



Professional Learning Community

EMERGENT LITERACY

PARTICIPANT GUIDE

Module 1: Print Knowledge

(Sessions 1–3)

Developed by
Marcia Kosanovich, Ph.D.
Beth Phillips, Ph.D.
Karli Willis, M.Ed.



U.S. Department of Education

Betsy DeVos, *Secretary*

Institute of Education Sciences

Mark Schneider, *Director*

National Center for Education Evaluation and Regional Assistance

Matthew Soldner, *Commissioner*

Elizabeth Eisner, *Associate Commissioner*

Janelle Sands, *Project Officer*

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

This publication and ancillary materials were prepared for the Institute of Education Sciences (IES) under Contract ED-IES-17-C-0011 by Regional Educational Laboratory (REL) Southeast, administered by Florida State University. The content of the publication and ancillary materials does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This REL publication and ancillary materials are in the public domain. While permission to reprint or use this publication and ancillary materials is not necessary, it should be cited as:

Kosanovich, M., Phillips, B., & Willis, K. (2020). *Professional Learning Community: Emergent Literacy: Participant Guide—Module 1: Print Knowledge (Sessions 1–3)* (REL 2021-045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

This publication and ancillary materials are available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

Photo Credits

Photographic images used by the Regional Educational Laboratory Southeast at Florida State University on the indicated pages (cover, i, 1, 15, 18, and 30) supplied by Getty Images in compliance with Florida State University's annual license agreement, or by Adobe in compliance with RMC Research Corporation's annual license agreement.

Acknowledgments

The authors thank these individuals and their staffs for their contributions throughout the development of the modules.

Southeast School Readiness Partnership

Jean Allen, Innovative Projects and Assessment Administrator, Alabama Office of School Readiness
Jeana Ross, Secretary of Early Childhood Education, Alabama Department of Early Childhood Education
Tara Skiles, Professional Development Manager, Alabama Department of Early Childhood Education
Tracye Strichik, Director, Office of School Readiness, Alabama Department of Early Childhood Education
Hope Colle, VPK Education Program, Florida Department of Education Office of Early Learning
Cassandra Jackson, VPK Education Program, Florida Department of Education Office of Early Learning
Cari Miller, Early Learning Program Manager, Florida Department of Education Office of Early Learning
Melinda Webster, VPK Education Program, Florida Department of Education Office of Early Learning
Caitlin Dooley, Deputy Superintendent, Georgia Department of Education
Lisa Albert, L4GA Program Specialist, Georgia Department of Education
Anisha Donald, Elementary ELA/Literacy Program Specialist, Georgia Department of Education
Faith Duncan, Director of Field Operations, Georgia Department of Early Care and Learning
Julie Morrill, Literacy Program Manager, Striving Readers Georgia Department of Education
Jill Dent, Early Childhood Director, Mississippi Department of Education Office of Elementary Education and Reading
Robin Lemonis, Director of Student Intervention Services, Mississippi Department of Education
Tenette Smith, Director of Elementary Education and Reading, Mississippi Department of Education
Kristen Wynn, State Literacy Director, Mississippi Department of Education
Cynthia Dewey, K-3 Education Consultant, Office of Early Learning, North Carolina Department of Public Instruction
Tara Galloway, K-3 Literacy Director, NC Department of Public Instruction
Kimberli McWhirter, K-3 Literacy Consultant, Office of Early Learning, North Carolina Department of Public Instruction
Nicki Young, K-3 Education Consultant, Office of Early Learning, North Carolina Department of Public Instruction
Wendy Burgess, Team Leader, South Carolina Department of Education
Angela Compton, Education Associate Early Learning, South Carolina Department of Education
Lynn Kuykendall, Education Associate Early Learning, South Carolina Department of Education
Virginia Catoe, Early Learning & Literacy Director, South Carolina Department of Education

Graphic Design

Nathan Archer, Communications Director, Florida Center for Reading Research
Todd Scott, Graphic Designer, Florida Center for Reading Research

Video Production

Amy Carroll, Media Specialist, Florida Center for Reading Research
Nathan Archer, Narrator, Florida Center for Reading Research
Claire Gallo, Narrator, Florida Center for Reading Research
Marcia Kosanovich, Narrator, REL Southeast
Nicholas Weidner, Narrator, Elementary School Student

Contributors

Sarah Hughes, Senior Research Associate, RMC Research Corporation, Portsmouth
Sheryl Turner, Director, RMC Research Corporation, Tampa
Karyn Lindsay, RMC Research, Tampa
Julie Christman, Research Associate, RMC Research Corporation, Tampa

Reviewers

Shannon Dodd, Florida Center for Reading Research
Maureen Kaschak, Assistant in Research, Florida Center for Reading Research
Kyle Snow, Director, RMC Research Corporation, Arlington
Connie Verhagen, Project Manager, Regional Educational Laboratory Southeast

School Faculty Featured in Videos

Kathryn Jones, Preschool Teacher
Lauren Ward, Preschool Teacher
Eva Mathers, Director
Little Lambs Learning Center
Raleigh, North Carolina

Katherine Dunn, Preschool Teacher
Elizabeth Morley, Preschool Teacher
Karen Page, Preschool Teacher
Donna Williams, Director
Little Chapel Preschool
Wake Forest, North Carolina

Libby Johnston, Preschool Teacher
Nick Pagano, Principal
Pine Grove Elementary School
Brooksville, Florida

Jennifer Lane, Preschool Teacher
Kristina Stratton, Principal
Westside Elementary School
Spring Hill, Florida

Kim McKiernan, Preschool Teacher
Jennifer Ricardo, Principal
Apalachee Elementary School
Tallahassee, Florida

Julie Spence, Preschool Teacher
Brian Beaty, Principal
Scott Elementary School
Thomasville, Georgia

Jessica Beard, Preschool Teacher
Jennifer Wilkinson, Principal
Potter Street Elementary School
Bainbridge, Georgia

Contents

Introduction	i
Purpose of This Guide	i
Overview of Modules and Sessions	ii
Five-Step Process for Each PLC Session	ii
Organization of This Guide.....	iii
Self-Study Reading	iii
Activities.....	iv
Slides	v
Reproducible Materials.....	v
Glossary	v
Session Schedule	v
Session 1: What Is Print Knowledge, Why It Is Important, and How to Teach It Effectively	1
Self-Study Reading.....	1
What Is Print Knowledge?	1
Letter Names.....	2
Letter Sounds.....	2
Concepts of Print.....	2
Why Is Print Knowledge Important?	3
Print Knowledge Is a Precursor to Skilled Reading	3
Print Knowledge Helps Children Understand the Alphabetic Principle.....	3
Print Knowledge Is Included In State Standards.....	3
Features of Effective Instruction.....	4
Systematic Instruction.....	4
Scope and Sequence	4
Explicit Instruction.....	5
Explicit, Implicit, and Incidental Instruction.....	5
Scaffolded Instruction	6
Differentiated Instruction.....	6
Small Groups	6
Activity 1: FAQs About Print Knowledge.....	7
Activity 2: Scenario Sort	8
Activity 3: Videos: Comparison of Explicit and Implicit Instruction.....	10
Activity 4: Features of Effective Instruction.....	11
Activity 5: Reflect	12
Activity 6: Plan and Implement (Self-Study)	13

Session 2: Teaching Print Knowledge and Using Small-Group Explicit Instruction 15

Self-Study Reading.....15

Teaching Print Knowledge.....15

 What Do I Teach?15

 When Do I Teach?15

 How Do I Teach?.....16

Using Small-Group Explicit Instruction.....16

 Breakdown of a Sample Lesson with Small-Group Explicit Instruction16

 Providing Opportunities for Practice17

 Instruction of Print Knowledge in Action: Ms. Scott’s Classroom18

 Daily Literacy Routines18

 Literacy Curriculum.....18

 At the Teacher Table18

 Explicit Instruction18

 Explain and Model.....18

 Provide Guided Practice with Scaffolding19

 Allow for Independent Practice and Cumulative Review.....19

 Implicit Instruction.....19

Activity 7: Evidence of High-Quality, Small-Group Explicit Instruction20

Activity 8: Compare and Contrast Small- and Whole-Group Instruction21

Activity 9: Role Play Explicitly Teaching Print Knowledge in Small Groups22

Activity 10: Reflect.....27

Activity 11: Plan and Implement (Self-Study).....28

Session 3: Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources 29

Self-Study Reading.....29

Print Referencing During Read-Alouds.....29

 What Is Print Referencing?29

 Why Is Print Referencing Important?29

 How Do I Use Print Referencing During Read-Alouds?30

Considerations for English Learner Students and Students With Disabilities.....30

 Teaching English Learner Students30

 Use Visual Aids and Gestures.....31

 Transfer Skills Across Languages.....31

 Increase Exposure to Print.....31

 Teaching Students With Disabilities32

 Provide Individualized Instruction32

 Use Mnemonic Clues.....32

 Incorporate Manipulatives32

Additional Resources33

 Print Knowledge Instructional Resources.....33

Related Articles.....	34
Activity 12: Video Viewing Guide: Print Referencing During Read-Alouds.....	35
Activity 13: Lesson Plan for Print Referencing During Read-Alouds	36
Activity 14: Reflect.....	37
Activity 15: Plan and Implement (Self-Study).....	38
Slides.....	39
Reproducible Materials	62
Picture cards to prepare for Session 2, Activity 9, Script #1.....	62
Letter cards to prepare for Session 2, Activity 9, Script #2.....	65
L and S letter cards to prepare for Session 2, Activity 9, Script #3	68
Print Knowledge: Key Terms and Definitions for Teachers	69
Glossary.....	70
References.....	72
Tables	
Table 1: Overview of Session Topics and Timing by Module	ii
Table 2: Five-Step Process for Each Session	iii
Table 3: Videos of Print Knowledge Instruction in Preschool Classrooms	iv
Table 4: Session Schedule.....	vi

This page left intentionally blank.

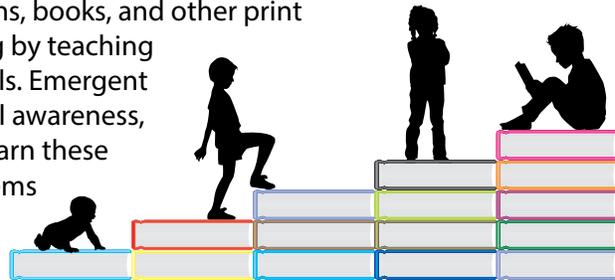
Introduction

Professional Learning Community: Emergent Literacy was developed to support preschool teachers through collaborative learning experiences in a literacy professional learning community (PLC). PLCs are a form of professional development in which small groups of educators with shared interests work together with the goals of expanding their knowledge and refining their craft. PLC members often share the goal of improving student achievement by enhancing their own teaching practice.



PLCs typically meet regularly to learn new topics, share ideas, and solve problems. PLC members determine the topics they want to learn and the methods they want to use to do so. A PLC might read and discuss articles or books, attend trainings or conferences on an area of interest, or ask an expert to speak to the group. A facilitator or team leader might guide the PLC members in learning a new topic, perhaps with professional development materials designed to walk them through the content.

Children entering kindergarten and grade 1 vary greatly in their emergent literacy skills. Children with strong literacy skills in early elementary school are likely to become good readers, while children with weak literacy skills are likely to remain poor readers.¹ Families provide children with their first literacy experiences using interactions, conversations, books, and other print materials. Preschool teachers continue that learning by teaching the foundations of literacy, or emergent literacy skills. Emergent literacy skills include print knowledge, phonological awareness, vocabulary, and oral language. Preschoolers who learn these skills are less likely to develop future reading problems and more likely to read with ease, understand what they read, and succeed in school.²



The Professional Learning Community: Emergent Literacy materials can be downloaded for free at:
<https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc>.

Purpose of This Guide

This guide was developed for preschool teachers to participate in the *Professional Learning Community: Emergent Literacy*, which support preschool teachers in collaborative learning experiences apply evidence-based strategies in their instruction. In turn, preschool teachers can provide 3- to 5-year-old children with evidence-based language and literacy instruction. Through this collaborative learning experience, preschool teachers expand their knowledge base as they read, discuss, share, and apply evidence-based key ideas and strategies.

1 Duncan et al., 2007; Juel, 1988; Wagner, Torgesen, & Rashotte, 1994; Wagner et al., 1997.
2 Kaplan & Walpole, 2005; Sparks, Patton, & Murdoch, 2014.

Overview of Modules and Sessions

The *Professional Learning Community: Emergent Literacy* comprises four modules: Print Knowledge, Phonological Awareness, Vocabulary, and Oral Language (table 1). Each module includes 3 sessions, for a total of 12 sessions. The first two sessions of each module take about 90 minutes to complete, and the last session of each module takes about 60 minutes. The topics of the sessions are the emergent literacy skills that preschoolers need in order to become successful readers. The accompanying Facilitator Guide includes a structured plan for a facilitator to lead participants through each session.

It is recommended that the sessions be completed in sequential order. The timeline for completing them is flexible; they can serve as a year's worth or more of professional learning. If the recommended time for each session is not available, complete what you can with the time you have and then pick up where you left off the next time you meet.

Table 1: Overview of Session Topics and Timing by Module

Module	Session and Topic	Minutes
1 Print Knowledge	1. What Print Knowledge Is, Why It Is Important, How to Teach It Effectively	90
	2. Teaching Print Knowledge and Using Small-Group Explicit Instruction	90
	3. Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60
2 Phonological Awareness	4. What Phonological Awareness Is, When It Develops, and Why It Is Important	90
	5. Levels of Phonological Awareness and Features and Examples of Effective Phonological Awareness Instruction	90
	6. Phonological Awareness Instruction In Action, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60
3 Vocabulary	7. Background on Vocabulary	90
	8. How Do Children Learn New Words, Which Words Do I Teach, and How Do I Use Dialogic Reading to Teach Vocabulary?	90
	9. More Ways to Teach Vocabulary, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60
4 Oral Language	10. What is Oral Language, Why Is It Important, How Do Children Develop Syntax, and How Do I Teach Syntax?	90
	11. Teaching Oral Language Through Conversations and Supporting Peer-to-Peer Language Interactions	90
	12. Oral Language and Listening Comprehension, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60

Five-Step Process for Each PLC Session

Each session follows a five-step process for collaborative learning (table 2). The process was adapted from Wald and Castleberry's (2000) five stages of work for teams engaging in a collaborative learning cycle.

Table 2: Five-Step Process for Each Session

Step	Description
 <p>STEP 1</p>	<p>Debrief Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.</p>
 <p>STEP 2</p>	<p>Define and Discuss Session Goals and Content Facilitator gives brief statements about previous session goals and the current session's goals: "where we've been and where we're going." Facilitator shares foundational and background information while engaging participants in discussions or activities that support prior reading.</p>
 <p>STEP 3</p>	<p>Learn and Confirm Participants explore new practices and compare them to current practices. Participants access and build their background knowledge and experiences related to the session's topic. Participants are explicitly taught the session's content through, for example, models, videos, and discussions.</p>
 <p>STEP 4</p>	<p>Collaborate and Practice Participants collaborate in pairs or small groups to practice applying strategies and activities.</p>
 <p>STEP 5</p>	<p>Reflect, Plan, and Implement Participants reflect on what they learned during the session, plan how the activities and strategies will be implemented in their classroom before the next session, and then implement their plan in their classroom. All participants will be prepared at the start of the next session to share their experiences.</p>

Organization of This Guide

For each module the Participant Guide includes a self-study reading assignment to be completed before each session and a set of activities to be completed during and after each session. It also includes a copy of the presentation slides used during each session (with room for notes), a set of reproducible materials that can be used in the classroom, a glossary of terms used throughout the module, and a list of resources that participants can explore for additional information.

Self-Study Reading

Before each session, you will complete a self-study reading, that provides evidence-based content on the topic of that session. The reading includes the what, why, and how for each instructional practice as well as classroom scenarios that demonstrate effective instruction. During each session, you will have the opportunity to discuss, view examples of practice, and process the information. Participating in the sessions will help you develop a deeper understanding of the self-study reading content. The last section of the self-study reading in the third session of each module provides a list of free additional resources related to the module's topic, including articles, websites, and children's activities.

Activities

The first activity in each module is to answer a set of frequently asked questions (FAQs) about the module topic based on your background knowledge and experience. The FAQs are based on education leaders' submissions that were compiled during the development of *Professional Learning Community: Emergent Literacy*. At the end of each module, you will revisit the FAQs and reflect on how your understanding has changed over the course of the module.

