

Developing Print
Awareness in Early Literacy:
An overview of the Sit
Together And Read (STAR)
program for the classroom

Today's Take Aways

- The importance of print awareness/knowledge to reading
- Introduction to the STAR program for teachers
- Facilitating print awareness during read-alouds in the classroom

Emergent Literacy

Emergent literacy skills are the specific abilities and interests that children acquire before they become conventional readers

Emergent Literacy

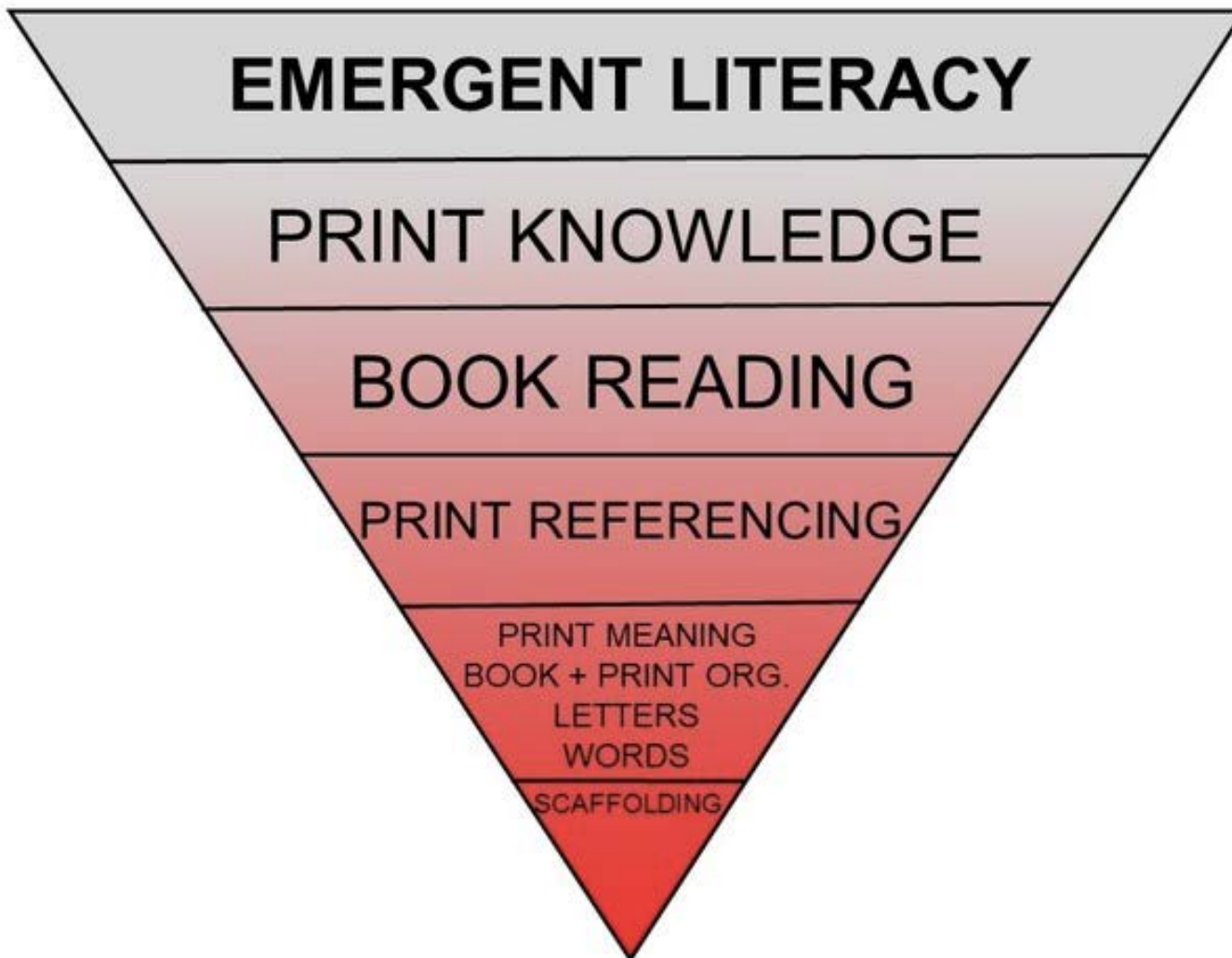
Emergent literacy involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing (Whitehurst & Lonigan, 1998)

Emergent Literacy

Early experiences with books provide opportunities to develop critical emergent literacy skills.

