

# Language and Literacy for Young Learners Seminar

## Print Concepts

University of Utah

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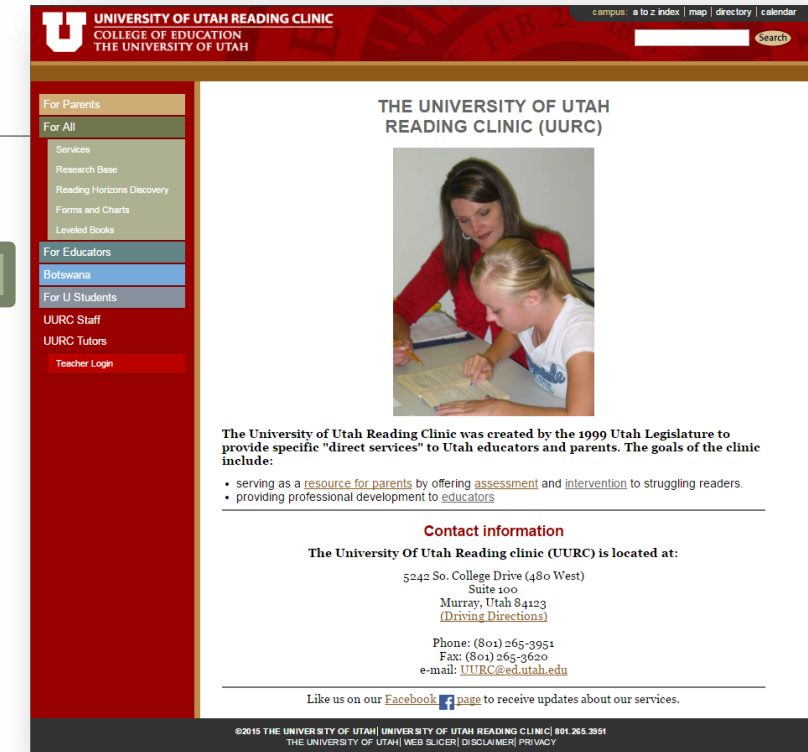
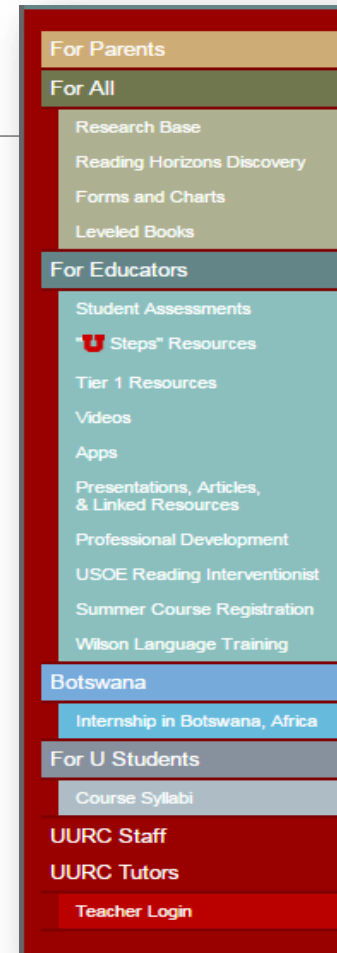


UNIVERSITY OF UTAH READING CLINIC  
COLLEGE OF EDUCATION  
THE UNIVERSITY OF UTAH

Professional development for educators

Research-based intervention

Developmentally appropriate



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# Quick Review . . .



**Phoneme awareness is the foundational base for more complex phonological skills:**

Phoneme Segmentation

Phoneme Blending

Phoneme Manipulation

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Follow the order of skill development.

Begin with easiest tasks and build on these skills as concepts are mastered.

Focus on speech sounds and acquiring memory for sounds before focusing on letters.