During each session you will engage in collaborative hands-on activities, some of which incorporate videos. For example, after discussing and viewing a video about print referencing during read-aloud, you will use a children's book brought to the session and practice that instructional strategy with colleagues. In other activities you will be asked to share and reflect on teaching experiences. Table 3 includes information about the videos of print knowledge instruction in preschool classrooms.

Table 3: Videos of Print Knowledge Instruction in Preschool Classrooms

Title	Link	Duration
Video 1: Letter Knowledge and Decoding Connection	https://youtu.be/D6HoPAqepws	2:29
Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S)	https://youtu.be/CIOfy8WBalg	6:00
Video 3: Implicit Print Knowledge Instruction in Multiple Contexts	https://youtu.be/5os00QtRgkg	7:00
Video 4: Small-Group Explicit Instruction Using Letter Sound Spinners	https://youtu.be/CNUMqyZBSu8	5:10
Video 5: Whole-Group Instruction Using Letter Sound Spinners	https://youtu.be/DqNuragK3nw	6:40
Video 6: Scaffolding During Small-Group Explicit Instruction	https://youtu.be/muPUFun3tes	7:23
Video 7: Print Referencing During Read-Alouds	https://youtu.be/6-375dF6rHw	5:56
Video 8: Small-Group Explicit Instruction for the Letter M	https://youtu.be/rWAltYgEKc0	4:13

At the end of each session is a set of self-study activities for you to apply what was discussed during the session and to encourage self-study between sessions. The self-study activities will take approximately 30–60 minutes to complete. Each self-study activity follows the same structure that includes something for you to:



DO an action step, such as trying a new strategy in your classroom and responding to reflection questions.



WATCH, for example, a video about applying instructional strategies.



READ to prepare for the next PLC session.

Slides

The slides presented by the facilitator during each session are provided after the self-study reading assignment and activities for the three sessions in each module. Use them for reference and notetaking during and between sessions.

Reproducible Materials

Reproducible instructional materials used throughout the sessions are provided after the presentation slides. You are encouraged to use these materials in your classroom.

Glossary

The Glossary defines the words in bold type and is located after the Reproducible Materials section.

Session Schedule

Use table 4 to keep track of your session schedule. Our current focus is Module 1, Print Knowledge. The gray color in the table indicates the other modules that comprise this PLC.

Table 4: Session Schedule

Module	Session and Topic	Duration	Date and Time	Place	Completed
1 PRINT KNOWLEDGE	1. What Print Knowledge Is, Why It Is Important, How to Teach It Effectively	90 minutes			
	2. Teaching Print Knowledge and Using Small-Group Explicit Instruction	90 minutes			
	3. Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60 minutes			
2 PHONOLOGICAL AWARENESS	4. What Phonological Awareness Is, When It Develops, and Why It Is Important	90 minutes			
	5. Levels of Phonological Awareness and Features and Examples of Effective Phonological Awareness Instruction	90 minutes			
	6. Phonological Awareness Instruction in Action, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60 minutes			
3 VOCABULARY	7. Background on Vocabulary	90 minutes			
	8. How Do Children Learn New Words, Which Words Do I Teach, and How Do I Use Dialogic Reading to Teach Vocabulary?	90 minutes			
	9. More Ways to Teach Vocabulary, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60 minutes			
4 ORAL LANGUAGE	10. What is Oral Language, Why Is It Important, How Do Children Develop Syntax, and How Do I Teach Syntax?	90 minutes			
	11. Teaching Oral Language Through Conversations and Supporting Peer-to-Peer Language Interactions	90 minutes			
	12. Oral Language and Listening Comprehension, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60 minutes			

Session 1: What Is Print Knowledge, Why It Is Important, and How to Teach It Effectively

Key Terms	Definition
concepts of print	The basic understandings of how print works. It includes knowing the difference between letters and other symbols, knowing we read from left to right, and knowing that the words on the page—not the pictures—convey the meaning.
emergent literacy	The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.
letter name knowledge	Letter name knowledge is the ability to recognize and name letters. In this guide, letter names are shown as A, D, M, for example.
letter sound knowledge	Letter sound knowledge is matching a speech sound to its letter(s). Typically, letter sounds are written with forward slashes. For example, the letter M says /m/.
print knowledge	Knowing letter names, letter sounds, and concepts of print. Print knowledge does not include sounding out printed words, whereas phonics does.
print referencing	A strategy teachers use, typically during read-alouds, to increase a child's print knowledge by emphasizing the forms, functions, and features of print. It involves focusing children's visual attention on print by explicitly commenting on, asking questions about, pointing to, and tracking text that is being read aloud.

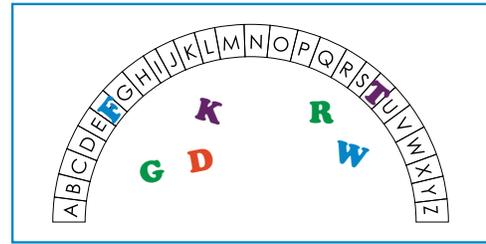
Self-Study Reading

What Is Print Knowledge?

The goal of **emergent literacy** instruction in preschool is not to teach children to read **connected text**—words that are linked, as in sentences—or even whole words. The goal is to teach the building blocks that will, in later grades, provide children the foundation needed to become proficient readers. One of those essential building blocks is **print knowledge**, which includes **letter names**, **letter sounds**, and **concepts of print**. It is important to understand each of these skills in order to effectively teach them when it is developmentally appropriate.

M Letter Names

Letter-name knowledge is the ability to recognize and produce letter names. Letter-name *recognition* is a bit easier than letter-name *production*. Letter-name recognition is demonstrated when a child is asked a letter name, and he or she points to, or recognizes, the letter. For example, a child who is shown several letters and asked “Which letter is the letter M?” points to the letter M. Letter-name production is demonstrated when a child names letters that he or she is shown. For example, a child who is asked, “What is this letter name?” sees the letter S and says S. Naming letters and matching them to a letter arc can be a fun way for children to practice recognizing and producing letter names.



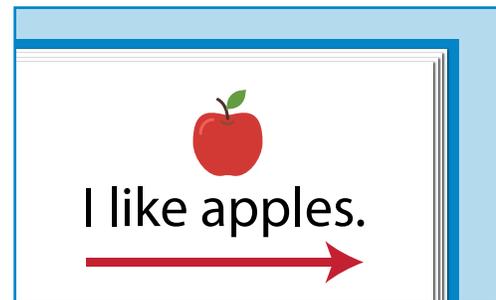
/m/ Letter Sounds

Knowledge of **letter sounds** is the ability to look at a letter and tell you the sound it represents. For example, when you point to the letter M and ask what sound the letter makes, a child with knowledge of letter sounds will say, “/m/.” Children are often motivated to learn letter names when they begin with identifying the letters in their names. After being explicitly taught a few letter names and letter sounds, children can work in pairs to practice using plastic letters or letter cards. For example, one child in the pair selects a letter (that has been previously taught) and says the letter name, S, and then the other child says the letter sound, /s/. Children take turns selecting the letter and saying the letter name and the letter sound.

Concepts of Print

Concepts of print are the basic understandings of how print works. When children know concepts of print, they understand such things as:

- The difference between letters and other symbols.
- That in English, we read from left to right.³
- That the words on the page—not the pictures—convey the meaning.⁴



Read-aloud activities with engaging text help build children’s knowledge of concepts of print. For example, during a read-aloud, you can point out the difference between a letter and a word. You can demonstrate, by pointing, explaining, or both, where to begin reading, which direction to read, and where to go at the end of a line. You can also ask a question (that the picture does not answer) and read the words that provide the answer to the question. This will show children that words convey the meaning.

³ Lonigan, Schatschneider, & Westberg, 2008; Lonigan & Shanahan, 2008.

⁴ Justice, Pullen, & Pence, 2008.

Why Is Print Knowledge Important?

Print Knowledge Is a Precursor to Skilled Reading

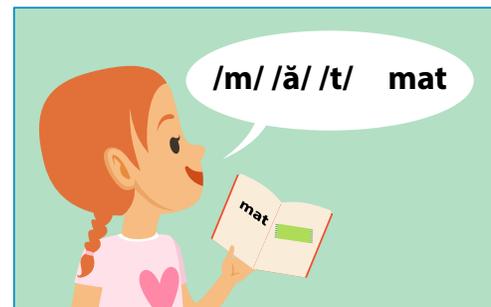
A child must have print knowledge to be a skilled reader.⁵ Many children who enter preschool can sing the alphabet song, which may help them learn letter names and letter sounds. But not all children who have learned the alphabet song will actually know the names or sounds of specific letters. At-risk children—children from backgrounds of poverty, children with disabilities, and children with genetic risk for reading disability—may struggle with learning print knowledge.⁶

Although all children in preschool benefit from instruction in print knowledge, without early intervention, many children who lag behind at the beginning of schooling will be significantly behind their peers in later reading outcomes.⁷ Measures of preschool and kindergarten children's print knowledge are associated with achievement in **decoding**, spelling, and **reading comprehension** outcome measures in kindergarten or later.⁸

Understanding concepts of print can help young children in later reading instruction. For example, when teachers use the term *letter* or *word* during a lesson,⁹ children who understand concepts of print better understand the lesson. In kindergarten, children who understand concepts of print will also know, for example, where on the page to begin reading, which direction to read, and where to go at the end of a line or a page to continue reading.

Print Knowledge Helps Children Understand the Alphabetic Principle

Children's reading development depends on learning the **alphabetic principle**—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Children learn these relationships and apply them during the process of reading and writing words.¹⁰ While children are learning letter names and sounds, their phonological awareness (the understanding that speech can be broken down into parts and the ability to manipulate those parts) also continues to develop. Phonological awareness is the topic of Module 2 for this PLC.



Print knowledge and phonological awareness intertwine to allow children to learn the alphabetic principle. Children receive more-formal literacy instruction in kindergarten that builds on and strengthens their print knowledge, phonological awareness, and understanding of the alphabetic principle.

Print Knowledge Is Included In State Standards

Each state addresses print knowledge in its early learning standards. Locate and review your state standards to see how your state has included print knowledge as a key learning goal for children. If you work with 3- and 4-year-old children, become familiar with your state's learning standards for both age-ranges. In fact, since children's learning and development are not uniform, it is helpful for all teachers to be familiar with learning progressions so they can build upon the individual and developmental characteristics of each child. When reviewing your state's standards for 3- and 4-year-olds, you may find that they are located within different documents. For example many states include

5 Hammill, 2004; Lonigan & Shanahan, 2008; Stahl & Murray, 1994; Storch & Whitehurst, 2002.

6 Boudreau & Hedberg, 1999; Bowey, 1994; Chaney, 1994; Fernandez-Fein & Baker, 1997; Justice, Bowles, & Skibbe, 2006; Justice & Ezell, 2001; Lonigan, Burgess, Anthony, & Barker 1998; Pennington & Lefly, 2001.

7 Catts, Fey, Zhang, & Tomblin, 2001; Pennington & Lefly, 2001.

8 Hammill, 2004; Lonigan et al., 2008; Lonigan & Shanahan, 2008.

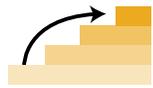
9 Mason & Kerr, 1992.

10 Ehri, 2002; Phillips & Torgesen, 2006; Share, 1995.

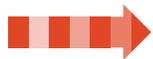
3-year-old standards within early learning guidelines for children birth through three. In addition, it can be helpful to familiarize yourself with the kindergarten standards related to language and literacy in your state. These are likely in separate documents as well.

Features of Effective Instruction

It is important that teachers use the features of effective instruction when teaching print knowledge and any aspect of literacy. Effective, high-quality instruction:



is **systematic**,



includes a carefully planned **scope and sequence**,



is **explicit**,



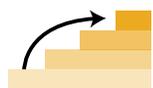
is **scaffolded**, and



is **differentiated**.

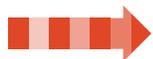
These features of effective instruction work in combination and benefit all children. Each feature is described in more detail below.

Systematic Instruction



Systematic instruction is carefully thought out, moves from the simple to the complex, builds on previously taught skills, and provides instruction in manageable steps. The goal of systematic instruction is to ensure that whenever children are asked to learn a new skill or concept, they already possess the appropriate knowledge and understanding to efficiently learn it.¹¹ To teach letter names and letter sounds systematically, consider the order in which letter names and letter sounds are taught. For example, begin with letters that are in children's names and include a review of previously taught letters. Also, consider the pace at which letters are introduced so that instruction does not move too quickly.

Scope and Sequence



Scope and sequence provides a "road map," or overview, of instruction that shows the full range of content (the scope) to be taught and the order (the sequence) in which the content is taught. Having this clear plan helps meet all children's needs regardless of their abilities and progress. Systematic instruction requires a carefully planned scope and sequence. Some curricula provides a scope and sequence for print knowledge, but if a scope and sequence is not provided, you will need to develop it yourself.

¹¹ Adams, 2001.

Explicit Instruction



It is important to explicitly teach new skills and concepts. **Explicit instruction** makes the skill or concept obvious to the child. It typically follows the I Do, We Do, You Do instructional routine. This routine gradually shifts the responsibility from the teacher to the child.



1. *Explain and model.* You explain the lesson's objective and why the skill or concept is important to learn. Then you model, or demonstrate, to show exactly how to do what you explained.



2. *Provide guided practice with scaffolding.* You monitor children's understanding and scaffold instruction by prompting and giving corrective feedback as they practice the skill or concept.



3. *Allow for independent practice and cumulative review.* Independent practice allows children to practice the skill or concept while you monitor and give feedback. Independent practice can also be completely independent of the teacher. For example, it can take place in a learning center or with peers, using self-correcting materials, or at home, by sharing what was learned with family.

Cumulative review allows children to practice previously taught skills or concepts and thereby benefit from repeated practice. Cumulative review can be included during explicit instruction, for example, when children are practicing a new letter name and you include letter names that you have previously explicitly taught. Cumulative review can also occur while children work independently and at learning centers to practice previously explicitly taught skills and concepts.

Explicit, Implicit, and Incidental Instruction

Although all types of instruction create meaningful teacher-child interactions that can support learning, it is usually more effective to introduce skills and concepts using explicit instruction. With explicit instruction, you set the stage for learning by telling children exactly what you want them to know or be able to do.

In contrast, during implicit instruction (lessons lacking the key elements of explicit instruction—I Do, We Do, You Do) and incidental instruction (taking advantage of teachable moments), the targeted skill or concept may not be as clearly identified for children, and children may not receive needed scaffolding. However, implicit and incidental instruction provide great opportunities for children to practice what they have already been explicitly taught.

Explicit instruction is preferred for introducing new skills and concepts. Implicit and incidental instruction further solidify understanding.

- **Explicit Instruction**
 - Use when introducing a new skill or concept.
 - Example: Use the I Do, We Do, You Do instructional routine to teach the letter N.
- **Implicit Instruction**
 - Use for children to practice a skill or concept that has been previously explicitly taught.
 - Provide less scaffolding than you do with explicit instruction.
 - Example: After the letter N is explicitly taught, practice identifying it during read-alouds.
- **Incidental Instruction**
 - Use to take advantage of teachable moments.
 - Example: At snack time, ask "Can anyone find the letter N on your wrapper?"

Scaffolded Instruction



Scaffolded instruction provides feedback to help children demonstrate a skill or concept when they could not otherwise have done so on their own—in other words, it gives children the boost they need toward greater understanding. This support may occur as immediate, specific feedback that you offer while children practice a skill. Scaffolded instruction includes:

- Providing prompts and cues.
- Breaking down the problem into smaller steps.
- Using visual aids.
- Providing an example.
- Offering encouragement.

Differentiated Instruction



Differentiated instruction is matching your instruction to each child's different needs and abilities.¹² Having a clear, systematic, instructional plan helps you see how and when you could shift your plan for some children. For example, when children do not master the content after your initial instruction, you may need to slow down the pace or repeat some lessons for them. You may also need to **intensify** your instruction by teaching in smaller groups to provide children more opportunities to practice with teacher feedback. This can include both slowing the pace of instruction and repeating lessons.

Small Groups

Explicitly teaching children with similar needs in small groups is an effective way to differentiate your instruction.¹³ Use **assessment data**, if available, and **observations** to form these groups. It is important to keep the group size fairly small (for example, three to five) to allow enough opportunities for children to practice skills with your scaffolding. When struggling children work in small groups, they have more opportunities to practice difficult skills with immediate feedback from you before being expected to master them.¹⁴



It is also important that small groups be **flexible**. This means that the membership, content, and size of each group frequently change based on data and your observations and that children can move from one group to another based on their most recent performance. There is no one right way to create small groups. To maximize instructional time and accelerate children's learning, strategically organize your small groups using these important guidelines:¹⁵

- **Keep group sizes small.** The greater the instructional need, the smaller the group size should be.
- **Meet as often as possible.** Ideally, you will work with each group every day. Some groups may meet with you less often.
- **Stick to your allotted time.** Some groups may meet with you for 5–10 minutes, while others need 10–15 minutes. Watch your pacing to maintain your schedule.
- **Match content to instructional need.** The content taught during each lesson depends on the group's instructional need. For example, one group may work on letter-name recognition, while another group has mastered letter names and is working on letter-sound recognition.

