games, book making

Snack Time: Reading labels, pointing out letters, conversations

Outside: Making signs, reading signs, chalk, paint with water, paint outside

Dismissal: Signing out, Goodbye songs and finger plays, book reading

But remember...

It is not simply the frequency or quantity with which children engage with print—during writing, reading, play, and other activities—what matters most to their development of print knowledge.

Rather, it is the quality of these interactions, particularly the affective and interactive supports provided by caregivers as they scaffold children's learning about print that seem to be most influential to children's development (Roberts, Jurgens, & Burchinal, 2005).

Developing Print Knowledge

Remember:

Print Knowledge is a *nonlinear trajectory* characterized by stops, starts, and slides.

We must also take care not to use age markers to dictate what children should be doing at a given point in time.

Language Development(Set Timeline and Sequence)vs. Print Knowledge (variable)

Print Awareness Skills:

1. Book and print organization—knowledge of the ways in which print is organized in various texts.
2. Print meaning—knowledge of the functions of print as a communication device.
3. Letters—knowledge of the distinctive features and names of individual letters.
4. Words—knowledge of words as units of print that correspond to spoken language.

Reflect: Does your report card show any of this? Are you missing any?

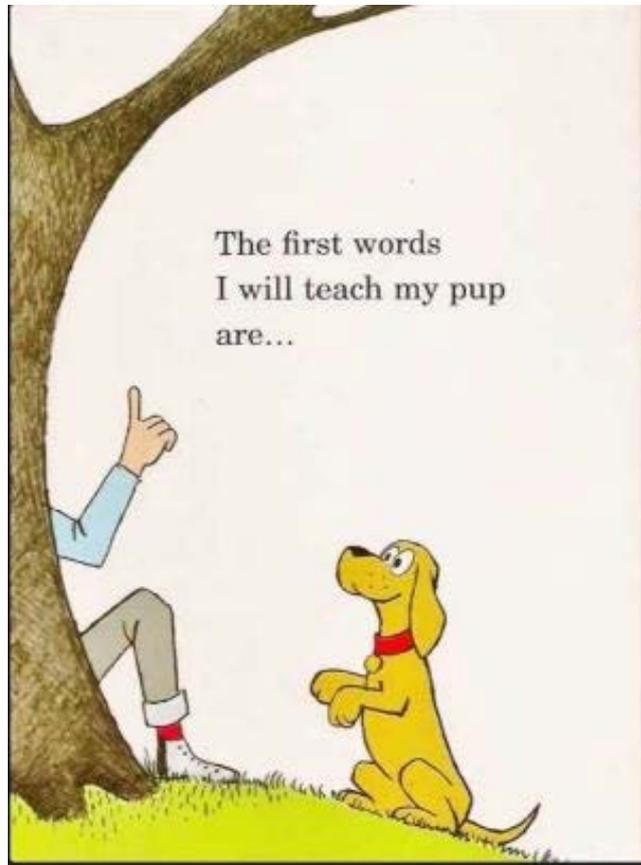


Book and Print Organization

The knowledge children acquire about book and print organization during the years of early childhood typically includes learning about:

- (1) the title of book,
- (2) the author of book,
- (3) page order,
- (4) page organization, and
- (5) print direction (p 14)

The first words
I will teach my pup
are...



dig a hole!



And
fill it up!





Print Meaning

Print meaning is the dimension of print knowledge that concerns children's understanding of the functions or roles of print. The knowledge children acquire about print meaning during the years of early childhood typically includes learning about

- (1) the function of print,
- (2) environmental print, and
- (3) the concept of reading (p 15)

Letter Knowledge

1. Upper- and lower-case forms; Knowledge that letters come in two related forms and that there are rules governing when the forms are used.
2. Letter names; Knowledge of the names and corresponding written symbols for the 26 individual letters.
3. Concept of letter; Knowledge of the functions of letters; that these are units of print that correspond to sounds and are organized to build words. (p 16)

Have you ever *really* looked at the letters?

Letter Characteristics:

Straight

Curved

Straight Intersection

Curved Intersection

Diagonal Intersection

Letter	Confusable Letter Shape	Confusable Letter Sound	Letter Sound at Beginning of Letter Name	Letter Sound at End of Letter Name	Letter Sound Not in Letter Name	Letter Name in Long Vowel
A ³						X
B	d, p, q, g	d, p, t	X			
C		s	X			
D	b, p, q, g	b, p, t	X			
E						X
F		v		X		
G		i	X			
H					X	
I						X
J		g	X			
K		t	X			
L				X		
M		n		X		
N		m		X		
O						X
P	b, d, q, g	b, d	X			
Q	b, d, q, g				X	
R				X		
S		c		X		
T		p, d	X			
U						X
V		b, f	X			
W					X	
X				X		
Y		i			X	
Z			X			

Words

1. Concept of words in print; Knowledge that written words, as a distinct unit of print, correspond to spoken words.
2. Short words and long words; Knowledge that written words are a distinct unit of print that are composed of varying numbers letters (some with many letters and others with few letters).
3. Letters and words; Knowledge that written words are distinct from the other salient form of print (letters) and that words have meaning.
4. Word identification; Knowledge of some words in print, including one's own name and other high- frequency or high- function words.

Classroom Applications: Words

Name Chart

Name Puzzles

Student Writing





Think about it...