Emergent Literacy

- Consistent evidence exists that there are three primary domains of emergent literacy that are causally related to conventional reading & writing:
- Oral Language
- Phonological Awareness
- Print Knowledge



Emergent Literacy: A process that begins at birth and continues to the end of preschool that includes precursors to the onset of reading, such as concepts, skills and knowledge that precede the achievement of conventional literacy.

Print Awareness

- 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.

Print awareness reflect, turn & talk

- What is your definition of print awareness?
- What activities foster print awareness in the classroom?

Why is print awareness important to early literacy?

Children with strong print awareness skills understand that written language carries meaning, much like spoken language carries meaning. Such children also understand that the two are linked. They understand that print can be read and have the exact same meaning as when those words are spoken.

Print Awareness

- Children who struggle with print awareness skills are more likely to struggle with learning to read. Their performance on print awareness tasks are a reliable indicator of their future reading achievement.

HOW CAN PRINT AWARENESS SKILLS BE DEVELOPED?

- Concepts of print are developed through the deliberate and active intervention of parents, caregivers, and teachers who point out letters, words, and reading materials in the child's environment.
- Considered precursors to reading and writing, concepts of print are crucial for future reading success.

Developing print awareness skills

- Point to the words in books as you read-aloud to develop one-to-one correspondence between spoken and written words.
- Point out words, spaces, letters, lines of print, left to right, top to bottom, direction of print during your morning message.
- Use environmental print to make references to words, spaces, letters and lines of print.
- Have children suggest where the teacher should begin reading the words on the page of a big book.
- Count the words in a line of print or clap for each word spoken aloud can help develop concept of a word.

Print awareness skill development also helps children understand that print is organized in a specific way.

- Letters are grouped to make words.
- Words are grouped to make sentences.
- Sentences are grouped to give information
- reading from left to right
- reading from the top of the page to the bottom
- under sweeping (finishing reading on the right and sweeping back to the left to start the next line)
- how books are held and navigated

Print Concepts Include:

- Recognizing print in the environment
- Understanding that print carries meaning
- Knowing that print is used for many purposes
- Experiencing print through writing

Print Knowledge

Is the sum total of forms and functions of print

Print Knowledge is an especially important foundational skill

- Print is meaningful
- Print differs from other symbols
- Print has many rules
- Letters are important symbols
- Letters make up words
- Letters correspond to sounds

Print Knowledge

- Book and print organization
- Print Meaning
- Letters
- Words

Print Awareness Skills

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



STAR:
SIT TOGETHER AND READ

What is Sit Together And Read (STAR)

STAR is a set of interactive and innovative read-aloud practices designed for educators and caregivers. STAR utilizes intentional read-aloud practices and mindful scaffolding strategies to encourage and strengthen young children's knowledge and awareness of print.

THREE INGREDIENTS:



1. Print-rich book
2. Explicit discussions about print
3. Scope and sequence of instruction

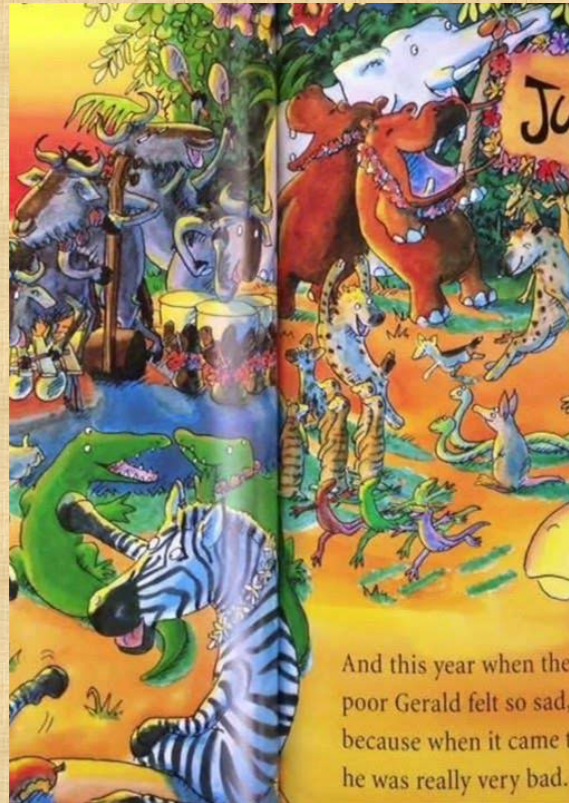
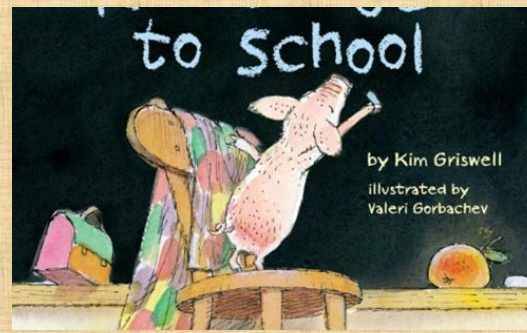
Reading Children's Books

The best activity for exposure to
vocabulary and unfamiliar
words is reading children's
books

(Massaro, 2016)

INGREDIENT #1: PRINT-RICH BOOKS

How do I know
if a book is
print rich?