Now you are
ready for PLC
Session 1.

¹² Kosanovich, Ladinsky, Nelson, & Torgesen, 2006.

¹³ Lonigan & Phillips, 2016; Lonigan & Shanahan, 2008.

¹⁴ Shapiro & Solity, 2008.

¹⁵ Kosanovich et al., 2006.

Activity 1

FAQs About Print Knowledge

Directions: Complete the middle column in the table below. We will return to this activity at the end of this module to complete the third column and compare your responses.

FAQ	My Response <u>Before Session 1</u>	My Response <u>After Session 3</u>
Is there a recommended order to teach the alphabet?		
Which letters should be introduced first, uppercase or lowercase? Or should they be introduced together?		
Should the letter's sound be introduced at the same time as the letter or after children can name the letter?		
How do I help young English learner students develop print knowledge?		
What are some strategies for teaching print knowledge to young children?		

Activity 2

Scenario Sort

Explicit Instruction (to introduce a new skill or concept)

- Example: Use the I Do, We Do, You Do instructional routine to teach the letter name N.

Implicit Instruction (to practice a previously taught skill or concept)

- Provide less scaffolding than you do with explicit instruction.
- Example: After the letter N is explicitly taught, practice identifying it during read-alouds.

Incidental Instruction (taking advantage of teachable moments)

- Example: At snack time, ask, "Can anyone find the letter N on their wrapper?"

Directions: Read each classroom scenario card to determine whether the instruction is explicit, implicit, or incidental. Then complete the statements below.

Explicit instruction is most effective when...
Implicit instruction is most effective when...
Incidental instruction is most effective when...

EXPLICIT

I Do, We Do, You Do

IMPLICIT

practice previously taught skills

INCIDENTAL

teachable moment

<p>1. As the children finish singing the welcome song, Ms. Smith writes the letter Dd on chart paper for all the children to see. She says, "Today, friends, we will be learning all about the letter Dd. The letter D says /d/. Everyone say D /d/. Let's think of some words that begin with the letter D and write them on our chart paper."</p>	<p>2. While walking to the playground, Jose points to a poster and says, "Look, Ms. Smith, there is the letter B!" Ms. Smith says, "Yes! Look children, Jose found the letter B. What sound does B make?" Many children shout out, "/b/!" Ms. Smith says, "That is correct. B says /b/. Everyone look at the B and say /b/."</p>
<p>3. Ms. Smith sees that Keyana confuses P and B. While the other children complete an art craft, Ms. Smith works with Keyana to sort paper flower petals with the letters P and B written on them. They work together to attach the flower petals to their matching flower center. When Keyana is unsure, Ms. Smith provides feedback to scaffold her learning.</p>	<p>4. After a read-aloud, a child in the library area is looking at a book and tracking. "Watch, Ms. Smith, I'm reading!" Ms. Smith sits down next to the child and says, "I see you're tracking your finger across the page just the way I do! Where do we go from here?" The child correctly shows her. Then, Ms. Smith reads the page while the child moves his finger along.</p>
<p>5. During painting, Ms. Smith circulates to see which pictures begin with letters she has introduced. Ms. Smith says, "Oh, I see a house. <i>House</i> begins with /h/. Here is the letter that says /h/ (pointing to an H). Friends, what letter is this?" The children say, "H." Ms. Smith says, "Yes, this is the letter H and it says /h/ like in the beginning of the word <i>house</i>."</p>	<p>6. As children play in various learning centers, Ms. Smith calls four children to her table. They will practice two new letters that she introduced in whole group. Ms. Smith holds a puppet. Each child chooses a letter card. The puppet says the letter, and the child says the letter sound. Then, the group thinks of a few words that start with that letter.</p>
<p>7. Each child gets a large picture of a lemon and several L letter tiles. Ms. Smith says, "Today we will learn about the letter L. L says /l/, like in <i>l</i>emon. I will say a letter sound and if it is /l/, then you will place an L letter tile on your lemon as you say /l/." Ms. Smith says several letter sounds and monitors the children's placement of Ls. She provides feedback when children respond incorrectly.</p>	<p>8. Carlos is in the housekeeping center. Ms. Smith knows Carlos confuses B and D. She says, "Look at this grocery list and circle words that start with B."</p>
<p>9. Jin tells Ms. Smith that he went to the zoo and saw a zebra. Ms. Smith tells the class that Jin saw a zebra at the zoo this weekend. "Zzebra and zzzoo begin with this letter (she writes Z on the whiteboard). What is this letter?" The children say, "Z." Ms. Smith says, "Yes, the letter Z says /z/ like in <i>zebra</i> and <i>zoo</i>."</p>	<p>10. While the class is playing on the playground, Ms. Smith calls over four children to a hopscotch grid. She gives each child a beanbag marked with a letter the child has not mastered. She instructs the children to toss their bean bag (one at a time), hop to it, say the letter name, and then pick it up and jump back to the beginning.</p>

Activity 3

▶ Videos: Comparison of Explicit and Implicit Instruction

Directions: We will watch two videos. The first video demonstrates explicit instruction, and the second video demonstrates implicit instruction across a preschool day. As you watch each video, record evidence of explicit and implicit instruction of print knowledge in the appropriate column of the top table. After the videos, answer the questions about similarities and differences in the bottom table.

Instruction of Print Knowledge

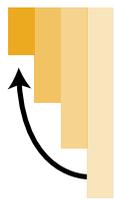
Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) (https://youtu.be/ClOfy8WBalg)	Video 3: Implicit Print Knowledge Instruction in Multiple Contexts (https://youtu.be/5os00QtRgkg)
Evidence of Explicit Instruction	Evidence of Implicit Instruction

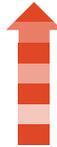
Post-Video Questions and Answers
1. What are the differences between explicit and implicit instruction?
2. What is similar between explicit and implicit instruction?
3. When might each type of instruction be most useful?

Activity 4

Features of Effective Instruction

Directions: Read the table and identify one feature you implement well in your instruction of print knowledge and one feature you would like to improve on in your instruction of print knowledge. Effective instruction includes a scope and sequence* and is **systematic, explicit, scaffolded**, and **differentiated**. These features benefit all children and should be used when teaching any aspect of literacy.

Feature	Brief Overview	Characteristics
<p>Systematic Instruction is carefully thought out, builds on prior learning, and moves from simple to complex.</p> 	<p>A specifically planned sequence for instruction is like a blueprint for a house. The builder draws up the plans before getting materials and starting construction.</p>	<ul style="list-style-type: none"> • Presents skills and concepts logically and sequentially, moving from the simple to the complex • Builds on previously taught skills • Provides instruction in manageable steps • Paces instruction to children's attention, understanding, and acceleration
<p>Explicit Instruction is overtly teaching each step and making the learning goal obvious to the children.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>I DO</p>  </div> <div style="text-align: center;"> <p>WE DO</p>  </div> <div style="text-align: center;"> <p>YOU DO</p>  </div> </div>	<p>The I Do, We Do, You Do instructional routine can be used to teach any skill or concept by gradually shifting responsibility from the teacher to the child: I Do: The teacher explains and models the skill or concept. We Do: The teacher provides guided practice with scaffolding (feedback to support learning). You Do: Children engage in independent practice and cumulative review.</p>	<ul style="list-style-type: none"> • Sets a purpose or goal and specific expectations • Provides precise instructions using clear, direct language • Identifies important details of the skill or concept being taught • Makes a connection to previously learned material • Provides multiple examples and opportunities for children to practice
<p>Scaffolded Instruction provides feedback to help children demonstrate a skill or concept when they could not otherwise have done so on their own.</p> 	<p>Give children all the support they need to become more independent by providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example, and offering encouragement. Scaffolds are meant to be temporary and removed as children learn the skill or concept being taught.</p>	<ul style="list-style-type: none"> • Affirms correct responses and provides specific, corrective feedback for errors • Elaborates on children's responses • Ensures most children show mastery or understanding before moving on • Provides feedback after task completion
<p>Differentiated Instruction is matching your instruction to each child's different needs and abilities.</p> 	<p>Children vary in their language skills and academic readiness; they bring their own mix of experiences and interests to the classroom. When you differentiate instruction, you are responsive to children's specific needs, meaning you observe and make split-second decisions about how to meet children where they are and best support their learning.</p>	<ul style="list-style-type: none"> • Provides support in bridging the gap between what is known and not known • Customizes teaching for each child • Is responsive

 *A **Scope and sequence** provides a "road map," or overview, of instruction that shows the full range of content (scope) to be taught and the order (sequence) in which the content is taught.

Activity 5 Reflect

Directions:

1. Think about the topic in the first column.
2. Record your responses in the My Reflection column(s).
3. Turn and talk to a colleague about your responses.
4. Add any new information or ideas generated from your discussion.

Topic	My Reflection	
List what you learned during this session that confirms or contradicts what you already knew about: <ul style="list-style-type: none"> • Teaching print knowledge • The features of effective instruction 	Confirmed	Contradicted
Brainstorm ideas about what you'd like to add to or change in your current instruction of print knowledge.	Add	Change
Discuss ideas and record how you will implement these additions or changes.	Discussion Notes	

Activity 6

Plan and Implement (Self-Study)

Directions: Before the next session, complete the DO, WATCH, READ activities below.

DO 	
My examples of explicit instruction of print knowledge	Whole-group instruction
	Small-group instruction
My examples of implicit instruction of print knowledge	Whole-group instruction
	Small-group instruction
Adjusting my instruction	If, upon reflection, you notice that one type of instruction (explicit or implicit) is missing, describe how you might have adjusted a lesson to make it explicit or implicit.

Activity 6 (continued) Plan and Implement (Self-Study)

<p>WATCH</p> 	<p>Review the two videos shown during Session 1:</p> <ul style="list-style-type: none"> • Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) (https://youtu.be/CIOfy8WBalg) • Video 3: Implicit Print Knowledge Instruction in Multiple Contexts (https://youtu.be/5os00QtRgkg) <p>Preview the guiding question below and answer it after watching the videos.</p>
QUESTION	ANSWER
<p>How did the teachers organize print knowledge materials and make them part of the system for managing learning centers?</p>	
<p>READ</p> 	<p>Self-Study Reading for Session 2 on pages 15–19.</p>
<p>Note your questions and comments during and after reading.</p>	

Session 2: Teaching Print Knowledge and Using Small-Group Explicit Instruction

Self-Study Reading

Teaching Print Knowledge

What Do I Teach?

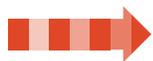
Over the course of a school year, preschool teachers should plan to teach all 26 letter names and many letter sounds. Additionally, children should be taught:

- Print concepts—specifically, the difference between a letter and a word (and other symbols).
- That in English we read text from left to right.
- That the words (not the pictures) convey the meaning of what we read.



All children, including those who come to preschool knowing some letters and those who do not know any letters, benefit from effective instruction. It is important to use the features of effective instruction when teaching print knowledge. Those features include using systematic instruction, following a scope and sequence, teaching explicitly, using scaffolding, and differentiating instruction.

When Do I Teach?



Scope and Sequence

Research has not yet demonstrated one “right” scope and sequence to teach letter names and letter sounds. But there is some evidence to guide your instructional decisions. For example, it is effective to focus on just a few letters per week, including cumulative review, or practice that builds on skills you have already taught.¹⁶

Children learn best when they have frequent exposure to letters and plenty of repetition.¹⁷ Letter names and letter sounds should be introduced, practiced, and revisited multiple times as needed during the school year. For example, when the letter sound for T is explicitly taught one day, that letter sound is referenced multiple times across the school day and reviewed in future lessons. It does not drop out of the scope of instruction. This allows time for children to master their learning goals,¹⁸ which vary depending on the child and his or her prior learning opportunities.¹⁹

¹⁶ Lonigan, Purpura, Wilson, Walker, & Clancy-Menchetti, 2013; Phillips & Piasta, 2013.

¹⁷ Justice et al., 2006; McBride-Chang, 1999; Treiman, 2006.

¹⁸ Byrne, Fielding-Barnsley, & Ashley, 2000.

¹⁹ Hatcher, Hulme, & Snowling, 2004; Hindson et al., 2005; Xue & Meisels, 2004.

When planning your sequence for teaching letter names and letter sounds, it is beneficial and motivating to begin with the letters in children’s names.²⁰ During high-quality letter-name and letter-sound instruction, it can be helpful to make connections from specific letters to children’s personal experiences. For example, when teaching M, mention to a child that his cat’s name, Mittens, begins with M.



Research also shows that knowing certain letters’ names can help children learn their sounds.²¹ This is because the names of many letters contain the sound that the letter typically represents. For example, when you say B (/b/ /ee/), the first sound that you say is the sound /b/ which is also the letter sound for B. Other examples like this include P and K—and there are several more. Knowledge of these letter names can help children learn their letter sounds. Conversely, when you say the letter “H”, the letter-sound for H, /h/, does not contain any sound that is said when the letter is named. This makes it harder for some children to learn the sounds of letters like H and W.

How Do I Teach?

Print knowledge is essential for learning to read and write, so it is critical that teachers use effective instructional practices for teaching letter names, letter sounds, and concepts of print. Teachers who practice **intentional**, effective instruction include explicit, pre-planned lessons and follow up with implicit instruction for children to practice skills, as well as incidental instruction when they seize teachable moments. Together these learning opportunities can accelerate development of print knowledge.²² The remainder of this session focuses on the first of two evidence-based instructional practices for teaching print knowledge: small-group explicit instruction. The first part of session 3 focuses on the second: print referencing during read-alouds.

Using Small-Group Explicit Instruction

Small-group explicit instruction is an effective instructional practice for teaching children letter names and letter sounds. Explicit instruction typically includes the I Do, We Do, You Do instructional routine when introducing any new skill or concept. Cumulative review is an important part of small-group instruction because children need to have opportunities to practice with the same letters many times. Children also need to be able to go back to earlier taught letters and keep practicing so that they can maintain mastery and build fluency.

The next section provides a breakdown of the components of a sample small-group explicit lesson for introducing the letter M and reviewing previously taught letter names.

Breakdown of a Sample Lesson with Small-Group Explicit Instruction

Objective: Learn the letter name M and review previously learned letters.

Materials: Puppet and letter cards or magnetic letters, including multiple M, m, and various other previously taught letters.

²⁰ Gibson & Levin, 1975; Treiman, Cassar, & Zukowski, 1994.

²¹ Treiman et al., 1994.

²² See Justice & Ezell, 2002.

<p>I DO</p> 	<p>1. Explain and model</p> <ul style="list-style-type: none"> • The teacher uses a puppet named Max and letter cards or magnetic letters to explain and model the objective and why the skill or concept is important to learn. • She shows or writes the uppercase and lowercase letter M, m and points to each letter as she names them. • She restates the name of the letter multiple times and encourages the children to name the letters with her. • She explains that Max likes to eat letters and today, Max wants to eat as many uppercase and lowercase letter M's as possible. • She feeds Max an uppercase M and lowercase m as she names each letter. Max refuses to eat letters that are not Mm.
<p>WE DO</p> 	<p>2. Provide guided practice with scaffolding</p> <ul style="list-style-type: none"> • The teacher asks the children to practice naming the letter as she points to it. This is repeated at least three times for both the uppercase and lowercase forms. • She holds up an M, asks the children to say, "M," and feeds the letter to Max. She also holds up previously taught letters that are not M for the children to practice letter discrimination (differentiating one letter from another). • When the children name the letter, she provides feedback like, "Yes, this is an uppercase T" and tries to feed it to Max. If the letter is not M, Max "spits it out" and says, "I'm only eating uppercase and lowercase M's today, not uppercase T's." If the children make an error, she provides scaffolding, "This is an uppercase A. Say A." The children repeat the letter name and she tries to feed it to Max who spits it out and says, "Yuck, that is an A not an M!" This provides the children another opportunity to hear letter names and match them to letters.
<p>YOU DO</p> 	<p>3. Allow for independent practice and cumulative review</p> <ul style="list-style-type: none"> • The teacher provides each child within the small group opportunities to identify the letter M and feed it to Max. She scaffolds each child's response and encourages the other children in the group to continue to watch and listen when it isn't their turn to see whether Max is eating M's or not.