When you read...

where are children looking?

Right: Video of little girl reading



Matching Books with Print Targets: Getting the Most!

Print Salient Books:

These are books in which print is an interesting or even remarkable design characteristic. Studies of references to print during storybook reading show that the amount of print-focused discussion is higher when teachers read books containing relatively high amounts of print-salient features (Smolkin, Conlon, & Yaden, 1988; Zucker et al., 2009).

Texts that contain a large number of these features do seem to stimulate more conversation about print when adults and children read books together compared to texts with few of these features

Common Characteristics:

1. Labels. Items depicted in illustrations are labeled with their names or other relevant information (e.g., the word owl appears next to a picture of an owl).
2. Environmental print. Authentic representations of print are depicted in illustrations (e.g., an illustration of a school bus includes the word school bus along its side).
3. Visible sound. Sounds are spelled out (e.g., purrrrr appears next to a picture of a cat).

4. Visible speech and speech bubbles. Words produced by characters are presented in bubbles placed near their heads.

5. Letters in isolation. Alphabet letters appear in isolation from other text.

6. Typesetting changes. Changes to text that affect type style, font, and type size, orientation, and/or color, such as type that gets larger to represent a loud word or type that moves up and down to represent waves in an ocean.

From: (Smolkin et al., 1988; Zucker et al., 2009)

Things to consider

Adding AAC (Augmented and alternative communication)

symbols to the text,

Changing the format; cutting it apart, binding at the top,

and reassembling; making an electronic copy

Using page fluffers, tabs or other page separators

Adding interactive elements or removable piece

From Carol Zangart; *Using Adaptive books with AAC learners*

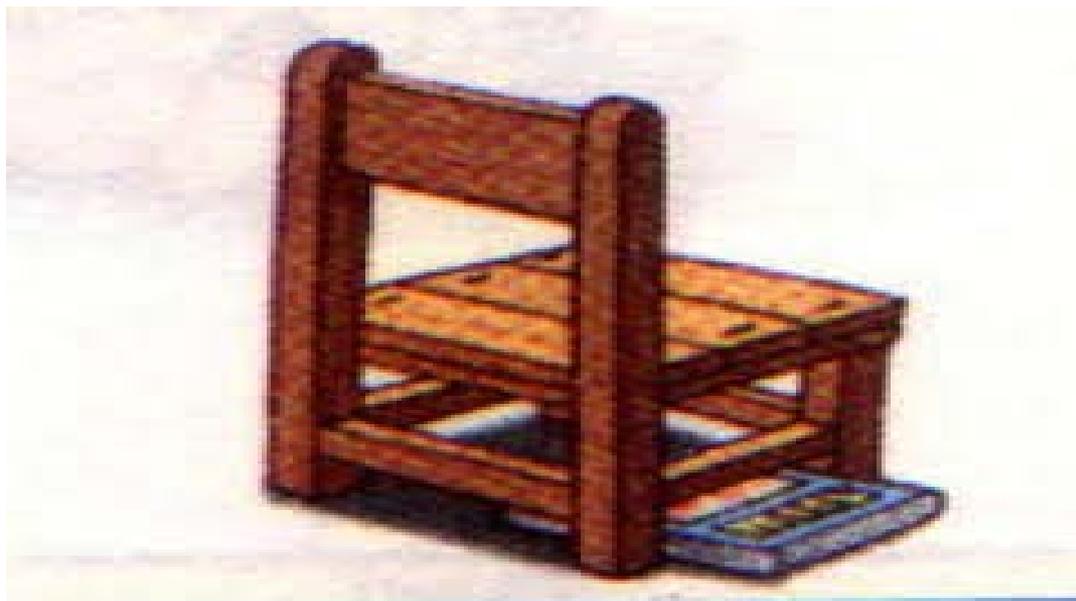
AAC Core Adaptive Books: [teacherspayteachers.com/Product/AAC-Core-Adapted-Books-Spot-Goes-to-School-4173524](https://www.teacherspayteachers.com/Product/AAC-Core-Adapted-Books-Spot-Goes-to-School-4173524)

The image shows a digital interface for an AAC Core Adaptive Book titled "Spot Goes to School". At the top, there is a red header with the text "AAC Core Adaptive Books" and several small icons representing different AAC devices. Below the header, there are two main panels. The left panel shows a grid of icons for the book's content, with a red arrow pointing to the right panel. The right panel shows the same grid with a red arrow pointing to a small image of a book cover titled "Good morning, Miss Bear." Below the panels, there is a list of instructions:

1. Open in Adobe Reader.
2. Add your student's symbols.
3. Print
4. Cut and paste into books.

Book Sort

Find the book under your seat. Could it be used to foster print awareness? How?



Revisit:

1. What is your definition of print awareness?
2. What activities foster print awareness in the classroom?

References:

Engaging Children with Print: Building Early Literacy Skills through Quality Read-Alouds, by Laura M. Justice and Amy E. Sofka. Copyright 2010 by The Guilford Press

Smolkin, L. B., Conlon, A., & Yaden, D. B. (1988). Print salient illustrations in children's picture books: The emergence of written language awareness. In J. E. Readance & R. S. Baldwin (Eds.), *Dialogues in literacy research: Thirty-seventh yearbook of the National Reading Conference* (pp. 59–68). Chicago: National Reading Conference.

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