A library of print rich books
will help develop print
awareness skills

Print Referencing during read-alouds

- 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 story books in which print is a highly noticeable feature.
- Print referencing skills can be verbal or non-verbal
- Since too much print referencing during reading can detract from students' enjoyment, Justice & Ezell (2004) suggest 3-5 print references during the reading of a storybook.

Print Referencing during read-alouds

- Adults rarely discuss print and instead focus on illustrations.
- References to print increase with PD (Piasta, Dynia et al., 2010; Girolametto et al., 2007).
- Several studies suggest that children find certain types of print more interesting than others (ex. Embedded in illustrations, speech bubbles, picture labels, 3D letters).

INGREDIENT 2: EXPLICIT DISCUSSIONS ABOUT PRINT

STAR Dialog	Typical Style
The title of this book is “Vegetable Soup”	What do you think this book is about?
What do you think this word is?	This book is about a garden.
Yep, that says ‘carrot’ on that garden marker.	Here he’s got a shovel.
Look at these tiny words here. They say ‘tomato’ and ‘peas’	What’s he digging up?

Book 3: *I Stink!* by Jim McMullan

Target

Metalinguistic Concept of Letter

Page Order

Don't forget to talk about the highlighted topic 2-3 times as you read this book!

HIGH SUPPORT EXAMPLES

ELICITING THE ANSWER

Context: Title page.

Teacher: I am now looking at this page, and I want to begin reading. I turn the page this way to start reading (*model turning the page*). Which way do I turn the page to start reading?

REDUCING CHOICES

Context: First page of story.

Teacher: I've read this page, and now I want to keep reading. Which way should I turn the page, this way (*next page of story*) or this way (*back a page*)?

LOW SUPPORT EXAMPLES

PREDICTING

Context: Last page of book.

Teacher: Hmm, I'm on the last page of this story. Do you think this is the end of the story?

GENERALIZING

Context: First page of story.

Teacher: Philip, I saw you reading your book and you were turning the pages just the right way. Can you show me how to turn the pages of this book so we can read it together?



STAR Cards

Suggestion:

Teachers use two sets of scaffolding strategies during the STAR-base shared reading sessions: low support strategies & high support strategies

FREE DOWNLOAD!

<https://star.ehe.osu.edu/materials/>


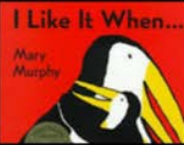

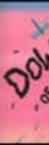


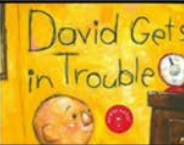











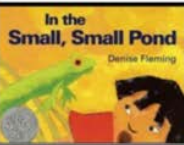





INGREDIENT 3: SCOPE AND SEQUENCE



The program follows a cyclical pattern so that print targets are represented over and over

This is done so that the targets are reinforced through repetition.

SCOPE & SEQUENCE

STAR Book List				
				
	Week 2	Week 3	Week 4	
				
	Week 7	Week 8	Week 9	
				
	Week 12	Week 13	Week 14	
				
	Week 17	Week 18	Week 19	
				
	Week 22	Week 23	Week 24	
				
	Week 27	Week 28	Week 29	

FOUR-FOLD SCOPE & 15 OBJECTIVES

1. Book and Print Organization ('print concepts')
2. Print Meaning
3. Letters
4. Words

**SEQUENCE IS
CYCLING**

Implementation

- Follow the 30-week book reading plan
- Read the scheduled book two times per week.
- Guide reading focus using the STAR card.
- Monitor progress using the reading log.

Questions/Discussion



**KEEP
LEARNING!**

Take time to

**Reflect &
Share**



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
- Justice, L., et al, multiple years. See lists at: <https://star.ehe.osu.edu/research/>
- Paulson, L. & Moats, L. (2018). LETRS for Early Childhood, Voyager Sopris
- The STAR folks at OSU College of Education and Human Ecology: <https://star.ehe.osu.edu/>