It is important to include all the components listed above in your explicit instruction. High-quality, explicit instruction ensures that:

- Children are given the appropriate amount of responsibility in their learning. The responsibility gradually shifts from the teacher to the child.
- Each child is given the appropriate amount of support needed to succeed.
- The teacher and child are clear on the lesson's objective.

Providing Opportunities for Practice

After small-group explicit instruction, it is important to provide ongoing opportunities for children to practice identifying the newly learned skill or concept and to reinforce skills and concepts that have previously been explicitly taught. These reinforcement activities can be completed as small-group explicit instruction, whole-group instruction, at learning centers, or independently. In the sample small-group explicit instruction above, children can engage in a variety of activities to reinforce both the new letter name taught, M, as well as other letter names that have been previously been explicitly taught. For example, ask children to:

- Search through magnetic letters to identify target letters at a learning center.
- Search for and name target letters in a text previously read aloud to them.
- Find and name target letters in the classroom.

The next section shows instruction of print knowledge in action in a sample classroom. It discusses how the teacher, Ms. Scott, structured her day to support small-group literacy instruction. As you read, think about the components of explicit instruction and how Ms. Scott's lesson leads to opportunities for implicit instruction later.

Instruction of Print Knowledge in Action: Ms. Scott's Classroom

Daily Literacy Routines

Ms. Scott implements small-group explicit instruction as part of her literacy instruction in her preschool class. Each day, she works with small groups of 3–4 children for about 10–15 minutes. Each homogenous (similar ability) group is flexible, so children move in and out of different groups as needed based on assessment and teacher observation. Ms. Scott sits at the teacher table facing the rest of the class, so she can monitor as needed. While she teaches a small group at the teacher table, the rest of the class engages in other classroom activities, such as center time or in independent literacy centers practicing skills and concepts that she has explicitly taught. Children might also engage in group activities led by an assistant teacher, such as shared reading, math and science activities, or art projects.

Literacy Curriculum

Ms. Scott uses a preschool literacy curriculum that includes a detailed scope and sequence for teaching letter names. The curriculum includes letter cards with the uppercase and lowercase letter and a commonly known picture. If your curriculum does not provide a clear scope and sequence for how and when all letter names and many letter sounds will be taught, you will need to develop your own plan.

At the Teacher Table

Ms. Scott explicitly teaches a print knowledge lesson with a small group of four children. These children have previously learned the letter names for uppercase and lowercase H and A. Ms. Scott knows, based on prior assessment and her observations, that these children do not know the letter name D.



Explicit Instruction

I DO *Explain and Model*



First, Ms. Scott explicitly explains and models the skill they are learning, naming the letter Dd and the activity: Recognizing D and H in print. She shows the letter card for D, which has the uppercase and lowercase D on it. She holds up the letter card and says, “Today, we are going to learn a new letter name. This letter’s name is D.” She points to the uppercase and lowercase letters saying, “This is uppercase D, and this is lowercase d. Notice the uppercase D has a straight line down and then a curve from top to bottom. Let’s write an uppercase D in the air. Now, look at the lowercase d. How many straight lines? How many circles? Let’s draw the lowercase d in the air. Begin with a straight line and then go to the middle of the straight line and draw the circle. Each time we see this letter, we will say D. Say D with me.” (Children respond.) Ms. Scott continues, “So, remember when we see this letter, we will say D.”

WE DO *Provide Guided Practice with Scaffolding*



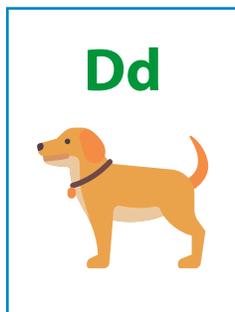
Next, Ms. Scott provides guided practice and scaffolds instruction as needed. She says, “Now I’d like you to practice. When I point to a letter, say the letter name.” Ms. Scott alternates pointing to the uppercase and lowercase D as the children chorally say, “D.” When she hears a child say, “L,” Ms. Scott says, “This letter’s name is D; say it with me. (They say the letter together.) Now what is this letter’s name? (Children respond, “D.”) Great job of saying D!” Then, she asks the group to respond as she points to the uppercase and lowercase D one more time.

Then, Ms. Scott provides discrimination practice by pointing to different letter cards as the children name them. The letters are those that have been taught explicitly before (Dd, Hh, Aa). She says, “Now, when I hold up a letter card, you tell me the letter name.” She holds up one letter card at a time, and the children chorally respond. When the children are correct, Ms. Scott moves quickly to the next letter card. If an error is made, Ms. Scott provides scaffolding by saying, “This is the letter D. Say it with me. What letter?” This provides the children another opportunity to practice.

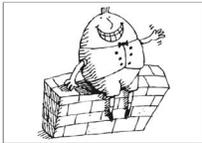
YOU DO *Allow for Independent Practice and Cumulative Review*



Next, Ms. Scott gives a copy of the nursery rhyme, Humpty Dumpty, to each child for independent practice and cumulative review. She holds up the nursery rhyme and points to the words as she reads it out loud. Ms. Scott discusses the poem’s meaning and laughs about what might happen if an egg really sat on a wall. She says that there are many upper and lowercase letters in the nursery rhyme and tells the children that their job is to use a highlighter to highlight each uppercase and lowercase D and H, which they already learned. She tells the children to say the letter’s name each time they highlight it. She displays the D and H letter cards as a support for their search. Children select their favorite color highlighter. As the children work independently, Ms. Scott monitors and provides scaffolding for any errors or questions: “Nina, you have found two uppercase H’s—great job—and there are four in this nursery rhyme. Can you find two more?” She also provides specific positive feedback: “Nathan, you really know your upper and lowercase D’s! I see that you found them all already! Now you can find the H’s!” Ms. Scott helps each child find any letters that may have been missed.



Humpty Dumpty



Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All of the king’s horses,
And all of the king’s men,
Couldn’t put Humpty together again.

TEACHER TIP

To reuse the nursery rhymes, laminate them or place them in dry-erase plastic sleeves.

Implicit Instruction

Later that day and throughout the next couple of weeks, Ms. Scott provides opportunities for children to practice identifying D and H. During snack time, she asks them to look for specific letters on food wrappers. She lines them up for recess by pairs of children who search for and tell each other where they see the letters D and H in the classroom. She also provides a literacy center where partners practice naming D and H and tracing those letters in sand.



Activity 7

Evidence of High-Quality, Small-Group Explicit Instruction

Directions:

1. Review *Instruction of Print Knowledge in Action: Ms. Scott's Classroom* (p. 18–19) as you complete this activity.
2. Record specific evidence for each topic below.
3. Compare your notes with a colleague.

Characteristics of Small-Group Instruction
Evidence of Explicit Instruction
Notes from My Conversation with My Colleague

Activity 8

Compare and Contrast Small- and Whole-Group Instruction

Directions: After you watch **Video 4: Small-Group Explicit Instruction Using Letter Sound Spinners**, answer the questions below. (<https://youtu.be/CNUmqyZBSu8>)

Question	My Response
1. Why wouldn't you use this same activity for every small group?	
2. How might you adapt this activity for a child who is struggling?	
3. How might you adapt this activity for a child who is more advanced?	
4. What are obstacles in implementing high-quality instruction in small groups?	
5. How could you overcome those obstacles?	

Directions: After you watch **Video 5: Whole-Group Instruction Using Letter Sound Spinners**, answer the questions below. This video implements the same lesson as in the previous video, but uses **whole-group** instruction rather than **small-group** instruction. (<https://youtu.be/DqNuragK3nw>)

Question	My Response	
6. Which grouping format, small or whole group, was more effective for this activity? Why?	The <input type="checkbox"/> small group <input type="checkbox"/> whole group was more effective because...	
7. How was child engagement different in whole group and small group?	Small-Group Child Engagement	Whole-Group Child Engagement
8. What did you notice about teacher feedback during whole-group instruction?		
9. Which grouping format provided more opportunities to differentiate instruction? Why?	The <input type="checkbox"/> small group <input type="checkbox"/> whole group provided more opportunities to differentiate instruction because...	

Activity 9

Role Play Explicitly Teaching Print Knowledge in Small Groups

Directions: Work in triads and role play teaching print knowledge in small groups. Each triad will have a teacher and two children (labeled CHILD 1 and CHILD 2 in the scripts). Rotate roles for each script so that each participant plays each role.



Script #1: Letter-Name Bags

Purpose: Children identify the letter after hearing its sound. **Materials:** Picture cards of items that begin with B, M, and S. Label three brown paper bags: Bb, Mm, Ss.



TEACHER: We are going to talk about the letters B, M and S today. Remember, B says /b/, M says /m/, and S says /s/. We will look at a picture and name it. Then, I will tell you the sound that picture starts with and you will decide which letter—B, M, or S—makes that sound. We will place the picture in the B bag, the M bag, or the S bag. (Hold up a card.) This is (pause) *ball*. Say *ball*.

CHILDREN: *Ball*.

TEACHER: *Ball* starts with /b/. The letter that says /b/ is B. So, we will put *ball* in the B bag because it starts with the letter B. (Hold up a card.) This is (pause) *man*. Say *man*.

CHILDREN: *Man*.

TEACHER: *Man* starts with /m/. Listen to the /m/ sound at the beginning of *man*. Say /m/.

CHILDREN: /m/.

TEACHER: Which letter says /m/?

CHILDREN: M.

TEACHER: That's right. M says /m/. So, which bag will I put *man* in?

CHILDREN: The M bag.

TEACHER: Well done! (Hold up a card.) This is (pause) *sun*. Say *sun*.

CHILDREN: *Sun*.

TEACHER: *Sun* starts with /s/. Listen to the /s/ sound at the beginning of *sun*. Everyone say /s/.

CHILDREN: /s/.

TEACHER: Which letter says /s/?

CHILDREN: S.

TEACHER: That's right. S says /s/. So, which bag will I put *sun* in?

CHILDREN: The S bag.

TEACHER: That's right! (Hold up a card.) Let's look at this picture. It is (pause) *bat*. Everyone say *bat*.

CHILDREN: *Bat*.

TEACHER: The beginning sound of *bat* is /b/. Say /b/.

CHILDREN: /b/.

TEACHER: Which letter says /b/?

CHILDREN: B.

TEACHER: Yes, B says /b/. So, which bag does *bat* go into?

CHILDREN: The B bag.

TEACHER: Well done! *Bat* and *ball* begin with the same letter, B. CHILD 1, please put this picture of *bat* in the B bag.

TEACHER: (Hold up a card.) This is (pause) *mouse*. Say *mouse*.

CHILDREN: *Mouse*.

TEACHER: *Mouse* begins with /m/. Which letter says /m/?

CHILD 1: S.

TEACHER: The letter S says /s/ like in *snake*. The letter M says /m/ like in *man*. *Mouse* begins with /m/. Does S or M make the sound /m/?

CHILD 1: M.

TEACHER: Great! So, which bag will we put *mouse* into?

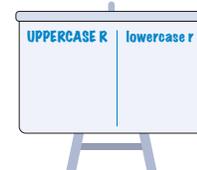
CHILD 1: M bag.

TEACHER: Yes! Will you please put *mouse* in the M bag?

Script #2: Letter Sort

Purpose: Children identify uppercase and lowercase R from among other letters and sort them into two columns.

Materials: Chart paper with two columns labeled *UPPERCASE R* and *lowercase r*; plenty of cut-out letters in different fonts randomly placed upright in a line: Rr, Pp, Ff, Bb; and glue or tape.



TEACHER: We are going to talk about the letter R today. (Hold up a letter.) This is an uppercase R. This is a lowercase r. R says /r/. What letter is this?

CHILDREN: R.

TEACHER: What sound does Rr make?

CHILDREN: /r/.

CHILD 2: I know a bunch of words that start with R like *red*, *rabbit*, *raccoon*, *rocket*, and *rock*.

TEACHER: That is right. Words that start with R are *red*, *rock*, and *rabbit*.

TEACHER: I have a bunch of different cut-out letters. I want to find the uppercase Rs and put them on the side of my chart that says *UPPERCASE R*. I want to find the lowercase Rs and put them on the side of my chart that says *lowercase r*. Let me do the first one. (Hold up a letter.) This is an uppercase R. Everyone say R.

CHILDREN: R.

TEACHER: I'm going to put this uppercase R on this side of my chart. (Add to chart.) Now, let's do one together. (Hold up a letter R.) What is this letter?

CHILD 1: P.

TEACHER: This letter looks a lot like a P, but it has a line coming off of the bubble. (Point to the R and the difference between it and P.) This is an R. Everyone say R.

CHILDREN: R.

TEACHER: (Hold up a lowercase r.) Is this r uppercase or lowercase?

CHILDREN: Lowercase.

TEACHER: Yes, lowercase! I will add it to our lowercase r side of the chart. Now, I want all of you to search through the other letters on the table and find uppercase and lowercase Rs.

CHILD 1: Here is an R. (It is actually an F.)

TEACHER: Let's look up on this chart. Here is an R. (Point to R. Place the child's letter next to the R on the chart.) Does your letter look like this letter R?

CHILD 1: No.

TEACHER: Right. Your letter is an F. (Point to the R on the chart.) This is the letter R. I want you to find an uppercase R. (Hand CHILD 1 the R card.) Hold this uppercase R while you look for another uppercase R in this lineup of letters. Only look for an uppercase R.

CHILD 1: Here is an R!

TEACHER: Yes, that is an uppercase R! Good work! Let's put the uppercase R on our chart with all of the other uppercase Rs. Now, can you find another uppercase R without the card?

CHILD 1: Here is an R.

TEACHER: OK. Let's put your letter next to the uppercase R on our chart. Do these letters look the same?

CHILD 1: Kinda.

TEACHER: They are close but not exactly the same. You found the letter B. (Point to the bubbles shapes on the B as you describe them.) The letter B has two bubbles, and the letter R has only one bubble. This is the letter B. I want you to find the letter R which only has one bubble. Keep looking.

CHILD 1: Here is an R.

TEACHER: Yes, you found another uppercase R. Let's put the uppercase R on our chart with all of the other uppercase Rs. Look how all these uppercase Rs have one bubble.

Script #3: Playdough Letters

Purpose: Children identify the sounds for L and S and make playdough L and S.

Materials: Playdough and L and S letter cards.



TEACHER: Today we are going to talk about the letters L and S (pointing to each as you say them). (Point to the S card.) This is the letter S. S says /s/, as in *sssnake*. What letter is this?

CHILDREN: S.

TEACHER: Excellent! Can you tell us a word that starts with S /s/?

CHILD 1: I know a bunch of words that start with S like *sing*, *Sam*, and *sock*.

TEACHER: Good job; you do know S and its sound! Watch me make the letter S with this playdough. (Trace the curves as you speak.) It has curves. Let's all make a big S in the air. (CHILDREN copy you as you make a large S in the air.) Good job!

TEACHER: (Point to the L card.) This is the letter L. L says /l/, as in *llemon*. What letter is this?

CHILDREN: L.

TEACHER: Good job! Can you tell us a word that starts with L /l/?

CHILD 2: *Love!*

TEACHER: Very good, *love* begins with /l/! Watch me make the letter L with this playdough. (Trace the L as you speak.) L has straight lines. What letter is this?

CHILDREN: L.

TEACHER: Great job! (Point the playdough S.) What letter is this?

CHILD 2: L?

TEACHER: (Point to the playdough L.) Remember, L looks like this. (Model tracing L and CHILD 2 traces next.) Let's trace our finger over the letter L. (Point to the playdough S.) Now, this letter is S. (Model tracing S.) Let's trace our finger over the letter S. S has curves and L is straight. What letter is this?

CHILDREN: S.

TEACHER: Now, I want you both to make the letter L and the letter S with playdough.

TEACHER: (Look at CHILD 2 who is struggling). Can you make the letter L for me? Remember, it has straight lines and no curves.

CHILDREN: (Make and trace playdough Ls and Ss.)

TEACHER: (While CHILDREN are making their letters, say words that start with /l/ and /s/ and have CHILDREN point to the correct letter: *like, lock, leopard, super, summer, sun*).

Activity 10

Reflect

Directions:

1. Think about the topic in the left column.
2. Record your responses in the right columns.
3. Turn and talk to a colleague about your responses.
4. Add any new information or ideas generated from your discussion.

Topic	My Reflection	
List what you learned during this session that confirms or contradicts what you already knew about explicitly teaching print knowledge in small groups.	Confirmed	Contradicted
Brainstorm ideas about what you'd like to add to or change in your current small-group explicit instruction in print knowledge.	Add	Change
Discuss with a colleague the ideas you listed above and how you might implement them.	Discussion Notes	
Record the ideas you wish to implement and how you will implement these additions or changes.	Idea	How I Will Implement

Activity 11

Plan and Implement (Self-Study)

Directions: Before the next session, complete the DO, WATCH, READ activities below.

 <p>DO</p>	<p>Bring a children’s read-aloud book to Session 3.</p> <p>Select an example of your whole-group instruction from Activity 6 in Session 1 and answer the questions below.</p>
<p>1. Describe how you could adapt this example to a lesson with small-group explicit instruction.</p> <p>2. What would change? How?</p> <p>3. How would it affect your classroom organization?</p>	
 <p>WATCH</p>	<p>Video 6: Scaffolding During Small-Group Explicit Instruction (https://youtu.be/muPUFun3tes). Respond to the prompts below.</p>
<p>When the child made this error, _____, the teacher scaffolded by _____.</p> <p>Another way this error could have been scaffolded is:</p>	
<p>When the child made this error, _____, the teacher scaffolded by _____.</p> <p>Another way this error could have been scaffolded is:</p>	
<p>When the child made this error, _____, the teacher scaffolded by _____.</p> <p>Another way this error could have been scaffolded is:</p>	
 <p>READ</p>	<p>Self-Study Reading for Session 3 on pages 29-34.</p> <p>Select one resource to read from the Additional Resources section of the Self-Study Reading in Session 3.</p>
<p>Questions about the reading</p>	
<p>One thing learned from your selected reading</p>	

Session 3: Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources

Self-Study Reading

Print Referencing During Read-Alouds

What Is Print Referencing?

Conducting read-alouds with **print referencing** is an effective way to teach print knowledge.²³ Print referencing during read-alouds is focusing children's visual attention on print by explicitly commenting on, asking questions about, pointing to, and tracking text that is being read aloud in order to teach print knowledge. For example, you can explicitly teach the difference between a letter and a word by pointing to both in the text and explaining the difference.



Why Is Print Referencing Important?

Print referencing increases visual attention and print knowledge. When adults read to children while using explicit verbal and nonverbal print referencing, the children's visual attention is significantly increased.²⁴ Even more important is that using print referencing is an effective way to increase children's print knowledge, including alphabet knowledge and concepts of print.²⁵

Print referencing also increases attention to print. Typically, when adults read a story, children do not focus on the print on the page.²⁶ Instead, they usually focus on the pictures or the concepts of the book.²⁷ Additionally, when being read to, children ages 3–5 typically do not ask questions about the print,²⁸ make comments about the print,²⁹ or look at the print.³⁰ In fact, eye-gaze research shows that preschool children typically look at print less than 5% of the time while being read to.³¹ Without explicit references to print, just reading aloud to a child is not the most effective way to develop print knowledge. Incorporating print referencing into read-alouds can increase children's attention to print and thus their print knowledge.

23 Justice & Ezell, 2001, 2002.

24 Justice et al., 2008.

25 Mashburn, Justice, McGinty, & Slocum, 2016.

26 Ezell & Justice, 2000; Hammett, van Kleeck, & Huberty, 2003; Phillips & McNaughton, 1990; Shapiro, Anderson, & Anderson, 1997.

27 Evans & Saint-Aubin, 2005; Phillips & McNaughton, 1990; Sonnenschein & Munsterman, 2002.

28 Yaden, Smolkin, & Conlon, 1989.

29 Ezell & Justice, 2000.

30 Evans & Saint-Aubin, 2005; Justice & Lankford, 2002; Justice, Skibbe, Canning, & Lankford, 2005.

31 Justice et al., 2005.

How Do I Use Print Referencing During Read-Alouds?

Print referencing during read-alouds is a way of reading and teaching that adults do not typically use when reading to children, but it can be easily learned. Using print referencing during read-alouds includes explicit verbal print referencing and explicit nonverbal print referencing.³²



Explicit verbal print referencing includes questions and comments about print. For example, a teacher asking, “Can you find the letter S on this page?” Another example is the teacher pointing to the word *pretend* and stating, “This word is pretend.”

Explicit nonverbal print referencing includes reading aloud while tracking, or running your finger under the words, as you say them.



It is important to carefully select books to use for print referencing read-alouds. Books with large and eye-catching letters, including alphabet books and other books with oversized text, can be especially helpful. Look for books with thought and speech bubbles, lists, and enlarged punctuation marks to use during read-alouds. In addition, the front covers and title pages of children’s books often have enlarged print that children can readily see. Big books can also be helpful in implementing print referencing because they are large and eye catching.

Considerations for English Learner Students and Students With Disabilities

This section describes general principles and strategies for teaching print knowledge to English learner students and students with disabilities. These children may need more time to practice with teacher feedback, more explicit instruction, or another modified strategy. Preschool teachers who possess the knowledge and strategies to implement effective teaching techniques for English learner students and students with disabilities can teach all children print knowledge and other important concepts and skills needed to build a strong foundation for literacy.

Teaching English Learner Students

Research has identified several instructional practices that promote language and literacy among English learner students.³³ High-quality early childhood practices are just as important for English learner students as for other children. But these practices do not always support the same level of academic achievement for English learner students. Because of this, instructional enhancements can be helpful to support the language and literacy development of English learner students.

³² Justice et al., 2008.

³³ August & Shanahan, 2006; Gersten et al., 2007; Slavin & Cheung, 2005.



Use Visual Aids and Gestures

Using visual aids and gestures³⁴ as you teach print knowledge can support English learner students' understanding of letter names, letter sounds, and print concepts. Visual aids can include letter cards when teaching in a small group and posters of the alphabet when teaching the whole class. Other examples of visual aids are name puzzles, materials for letter tracing, and letter and word tiles. Visual aids such as magnetic letters placed at learning centers can offer support to English learner students as they engage in center activities. Gestures include pointing to the letter card or letter on a poster as you teach it as well as pointing to, or referencing, the letter, word, sentence, or punctuation you are teaching during a read-aloud. These types of visual aids and gesture supports are beneficial for all children.

Transfer Skills Across Languages

Many literacy skills can **transfer** across languages. Therefore, another consideration for English learner students as they learn about print knowledge is transfer, or helping them make a connection between what they know in their first language and what they need to know in English. In other words, similarities between an English learner student's first language and English can be used as a foundation for instruction.³⁵ Children have the most difficulty with sounds that do not occur in their first language³⁶ so they may have difficulty producing those sounds. If a child's first language has some of the same sounds as English, you might begin instruction using those sounds. The familiarity will help children learn those sounds more efficiently.



Since Spanish and English are both alphabetic languages, the process of learning to read is essentially the same in both languages. That is, children develop the foundational reading skills of print knowledge and phonological awareness and then learn to apply those skills as they learn how to decode text. Some letters in Spanish, such as b, c, d, f, l, m, and n, represent sounds that are very similar to those in English, so they may easily transfer to English reading for many children. If these letters transfer and are learned more efficiently, then more time can be spent on letters that may be more difficult to learn. For example, vowels (a, e, i, o, u) look the same in Spanish and English but have different names and sounds.³⁷

Children's families may be from all over the world. Keep in mind that children who speak a first language that is nonalphabetic, such as Chinese, will also need to learn the concept of letters and an alphabet while learning the names and sounds of individual letters. These children may need extra support when learning print knowledge.

Increase Exposure to Print

Increased exposure to print is another way in which to support English learner students during instruction of print knowledge. That is, in addition to engaging these children in the explicit instruction of print knowledge provided to all children, intentionally find ways to give English learner students, and any children who need extra support, additional opportunities to interact with you around print.

Intentional instruction allows you to create independent and teacher-directed opportunities for children to enhance their print knowledge. For example, make print referencing or a quick prompt-and-response exchange involving letter recognition a regular part of transitions during the day. A prompt-and-response exchange occurs when you ask a question and the child responds.



34 Dickinson & Tabors, 2002.

35 Helman, 2004.

36 Bear, Templeton, Helman, & Baren, 2003; Helman, 2004.

37 Peregoy & Boyle, 2000.

For example, as you transition from center time to snack time, point to a letter on the wall and ask, “What letter is this?” Find a few moments each week to work one-on-one with some children, by helping them identify the letters in their own names and then eventually other letters and sounds.

The materials provided for children’s independent exploration during center time can also increase children’s exposure to print. Using magnetic letters, letter puzzles, letter cards, and child-led activities at a print and writing center can facilitate learning of letter names and letter sounds, two of the foundations of print knowledge. Encourage children who need extra support for print knowledge to spend time in this center, and remember to spend time there with them yourself!

Teaching Students With Disabilities

This section discusses general principles and strategies for teaching print knowledge to students with disabilities. The instructional strategies for supporting English learner students can also be used to support children with disabilities or developmental delays. Teachers working with students who have an Individual Education Plan (IEP) should consult the plan and work in concert with a specialist (preschool special education teacher or speech-language pathologist). If a teacher suspects a child should be screened for a possible disability or delay, they should consult an administrator.



Provide Individualized Instruction

Students with disabilities and those not making expected progress in print knowledge may need even more intensive instruction on a daily basis.³⁸ Individualized instruction—that is, one-on-one explicit instruction—can be an effective practice for enhancing outcomes for students with disabilities.³⁹ One-on-one instruction is an effective way to maximize the intensity of instruction because it provides children more opportunities to practice with immediate, individualized feedback from the teacher.⁴⁰ Differentiated instruction in small groups is effective for many children but not sufficient for others.⁴¹ Partnering students with disabilities and peer tutors and using apps that offer immediate feedback can complement individualized instruction.

Use Mnemonic Clues



Mnemonic clues are a teaching technique that can help students with disabilities learn letter sounds. A mnemonic is something intended to assist in memory. Using mnemonic clues when introducing new letter sounds helps children link the abstract sound to something concrete.⁴² For example, when introducing the letter sound /s/, which is abstract to children, you can associate it with the picture of a sun, which is concrete. You could then use a letter card that illustrates an uppercase and lowercase S and a picture of a sun. Pointing to the S, say something like, “This letter is S. Its sound is /s/. Here is a picture of a sun to remind us the letter sound for S is /s/. Ssssun. Do you hear the /s/ at the beginning of the word sun? Say /s/.”

Incorporate Manipulatives

Incorporating manipulatives is another strategy that can help students with disabilities learn letter names, letter sounds, and concepts of print. Manipulatives are physical objects that allow children

³⁸ Gersten et al., 2007.

³⁹ Fuchs, Fuchs, & Compton, 2012; Kirk, Kirk, & Minscokoff, 1985.

⁴⁰ Gillon, 2000; McMaster, Fuchs, Fuchs, & Compton, 2005; O’Connor, Jenkins, & Slocum, 1995.

⁴¹ Slavin & Madden, 1989.

⁴² Allor, Mathes, Champlin, & Cheatham, 2009.

to learn skills and concepts in a developmentally appropriate and hands-on way. Manipulatives also provide teachers materials with which to explain and model skills and concepts.⁴³ For these reasons manipulatives are also effective for instruction of print knowledge for all children.

Examples of manipulatives for teaching print knowledge include magnetic letters, picture cards, pocket charts, dry erase markers, and white boards.⁴⁴ Because children often love to play with objects, the use of manipulatives may also increase motivation and engagement.



Additional Resources

This section includes additional, evidence-based instructional resources and articles to enhance print knowledge instruction and extend knowledge about effective early childhood instruction. The resources and articles in this section were free and readily available when this document was finalized.

Print Knowledge Instructional Resources

- *Voluntary Prekindergarten Learning Center Activities* developed by a team of teachers and researchers at the Florida Center for Reading Research: Phonological Awareness
<https://fcrr.org/student-center-activities/pre-kindergarten>
 - Letter Names / Letter Arc
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/vpk_alphabet_knowledge/AK1_Letter_Arc_color.pdf
 - Letter Names / Letter Sort
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/vpk_alphabet_knowledge/AK4_Letter_Sort_color.pdf
 - Letter Sounds / Sound Placemats
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/vpk_alphabet_knowledge/AK11_Sound_Placemats_color.pdf
- *Reading Rockets* (readingrockets.org) creates and disseminates free, evidence-based resources and information about reading.
 - Print Awareness: Guidelines for Instruction
Guidelines for how to promote print awareness and a sample activity for assessing print awareness in young children.
<https://www.readingrockets.org/article/print-awareness-guidelines-instruction>
 - Consonants
Reading Rockets Research Director, Dr. Joanne Meier, demonstrates the sounds that the consonant letters make. <https://www.youtube.com/watch?v=Le9KrUfwmFk>
 - Vowels
Reading Rockets Research Director Dr. Joanne Meier demonstrates the long sound and short sound of each vowel. <https://youtu.be/YGMmZx1fQZQ>

43 Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011.

44 Lonigan et al., 2013.

- *Colorin Colorado!* (colorincolorado.org) creates and disseminates free, research-based information and activities about supporting English learner students.
 - Supporting English Learner Students
Describes some of the ways research has proven effective in preparing young English learner students for kindergarten. <https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>

Related Articles

- Brown, C. S. (2014). Language and literacy development in the early years: Foundational skills that support emergent readers. *Language and Literacy Spectrum*, 24, 35–49. <https://files.eric.ed.gov/fulltext/EJ1034914.pdf>
- Hancock, C. L., & Carter, D. R. (2016). Building environments that encourage positive behavior: The preschool behavior support self-assessment. *YC Young Children*, 71(1), 66. <https://www.naeyc.org/resources/pubs/yc/mar2016/building-environments-encourage-positive-behavior-preschool>
- Jones, C. D., Clark, S. K. & Reutzell, D. R. 2013. Enhancing alphabet knowledge instruction: Research implications and practical strategies for early childhood. *Educators Early Childhood Education Journal*, 41(2): 81–89. https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1403&context=teal_facpub
- Justice, L. M. (2004). Creating language-rich preschool classroom environments. *Teaching Exceptional Children*, 37(2), 36–44. <https://pdfs.semanticscholar.org/fdbf/8107fcb5aba73bd9cc68e32184851349a4a3.pdf>
- Lovelace, S., & Stewart, S. R. (2007). Increasing print awareness in preschoolers with language impairment using non-evocative print referencing. *Language, Speech, and Hearing Services in Schools*, 38(1), 16–30. <https://pubs.asha.org/doi/10.1044/0161-1461%282007/003%29>
- Welsch, J. G., Sullivan, A., & Justice, L. M. (2003). That’s my letter!: What preschoolers’ name writing representations tell us about emergent literacy knowledge. *Journal of Literacy Research*, 35(2), 757–776. https://journals.sagepub.com/doi/pdf/10.1207/s15548430jlr3502_4
- Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers’ print knowledge. *The Reading Teacher*, 63(1), 62–72. http://kskits.dept.ku.edu/ta/virtualKits/PrintReferencingDuringRead-AloudsATechnique_f.pdf



Activity 12

▶ Video Viewing Guide: Print Referencing During Read-Alouds

Directions: As you watch **Video 7: Print Referencing During Read-Alouds** (<https://youtu.be/6-375dF6rHw>), place a tally mark in the left column each time you observe explicit verbal print referencing. Place a tally mark in the right column each time you observe explicit nonverbal referencing.

Explicit Verbal Print Referencing	Explicit Nonverbal Print Referencing

Activity 13

Lesson Plan for Print Referencing During Read-Alouds

Directions:

1. Review the examples of print referencing during read-alouds in the table.
2. Review the children's book you brought to this session and designate places where you plan to use print referencing.
3. Write each instance of print referencing on a separate sticky note and place the notes on the appropriate pages of the book.
4. Share your plan with a colleague.
5. Demonstrate one example from each of the three categories, making sure to use both nonverbal and verbal print referencing.

Examples of Print Referencing During Read-Alouds

The examples below are explicit verbal print referencing. **It is important to always use nonverbal print referencing with verbal referencing to focus children's attention on the print.** Nonverbal print referencing includes sliding your finger under the words as you read them (tracking) and pointing to, or framing, the letter, word, sentence, or picture associated with the verbal print reference.

Book and Print Organization

- "This is the title of the book."
- "This is the top of the page and where we begin reading."
- "I will read this line and then this line."
- "We read this way." (left to right)
- "Show me where I should start reading on this page."

Letters

- "This is an uppercase T."
- "Can you find the letter S on this page?"
- "This word has two M's in it!"
- "Uppercase C is the same shape as lowercase c."

Words

- "How many words are on this page?"
- "This is the word *pretend*." (pointing to the word)
- "The illustrator wrote the word *honey* on the bear's jar of honey." (pointing to the word *honey*)
- "Who can show me just one word?"
- "Which word is longer—*dinosaur* or *tree*?" "Yes, *dinosaur* has more letters than *tree*."

Adapted from Zucker, Ward, & Justice, 2009.

Activity 14

Reflect

Directions: Think about the information in the left column of the table below. Record your responses in the right columns. Then turn and talk to a colleague about your responses. Add any new information or ideas generated from your discussion.

Topic	My Reflection	
What instructional practices would you add or change to teach children print knowledge? How?	Add	Change
What data or observations help you to determine which children may need more practice in print knowledge and which children need to be challenged more in print knowledge?	Data and Observations	

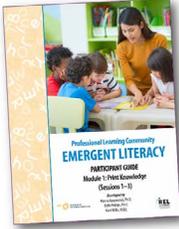
Activity 15

Plan and Implement (Self-Study)

Directions: Before the next session, complete the DO, WATCH, READ activities below.

<p>DO</p> 	<p>Implement the lesson plan for print referencing during read-alouds that you developed in Activity 13. Then, answer the reflection questions below.</p>
<p>1. Did this book work well for this purpose? Why or why not?</p> <p>2. What did the children learn?</p> <p>3. Provide two examples of how you scaffolded instruction.</p>	
<p>WATCH</p> 	<p>Video 8: Small-Group Explicit Instruction for the Letter M (https://youtu.be/rWAltYgEKc0). As you watch the video, record evidence of the strategies that you read about and that we discussed: visual aids/gestures, transfer, increased exposure to print, individualized instruction, mnemonic clues, and manipulatives.</p>
<p>READ</p> 	<p>Self-Study Reading for Session 4 to prepare for Module 2: Phonological Awareness. This information is located on pages 1–7 in the Participant Guide for Module 2: Phonological Awareness (Sessions 4–6).</p>
<p>Questions about the reading.</p>	
<p>Record one thing learned from your reading.</p>	

Slides



**Professional Learning Community
EMERGENT LITERACY**

Module 1: Print Knowledge

Session 1
**What Is Print Knowledge,
Why It Is Important, and
How to Teach It Effectively**

IES Institute of Education Sciences
Professional Learning Community: Emergent Literacy



**Purpose of This
Professional Learning Community (PLC)**

To engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies**.



Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 2



Norms For Our PLC

Cell phones on silent



Pay attention to self and others



Presume positive intentions



Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 3



Modules and Sessions

Module	Topic	Session	Duration
1	Print Knowledge	1	90 minutes
		2	90 minutes
		3	60 minutes
2	Phonological Awareness	4	90 minutes
		5	90 minutes
		6	60 minutes
3	Vocabulary	7	90 minutes
		8	90 minutes
		9	60 minutes
4	Oral Language	10	90 minutes
		11	90 minutes
		12	60 minutes

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 4

- ### Five-Step Process for PLC Sessions
- STEP 1** **Debrief**
 - STEP 2** **Define and Discuss Session Goals and Content**
 - STEP 3** **Learn and Confirm**
 - STEP 4** **Collaborate and Practice**
 - STEP 5** **Reflect, Plan, and Implement**
- Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 5

STEP 1 **Debrief**

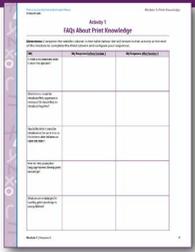
Participant Guide Overview

Page	Section
NA	Table of Contents
vi	Session Schedule
1	Session 1
15	Session 2
29	Session 3
39	Slides
62	Reproducible Materials

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 6

Activity 1: FAQs About Print Knowledge

- Record your responses in the middle column of the table.
- We will return to this activity at the end of the Print Knowledge module to compare responses.



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 7

STEP 2 Define and Discuss Session Goals and Content

- ✓ Understand the purpose of our PLC
- ✓ Explore the Participant Guide
- ✓ Understand that emergent literacy skills are key to success
- ✓ Understand print knowledge and why it is important
- ✓ Understand the features of effective instruction



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 8

Self-Study Reading for Session 1

- What Is Print Knowledge?
- Why Is Print Knowledge Important?
- Features of Effective Instruction



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 9

What Is Print Knowledge?

Knowledge of:

- Letter names **M S O**
- Letter sounds **/m/ /s/ /ö/**
- Concepts of print



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 30

Letter-Name Knowledge

Recognition

Child **recognizes (sees)** the letter.

Teacher: Which letter is M?

S T M

Child **points to M.**

Production

Child **produces (says)** the letter.

Teacher: Tell me these letter names.

S T M

Child **points to these letters and says, "S, T, M."**

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 31

Letter-Sound Knowledge

The ability to look at a letter in print and tell you the **sound** it represents.



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 32

Concepts of Print

Includes the ability to:

- Recognize the difference between letters and other symbols.
- Know about the left-to-right orientation of print.
- Understand that the words on the page—not the pictures—convey the meaning.

ABC? :) !



Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 33



Think-Pair-Share

How do you teach concepts of print?



Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 34



Why Is Print Knowledge Important?

- ✓ It is a precursor to reading.
- ✓ It helps children understand the alphabetic principle.
- ✓ It is associated with achievement in decoding, spelling, and reading comprehension in kindergarten or later.
- ✓ It is included in state standards.



Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 35



Video 1: Letter Knowledge and Decoding Connection



Letter Names **P** = /p/ Letter Sounds



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 36

Print Knowledge is Included in Standards

Look at our state's standards and notice how print knowledge is included as a key learning goal.



Highlight key words related to **print knowledge**.



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 37

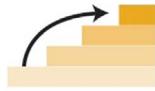
Features of Effective Instruction

-  Systematic
-  Scope and Sequence
-  Explicit
-  Scaffolded
-  Differentiated



Professional Learning Community: Emergent Literacy
Module 1 | Session 1 | 38

Systematic Instruction



- Presents skills and concepts logically and sequentially, moving from the simple to the complex.
- Builds on previously taught skills.
- Provides instruction in manageable, sequential steps.
- Paces instruction according to children’s attention, understanding, and engagement.

Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 19



Scope and Sequence



- Provides a “road map,” or overview, of instruction.
- Scope = the content to be taught.
- Sequence = the order the content is taught.
- Similar to a blueprint for a house.

Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 20



Explicit Instruction



- Sets a purpose or goal and specific expectations.
- Provides precise instructions using clear, direct language.
- Identifies important details of the skill or concept being taught.
- Makes a connection to previously learned material.
- Provides multiple examples and opportunities for children to practice.

Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 21



Explicit Instructional Routine

- I DO** Teacher **explains** and **models** the skill or concept.
- WE DO** Teacher provides **guided practice with scaffolding** (prompts, corrective feedback).
- YOU DO** Children engage in **independent practice** and **cumulative review**.

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 22



Explicit Instruction Includes Providing Multiple Examples or Models

In the first step the teacher **explains** and **models**.

The teacher:

- ✓ Demonstrates the skill or concept.
- ✓ Uses visuals or manipulatives.
- ✓ Provides at least two models.
- ✓ Uses nonexamples when appropriate.

I DO



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 23



Explicit Instruction Includes Providing Multiple Opportunities to Practice

Engage all children in responding to your prompts.
Practice occurs after teacher modeling for each step in instruction:

<p>Guided Practice</p> <p>WE DO</p> 	<p>Independent Practice</p> <p>YOU DO</p> 
---	---

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 24



Explicit, Implicit, and Incidental Instruction

Explicit Instruction is for introducing a **new skill or concept**.

EXAMPLE Use the *I Do, We Do, You Do* routine to teach the letter N.

Implicit Instruction is for children to **practice** a skill or concept that has previously been explicitly taught, with **less scaffolding** than explicit instruction.

EXAMPLE After the letter N is explicitly taught, practice identifying it during read-alouds.

Incidental Instruction takes advantage of **teachable moments**.

EXAMPLE At snack time, ask, "Can anyone find the letter N on your wrapper?"

Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 25



Explicit Instruction in Your Classroom

- Which of the following do you consistently implement?
 - ✓ Explain and model each skill or concept.
 - ✓ Provide guided practice with feedback.
 - ✓ Allow for independent practice and cumulative review.
- Which of these will you plan to add or enhance when you teach explicitly?



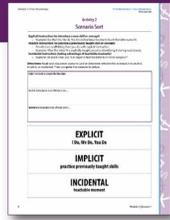
Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 26



STEP 3
Learn and Confirm

Activity 2: Scenario Sort

- Identify classroom scenarios as **explicit, implicit, or incidental**.
- Describe when each type of instruction should be implemented.



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 27



Activity 3: Videos: Comparison of Explicit and Implicit Instruction

Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S)



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 28

Activity 3: Videos: Comparison of Explicit and Implicit Instruction

Video 3: Implicit Print Knowledge Instruction in Multiple Contexts



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 29

Scaffolded Instruction

- Affirms correct responses and provides specific, corrective feedback for errors.
- Elaborates on children's responses.
- Ensures that most children show mastery or understanding before moving on.
- Provides feedback after task completion.



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 30

Differentiated Instruction

Matching your instruction to each child's different needs and abilities

To accomplish this, use assessment data and observations to form small groups whose membership, content, and size are flexible.

- ✓ Keep group sizes small.
- ✓ Meet as often as possible.
- ✓ Stick to your allotted time.
- ✓ Match content to instructional need.



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 31

STEP 4 Collaborate and Practice

Activity 4: Features of Effective Instruction

- Which feature do you think you implement well in your instruction of print knowledge? Provide an example.
 - Systematic instruction
 - Scope and sequence
 - Explicit instruction
 - Scaffolded instruction
 - Differentiated instruction
- Which feature do you want to improve on in your instruction of print knowledge? How?



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 32

STEP 5 Reflect, Plan, and Implement

Activity 5: Reflect

- What did you learn that confirmed or contradicted what you already knew about
 - Instruction of print knowledge?
 - Features of effective instruction?
- What would you like to add or change to your current instruction of print knowledge? Discuss and record ideas.



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 33

Reflect, Plan, and Implement

Activity 6: Plan and Implement (Self-Study)

DO

- Answer the reflection questions on page 13.

WATCH

- Two videos shown during this session. Answer the reflection question on page 14.

READ

- Self-Study Reading for Session 2 on pages 15–19.
- Note your questions or comments.

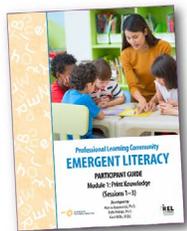


Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 34

**We have completed
Session 1**



Professional Learning Community: Emergent Literacy Module 1 | Session 1 | 35



**Professional Learning
Community
EMERGENT LITERACY**

**Module 1: Print Knowledge
Session 2
Teaching Print Knowledge
Using Small-Group Explicit Instruction**

IES  Institute of
Education Sciences

Professional Learning Community: Emergent Literacy REL

Purpose of This Professional Learning Community (PLC)

To engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies**.



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 37



Norms For Our PLC

Cell phones on silent	Pay attention to self and others	Presume positive intentions
		

Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 38



STEP 1 Debrief

- DO**
 - Discuss your **explicit** and **implicit** instruction of print knowledge.
 - How might you change explicit instruction to implicit? Implicit to explicit?
- WATCH**
 - Two videos for classroom organization.
 - How did the teachers organize print knowledge materials and make them part of the system for managing centers?
- READ**
 - Self-Study Reading for Session 2 on pages 15–19 and discuss.



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 39



STEP 2
 **Define and Discuss**
 Session Goals and Content

- ✓ Review main ideas from Session 1.
- ✓ Understand how to explicitly teach print knowledge in small groups.




Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 40

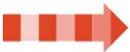
STEP 3
 **Learn and Confirm**

Scope and Sequence 

1. Is there one "right" scope and sequence to teach letter names and letter sounds?
2. If we need to create our own scope and sequence, there is evidence to guide our decisions. Highlight three guidelines for teaching letter names and letter sounds. 




Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 41

Scope and Sequence for Print Knowledge 

Follow these guidelines when creating your scope and sequence for teaching letter names and letter sounds:

- ✓ Explicitly teach a few new letters each week.
- ✓ Use cumulative review.
- ✓ Start with letters in a child's name. 
- ✓ Start with letter names that include the **letter sound** when you say the letter name:

B D J K T **M N R S**



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 42

Differentiated Instruction

Matching your instruction to each child's different needs and abilities.



Small-group explicit instruction provides an effective way for teachers to differentiate instruction.



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 43

Characteristics of Small Groups

- ✓ Formed based on assessment data and teacher observation.
- ✓ Homogenous (similar ability).
- ✓ Flexible: changes are made based on instructional need.

You may make changes in:

- ✓ Membership
- ✓ Content
- ✓ Size
- ✓ Frequency of meetings
- ✓ Time allotted



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 44

Activity 7: Evidence of High-Quality, Small-Group Explicit Instruction

1. Review **Instruction of Print Knowledge in Action: Ms. Scott's Classroom (pp. 18–19)**.
2. Record specific evidence of small-group instruction and explicit instruction and discuss.



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 45

Cumulative Review of Print Knowledge During Small-Group Explicit Instruction

- ✓ Includes instruction that builds on previous learning.
- ✓ Provides multiple practice opportunities.
- ✓ Provides repetition, which helps children retain what they have learned.
- ✓ Provides children frequent exposure to letter names and letter sounds that have been explicitly taught.



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 46



Activity 8: Compare and Contrast Small- and Whole-Group Instruction

 [Video 4: Small-Group Explicit Instruction Using Letter Sound Spinners](#)



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 47



Activity 8: Compare and Contrast Small- and Whole-Group Instruction

 [Video 5: Whole-Group Instruction Using Letter Sound Spinners](#)



Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 48



STEP 4
Collaborate and Practice

Activity 9: Role Play Explicitly Teaching Print Knowledge in Small Groups

Role play in triads and look for scaffolding opportunities.

- Each triad has a Teacher, Child 1, and Child 2.
- Rotate roles with each new script.



Professional Learning Community: Emergent Literacy
Module 1 | Session 2 | 49

Collaborate and Practice

Activity 9: Role Play Explicitly Teaching Print Knowledge in Small Groups (continued)



1. Highlight one example of scaffolding in each script and discuss.
2. Determine another way that the teacher may have scaffolded for each highlighted example.



Professional Learning Community: Emergent Literacy
Module 1 | Session 2 | 50

STEP 5
Reflect, Plan, and Implement

Activity 10: Reflect

- What did you learn that confirmed or contradicted what you already knew about explicitly teaching print knowledge in small groups?
- Brainstorm ideas about what you'd like to add or change to your current small-group explicit instruction in print knowledge.



Professional Learning Community: Emergent Literacy
Module 1 | Session 2 | 51

Reflect, Plan, and Implement

Activity 11: Plan and Implement (Self-Study)

DO

- Bring a read-aloud book to the next session.
- Describe how you could adapt an example of whole-group instruction from Activity 6 in Session 1 to a lesson with small-group explicit instruction.

WATCH

- [Video 6: Scaffolding During Small-Group Explicit Instruction](#)
Answer the questions on page 28.

READ

- Self-Study Reading for Session 3 on pages 29–34.
- One resource of your choice from the Additional Resources section of the Self-Study Reading in Session 3.

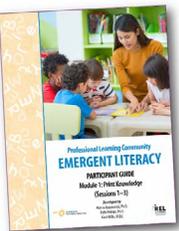


Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 52



**We have completed
Session 2**

Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 53



**Professional Learning
Community
EMERGENT LITERACY**

**Module 1: Print Knowledge
Session 3**

Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources

IES Institute of Education Sciences
Professional Learning Community: Emergent Literacy Module 1 | Session 2 | 54

Purpose of This Professional Learning Community (PLC)

To engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies**.



Professional Learning Community: Emergent Literacy Module 1 | Session 3 | 55



Norms For Our PLC

Cell phones on silent **Pay attention to self and others** **Presume positive intentions**



Professional Learning Community: Emergent Literacy Module 1 | Session 3 | 56



STEP 1 Debrief

DO • Describe how you would adapt an example of whole-group instruction to a lesson with small-group explicit instruction. What would change? How? How would it affect your classroom organization?

WATCH • [Video 6: Scaffolding During Small-Group Explicit Instruction](#). Review the reflection questions about scaffolding.

READ • Self-Study Reading pages 29–34 and one resource of your choice.
• Comments and questions?



Professional Learning Community: Emergent Literacy Module 1 | Session 3 | 57



STEP 2
Define and Discuss
Session Goals and Content

- ✓ Review main ideas from Sessions 1 and 2.
- ✓ Understand why print referencing during read-alouds is important and how to implement it.
- ✓ Considerations for English learner students and students with disabilities.



Professional Learning Community: Emergent Literacy
Module 1 | Session 3 | 58

STEP 3
Learn and Confirm

Print Referencing During Read-Alouds

1. What does print referencing during read-alouds mean to you?
2. Provide an example of a time that you used print referencing during read-alouds.



Professional Learning Community: Emergent Literacy
Module 1 | Session 3 | 59

Print Referencing During Read-Alouds

An instructional strategy to teach print knowledge. You read aloud, showing the pages to children, and build in print-focused activities.

Verbal print referencing
questions and comments about print

Nonverbal print referencing
tracking

Can you find the N on this page?
(Point to a letter.) This letter is N.



Professional Learning Community: Emergent Literacy
Module 1 | Session 3 | 60

Think-Pair-Share

What are some activities that you do in your classroom where you embed:

- Explicit verbal print referencing?
- Explicit nonverbal print referencing?



Professional Learning Community: Emergent Literacy

Module 1 | Session 3 | 61

Activity 12: Video Viewing Guide: Print Referencing During Read-Alouds

▶ Video 7: [Print Referencing During Read-Alouds](#)



Professional Learning Community: Emergent Literacy

Module 1 | Session 3 | 62

STEP 4 Collaborate and Practice

Activity 13: Lesson Plan for Print Referencing During Read-Alouds



Plan and practice teaching print knowledge in small groups.



Professional Learning Community: Emergent Literacy

Module 1 | Session 3 | 63

Considerations for English Learner Students

Spanish → **English**

- ✓ Use visual aids and gestures
- ✓ Transfer skills across languages
- ✓ Increase exposure to print



Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 64

Considerations for Students With Disabilities

- ✓ Provide individualized instruction
- ✓ Use mnemonic clues
- ✓ Incorporate manipulatives



Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 65

STEP 5
Reflect, Plan, and Implement

Activity 14: Reflect

1. What instructional practices would you add or change to teach children print knowledge? How?
2. What data or observations help you determine which children need
 - More practice with print knowledge?
 - To be challenged more in print knowledge?



Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 66

Revisit Questions From Session 1

Activity 1: FAQs About Print Knowledge

- Record your responses in the third column.
- How did your responses change from Session 1?



Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 47

Reflect, Plan, and Implement

Activity 15: Plan and Implement

- DO** Implement the lesson plan for print referencing during read-alouds that you developed today.
Answer the reflection questions on page 38 and provide two examples of how you scaffolded instruction.
- WATCH** [Video 8: Small-Group Explicit Instruction for the Letter M.](#) Answer questions.
- READ** Self-Study Reading for Session 4 on pages 1–7 located in the Participant Guide for Module 2: Phonological Awareness.



Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 48

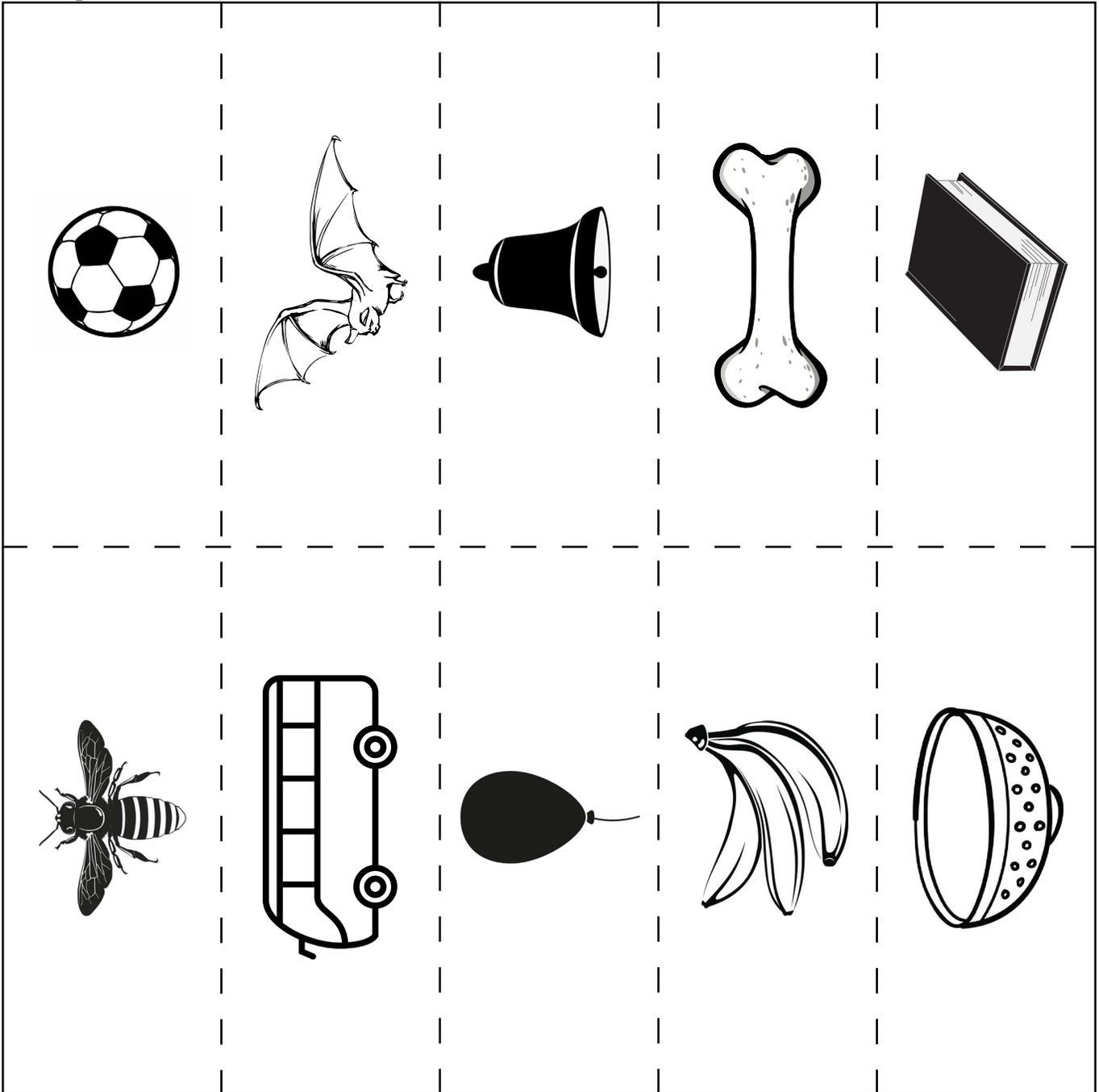


We have completed
Session 3

Professional Learning Community: Emergent Literacy | Module 1 | Session 3 | 49

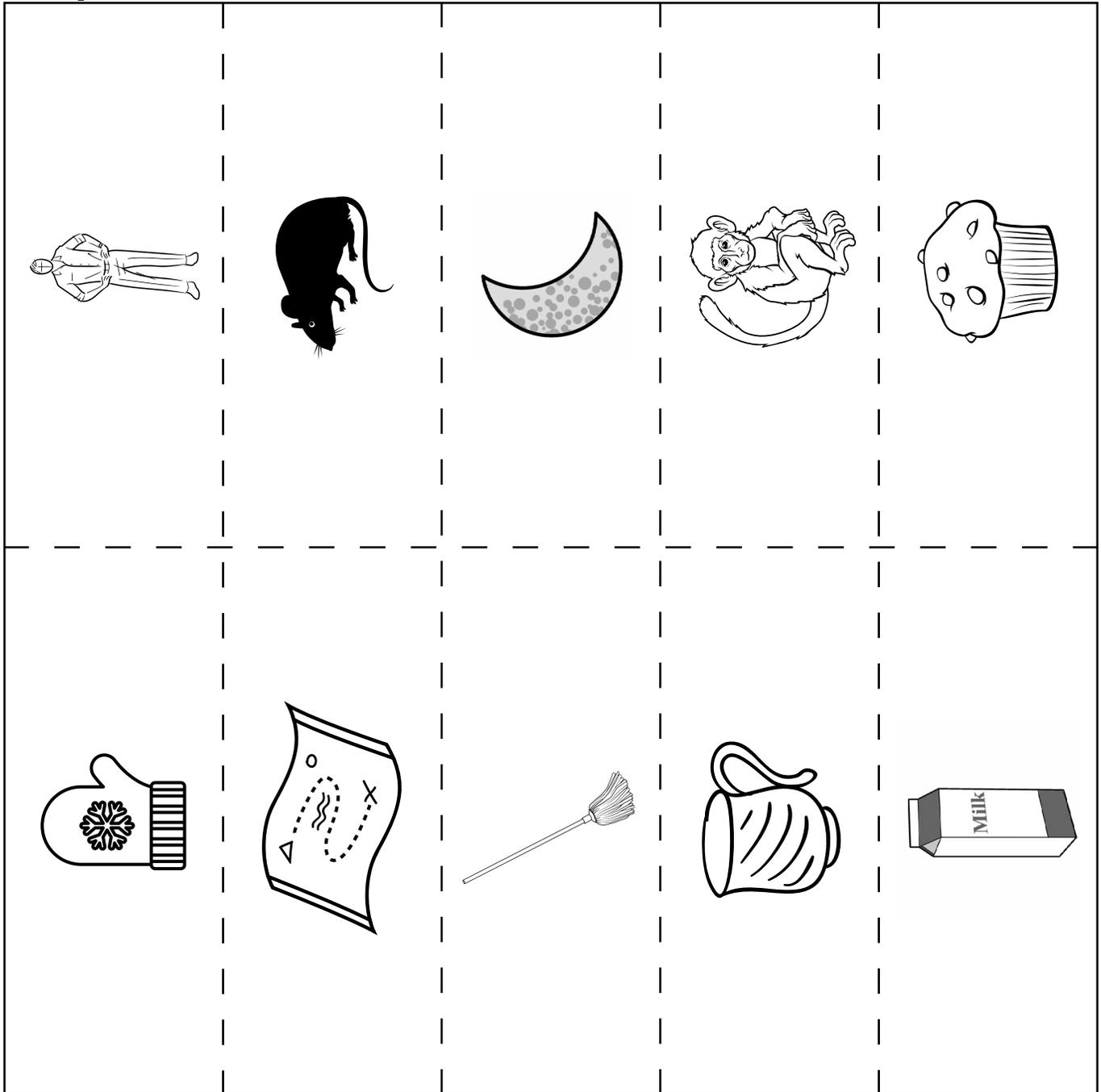
Reproducible Materials

Picture cards to prepare for Session 2, Activity 9, Script #1



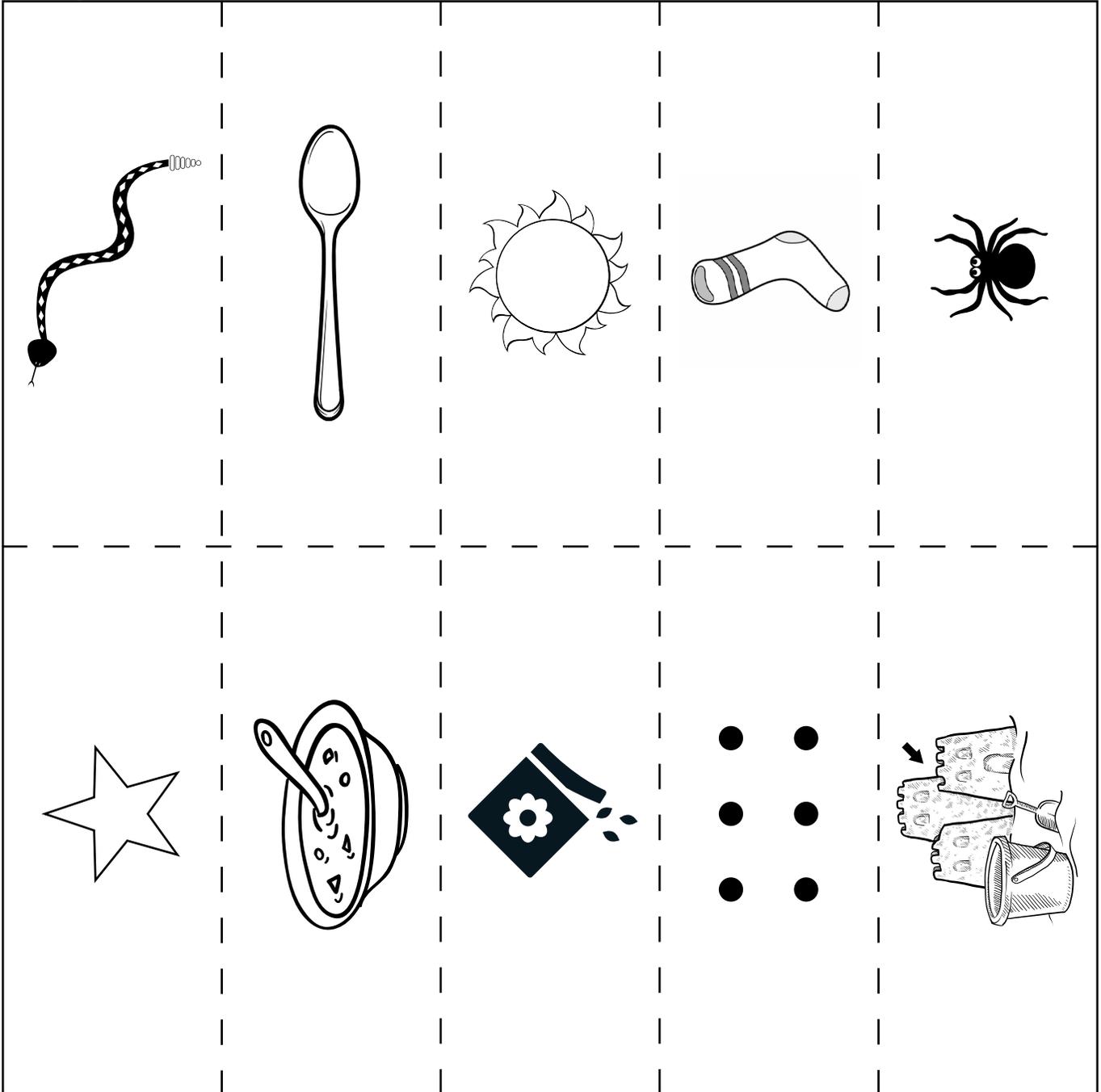
ball, bat, bell, bone, book,
bee, bus, balloon, banana, bowl

Picture cards to prepare for Session 2, Activity 9, Script #1



man, mouse, moon, monkey, muffin
mitten, map, mop, mug, milk

Picture cards to prepare for Session 2, Activity 9, Script #1



snake, spoon, sun, sock, spider
star, soup, seeds, six, sandcastle

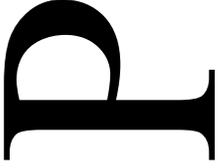
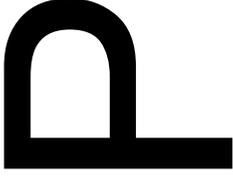
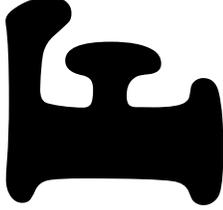
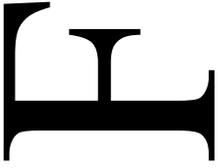
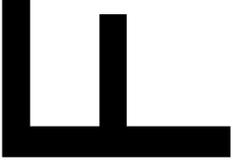
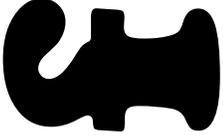
Letter cards to prepare for Session 2, Activity 9, Script #2



UPPERCASE R	lowercase r	R
R	R	r
r	r	R

Letter cards to prepare for Session 2, Activity 9, Script #2



Letter cards to prepare for Session 2, Activity 9, Script #2



f	f	B
B	B	b
b	b	

L and S letter cards to prepare for Session 2, Activity 9, Script #3



A large rectangular area divided into two horizontal sections by a dashed line. The top section contains two blue, stylized uppercase 'S' letters, one above the other. The bottom section contains two green, stylized uppercase 'L' letters, one above the other. The letters are centered within their respective sections.

Print Knowledge: Key Terms and Definitions for Teachers

Print Knowledge

Knowing letter names, letter sounds, and concepts of print.

Letter Names



Letter Sounds



Concepts of Print



Letter-Name Knowledge

Ability to recognize and say the names of letters.

Recognition

Child **recognizes (sees)** the letter.

Teacher: Which letter is M?

S T M

Child **points** to M.



Production

Child **produces (says)** the letter.

Teacher: Tell me these letter names.

S T M

Child **points** to these letters and **says**, "S, T, M."



Letter-Sound Knowledge

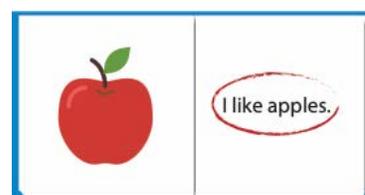
Knowing the spoken sound a letter represents.

What sound does this letter make?



Concepts of Print

Understanding how print works (e.g., knowing the difference between letters and other symbols or pictures, knowing to read left to right, understanding that the words convey meaning).



Print Referencing

A teaching strategy to increase children's print knowledge that includes focusing attention on print and print features (e.g., commenting on features of print, pointing to and tracking text as it's read aloud).

Verbal print referencing

questions and comments about print

Nonverbal print referencing



tracking

Glossary

Alphabetic principle is the understanding that letters represent sounds that form words; it is the knowledge of predictable patterns between written letters and spoken sounds.

Assessment data are information collected (and analyzed) about a child's understanding of emergent literacy skills and concepts.

Collaborative involves working together cooperatively, especially in a joint intellectual effort.

Concepts of print are the basic understandings of how print works. They include knowing the difference between letters and other symbols, knowing that we read from left to right, and knowing that the words on the page—not the pictures—convey the meaning.

Connected text is words that are linked (as opposed to words in a list), such as phrases, sentences, and paragraphs. Reading connected text is not a goal for preschool children, but it is a later goal as children progress in school.

Cumulative review is instruction that allows children to practice previously taught skills or concepts and thereby benefit from repeated practice.

Decoding is translating a word from print to speech, usually by using knowledge of letter-sound correspondences. It is the act of reading a new word by sounding it out.

Differentiated instruction is matching instruction to each child's different needs and abilities.

Emergent literacy includes the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

Evidence-based strategies are strategies shown by science to be effective ways to teach young children new skills. To be considered high quality, a research study should show that the intervention is the only reason for any changes in child behavior.

Explicit instruction is teacher-led, interactive instruction where the teacher makes the children aware of the skill or concept being studied. The teacher explains and models the skill or concept, provides guided practice with scaffolding, and allows children to engage in independent practice and cumulative review.

Flexible grouping is grouping children according to shared instructional needs and abilities and regrouping as their instructional needs change. Membership, content, size, and instruction time may vary among groups. This flexibility means that children can move from group to group based on their progress.

Guided practice occurs when children perform newly learned skills in the teacher's presence to allow for prompts, corrective feedback, and other forms of scaffolding.

Implicit instruction is the opposite of explicit instruction. It is used to provide children practice opportunities for skills previously introduced in explicit instruction. Typically, there is less scaffolding than explicit instruction.

Incidental instruction is an instructional strategy where skills are reinforced without being the direct focus of the lesson or activity at hand.

Individualized instruction is one-on-one instruction from the teacher to help a child learn a specific skill. This is particularly helpful when a child is not making expected progress from whole- or small-group instruction.

Intensifying instruction is when instruction provides children more opportunities to practice with teacher feedback, which can include slowing the pace of instruction, repeating lessons, and teaching in smaller groups.

Intentional instruction involves teaching purposefully with instructional goals in mind as well as having a plan and setting up the classroom environment to achieve those goals.

Letter name knowledge is the ability to recognize and name letters. In this guide, letter names are shown as A, D, M, for example.

Letter sound knowledge is matching a speech sound to its letter(s). Matching a speech sound to its letter(s). Typically, letter sounds are written with forward slashes. For example, the letter M says /m/.

Manipulatives are physical objects that allow children to learn skills and concepts in a developmentally appropriate and hands-on way. Manipulatives also provide teachers materials with which to explain and model skills and concepts.

Mnemonic cue is an instructional strategy designed to help children improve their memory of important information through visual and auditory cues.

Observation is the process of watching and recording the work individual children do and how they do it in order to make educational decisions for the child, including planning for groups and informing instruction. Observations can be informal or formal.

Pacing is an important, and often misunderstood, part of systematic instruction. Pacing simply refers to the rate at which a lesson moves. In preschool classrooms, teachers should decide the appropriate pace of a lesson based on their observations of how children are responding to the lesson, their level of understanding, and their level of engagement. Essentially, the instructional pace should match the level at which children are learning.

Print knowledge is knowing letter names, letter sounds, and concepts of print. Print knowledge does not include sounding out printed words, whereas phonics does.

Print referencing is a strategy teachers use, typically during read-alouds, to increase a child's print knowledge by emphasizing the forms, functions, and features of print. It involves focusing children's visual attention on print by explicitly commenting on, asking questions about, pointing to, and tracking text that is being read aloud.

Reading comprehension is understanding what one is reading, the ultimate goal of all reading activity.

Scaffolding is the support that is given to children in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during practice. For instance, the assistance may include the teacher giving encouragement or cues, breaking the problem down into smaller steps, or providing an example. Providing children temporary instructional support assists them in achieving what they could not otherwise have done alone.

Scope and sequence are a "road map," or overview, of instruction that shows the full range of content (scope) to be taught and the order (sequence) in which the content is taught.

Systematic instruction is carefully thought out, builds on prior learning, and moves from the simple to the complex. The planning of instruction takes place before activities and lessons are implemented.

Transfer is the idea of using similarities in a first language as a foundation for learning English letters, sounds, and words.

References

- Adams, M. J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 66–80). New York: The Guilford Press.
- Allor, J. H., Mathes, P. G., Champlin, T., & Cheatham, J. P. (2009). Researched-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities, 44*(3), 356–366.
- August, D., & Shanahan, T. (2006). Synthesis: Instruction and professional development. *Developing literacy in a second language: Report of the National Literacy Panel* (pp. 321–335). New York: Lawrence Erlbaum Associates Publishers.
- Bear, D. R., Templeton, S., Helman, L., & Baren, T. (2003). Orthographic development and learning to read in different languages. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 71–95). Newark, DE: International Reading Association.
- Boudreau, D. M., & Hedberg, N. L. (1999). A comparison of early literacy skills in children with specific language impairment and their typically developing peers. *American Journal of Speech-Language Pathology, 8*(3), 249–260.
- Bowey, J. A. (1994). Phonological sensitivity in novice readers and nonreaders. *Journal of Experimental Child Psychology, 58*(1), 134–159.
- Byrne, B., Fielding-Barnsley, R., & Ashley, L. (2000). Effects of preschool phoneme identity training after six years: Outcome level distinguished from rate of response. *Journal of Educational Psychology, 92*(4), 659–667.
- Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. (2001). Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. *Language, Speech, and Hearing Services in Schools, 32*(1), 38–50.
- Chaney, C. (1994). Language development, metalinguistic awareness, and emergent literacy skills of 3-year-old children in relation to social class. *Applied Psycholinguistics, 15*(3), 371–394.
- Clark, K. F., & Graves, M. F. (2005). Scaffolding students' comprehension of text. *The Reading Teacher, 58*(6), 570–580.
- Dickinson, D. K., & Tabors, P. O. (2002). Fostering language and literacy in classrooms and homes. *Young Children, 57*(2), 10–19.
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., et al. (2007). School readiness and later achievement. *Developmental Psychology, 43*(6), 1428–1446.
- Ehri, L. C. (2002). Reading processes, acquisition, and instructional implications. In G. Reid & J. Wearmouth (Eds.), *Dyslexia and literacy: Theory and practice* (pp. 167–186). New York: Wiley.
- Evans, M., & Saint-Aubin, J. (2005). What children are looking at during shared storybook reading: Evidence from eye movement monitoring. *Psychological Science, 16*(11), 913–920.
- Ezell, H. K., & Justice, L. M. (2000). Increasing the print focus of adult-child shared book reading through observational learning. *American Journal of Speech-Language Pathology, 9*(1), 36–47.
- Fernandez-Fein, S., & Baker, L. (1997). Rhyme and alliteration sensitivity and relevant experiences among preschoolers from diverse backgrounds. *Journal of Literacy Research, 29*(3), 433–459.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2012). Smart RTI: A next-generation approach to multi-level prevention. *Exceptional Children, 78*, 263–279. doi:10.1177/001440291207800301

- Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades (IES Practice Guide) (NCEE No. 2007-4011)*. Washington, DC: *What Works Clearinghouse*.
- Gibson, E. J., & Levin, H. (1975). *The psychology of reading*. Cambridge, MA: MIT Press.
- Gillon, G. T. (2000). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech, and Hearing Services in Schools, 31*(2), 126–141.
- Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say (ESED 5234 - Master List 27). Statesboro, GA: Georgia Southern University. Retrieved December 12, 2019 from <https://digitalcommons.georgiasouthern.edu/esed5234-master/27>.
- Gunn, B. K., Simmons, D. C., & Kameenui, E. J. (1995). *Emergent literacy: Synthesis of the research*. Eugene, OR: University of Oregon, College of Education, National Center to Improve the Tools of Educators.
- Hammett, L., van Kleeck, A., & Huberty, C. (2003). Clusters of parent interaction behaviors during shared reading with preschoolers: Dispelling the myth about middle class parents' book sharing strategies. *Reading Research Quarterly, 38*(1), 2–29.
- Hammill, D. D. (2004). What we know about correlates of reading. *Exceptional Children, 70*(4), 453–469.
- Hatcher, P. J., Hulme, C., & Snowling, M. J. (2004). Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. *Journal of Child Psychology and Psychiatry, 45*(2), 338–358.
- Helman, L. A. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher, 57*(5), 452–460.
- Hindson, B., Byrne, B., Fielding-Barnsley, R., Newman, C., Hine, D. W., & Shankweiler, D. (2005). Assessment and early instruction of preschool children at risk for reading disability. *Journal of Educational Psychology, 97*(4), 687–704.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*(4), 437–447.
- Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools, 37*(3), 224–235.
- Justice, L. M., & Ezell, H. K. (2001). Word and print awareness in 4-year-old children. *Child Language Teaching and Therapy, 17*(3), 207–225.
- Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology, 11*(1), 17–29.
- Justice, L. M., & Ezell, H. K. (2004). Print referencing: An emergent literacy enhancement strategy and its clinical applications. *Language, Speech, and Hearing Services in Schools, 35*(2), 185–193.
- Justice, L. M., & Lankford, C. (2002). Pilot findings. *Communication Disorders Quarterly, 24*(1), 11–21.
- Justice, L. M., Pullen, P. C., & Pence, K. (2008). Influence of verbal and nonverbal references to print on preschoolers' visual attention to print during storybook reading. *Developmental Psychology, 44*(3), 855–866.
- Justice, L. M., Skibbe, L., Canning, A., & Lankford, C. (2005). Pre-schoolers, print and storybooks: An observational study using eye movement analysis. *Journal of Research in Reading, 28*(3), 229–243.
- Kaplan, D., & Walpole, S. (2005). A stage-sequential model of reading transitions: Evidence from the Early Childhood Longitudinal Study. *Journal of Educational Psychology, 97*(4), 551–563.
- Kirk, S. A., Kirk, W. D., & Minskoff, E. H. (1985). *Phonic remedial reading lessons*. Novato, CA: Academic Therapy Publications.

- Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J. (2006). *Differentiated reading instruction: Small group alternative lesson structures for all students* (Guidance document for Florida "Reading First" schools). Tallahassee, FL: Florida Center for Reading Research.
- Lonigan, C. J., Burgess, S. R., Anthony, J. L., & Barker, T. A. (1998). Development of phonological sensitivity in 2-to 5-year-old children. *Journal of Educational Psychology, 90*(2), 294–311.
- Lonigan, C. J., Farver, J. M., Phillips, B. M., & Clancy-Menchetti, J. (2011). Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. *Reading and Writing 24*(3), 305–337.
- Lonigan, C. J., & Phillips, B. M. (2016). Response to instruction in preschool: Results of two randomized studies with children at significant risk of reading difficulties. *Journal of Educational Psychology, 108*(1), 114–129.
- Lonigan, C. J., Purpura, D. J., Wilson, S. B., Walker, P. M., & Clancy-Menchetti, J. (2013). Evaluating the components of an emergent literacy intervention for preschool children at risk for reading difficulties. *Journal of Experimental Child Psychology, 114*(1), 111–130.
- Lonigan, C. J., Schatschneider, C., & Westberg, L. (2008). Identification of children's skills and abilities linked to later outcomes in reading, writing, and spelling. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 55–106). Washington, DC: National Institute for Literacy
- Lonigan, C. J., & Shanahan, T. (2008). Executive summary. In *Developing Early Literacy: Report of the National Early Literacy Panel* (pp. v–xii). Washington, DC: National Institute for Literacy.
- Mashburn, A., Justice, L. M., McGinty, A., & Slocum, L. (2016). The impacts of a scalable intervention on the language and literacy development of rural pre-kindergartners. *Applied Developmental Science, 20*(1), 61–78.
- Mason, J. M., & Kerr, B. M. (1992). Literacy transfer from parents to children in the preschool years. In T. G. Sticht, M. J. Beeler, & B. A. McDonald (Eds.), *The intergenerational transfer of cognitive skills* (Vol. II: Theory and Research in Cognitive Science, pp. 49–68). Westport, CT: Praeger.
- McBride-Chang, C. (1999). The ABCs of the ABCs: The development of letter-name and letter-sound knowledge. *Merrill-Palmer Quarterly 45*(2), 285–308.
- McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children, 71*(4), 445–463.
- O'Connor, R. E., Jenkins, J. R., & Slocum, T. A. (1995). Transfer among phonological tasks in kindergarten: Essential instructional content. *Journal of Educational Psychology 87*(2), 202–217.
- Pennington, B. F., & Lefly, D. L. (2001). Early reading development in children at family risk for dyslexia. *Child Development, 72*(3), 816–833.
- Peregoy, S. F., & Boyle, O. F. (2000). English learners reading English: What we know, what we need to know. *Theory into Practice, 39*(4), 237–247.
- Phillips, G., & McNaughton, S. (1990). The practice of storybook reading to preschool children in mainstream New Zealand families. *Reading Research Quarterly, 25*(3), 196–212.
- Phillips, B. M., & Piasta, S. B. (2013). Phonological awareness and print knowledge: Key precursors and instructional targets to promote reading success. In T. Shanahan & C. J. Lonigan (Eds.), *Early childhood literacy: The National Early Literacy Panel and beyond* (pp. 95–116). Baltimore, MD: Brookes Publishing.
- Phillips, B. M., & Torgesen, J. K. (2006). Phonemic awareness and reading: Beyond the growth of initial reading accuracy. *Handbook of early literacy research*. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 101–112). New York: The Guilford Press.
- Shapiro, J., Anderson, J., & Anderson, A. (1997). Diversity in parental storybook reading. *Early Child Development and Care, 127*(1), 47–58.

- Shapiro, L. R., & Solity, J. (2008). Delivering phonological and phonics training within whole-class teaching. *British Journal of Educational Psychology*, 78(4), 597–620.
- Share, D. L. (1995). Phonological recoding and self-teaching: Sine qua non of reading acquisition. *Cognition*, 55(2), 151–218.
- Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75(2), 247–284.
- Slavin, R. E., & Madden, N. A. (1989). What works for students at risk: A research synthesis. *Educational Leadership*, 46(5), 4–13.
- Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy development. *Early Childhood Research Quarterly*, 17(3), 318–337.
- Sparks, R. L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume: replication of '10 years later'. *Reading and Writing*, 27(1), 189–211.
- Stahl, S. A., & Murray, B. A. (1994). Defining phonological awareness and its relationship to early reading. *Journal of Educational Psychology*, 86(2), 221–234.
- Storch, S. A., & Whitehurst, G. J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38(6), 934–947.
- Treiman, R. (2006). Knowledge about letters as a foundation for reading and spelling. In R. M. Joshi & P. G. Aaron (Eds.), *Handbook of orthography and literacy* (pp. 581–599). Mahwah, NJ: Lawrence Erlbaum Associates.
- Treiman, R., Cassar, M., & Zukowski, A. (1994). What types of linguistic information do children use in spelling? The case of flaps. *Child Development*, 65(5), 1318–1337.
- Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1994). Development of reading-related phonological processing abilities: New evidence of bidirectional causality from a latent variable longitudinal study. *Developmental Psychology*, 30(1), 73–87.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S. A., Barker, T. A., Burgess, S. R., et al. (1997). Changing relations between phonological processing abilities and word-level reading as children develop from beginning to skilled readers: A 5-year longitudinal study. *Developmental Psychology*, 33(3), 468–479.
- Wald, P. J., & Castleberry, M. S. (2000). Educators as learners: Creating a professional learning community in your school. Alexandria, VA: Association for Supervision and Curriculum Development. <http://eric.ed.gov/?id=ED439099>.
- Xue, Y., & Meisels, S. J. (2004). Early literacy instruction and learning in kindergarten: Evidence from the early childhood longitudinal study—kindergarten class of 1998–1999. *American Educational Research Journal*, 41(1), 191–229.
- Yaden Jr., D. B., Smolkin, L. B., & Conlon, A. (1989). Preschoolers' questions about pictures, print conventions, and story text during reading aloud at home. *Reading Research Quarterly* 24(1), 188–214.
- Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher*, 63(1), 62–72.