# A Quick Review of AK.....

## A Letter & Sound Evaluation



- allows you to plan and guide instruction

## Some Letter Names are Easier to Learn



- uppercase names  $\Rightarrow$  lowercase
- first letter in their name

## Some Letter Sounds are Easier to Learn



- first sound in their name
- the letter sound is in the letter name

## Teach PA and AK Together

- teach them 'the story'

d-dog-/d/



## Enhancing Alphabet Instruction



- teach these advantages in cycles

# Research suggests...

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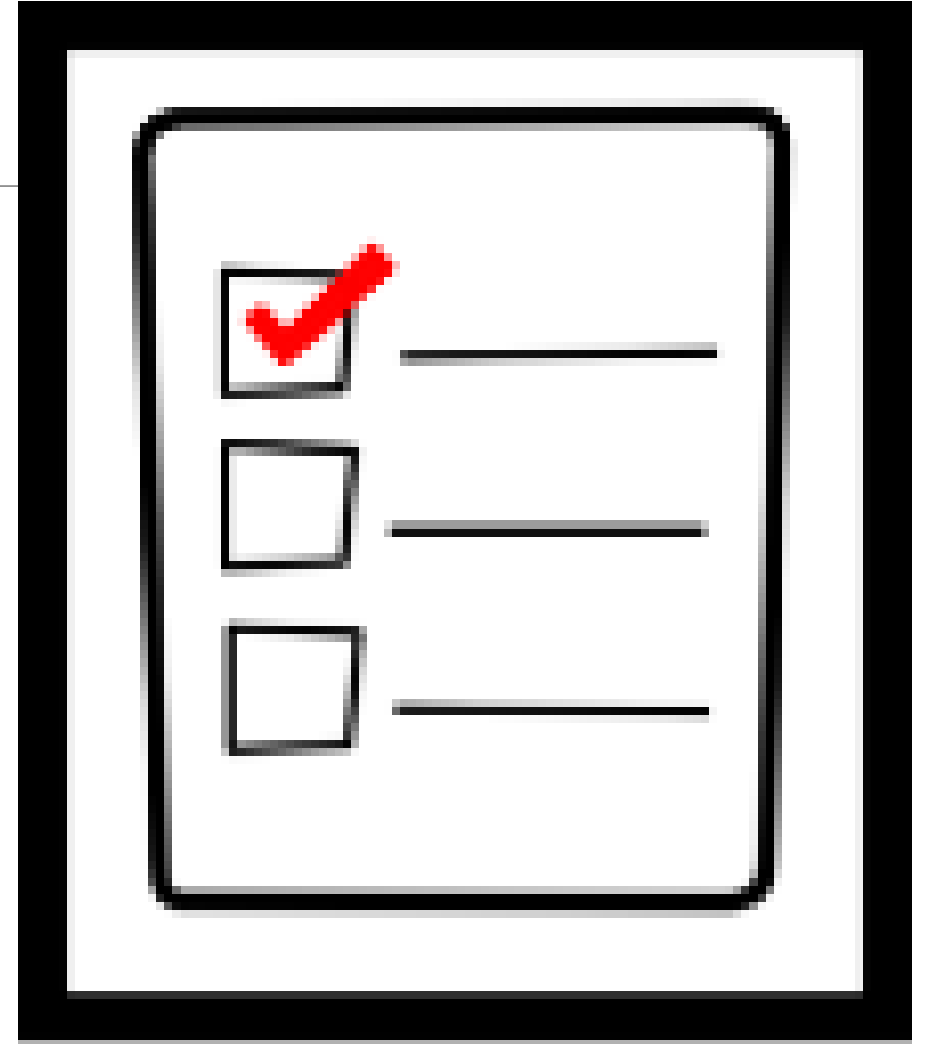
Only when a student can point to individual words accurately within a line of text will they be able to learn new words while reading. Incorporating concept of word instruction into daily literacy practice will not only strengthen students' speech-to-print match, it will also develop students' alphabet knowledge, phonemic awareness, and knowledge of words in print.

Concept of Word in Text: An Integral Literacy Skill

# Learning Objectives

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1. Demonstrate a dialogic reading interaction using the CROWD and PEER strategies
2. Circle/Highlight 3-5 strategies or activities to promote Print Concepts



# What are Print Concepts?

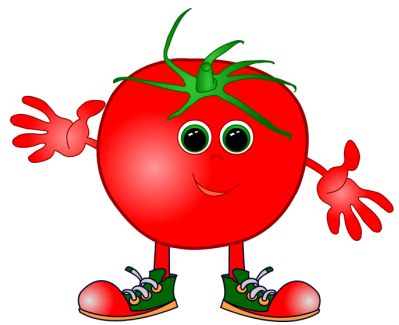
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Print Concepts are the basic understandings of reading.

(McKenna & Stahl, 2009)

Concepts of print can be viewed as basic knowledge about how print in general, and books work.

(Holdgreve-Resendez, 2010a)



# To-may-toes? To-mah-toes?

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Print Concepts

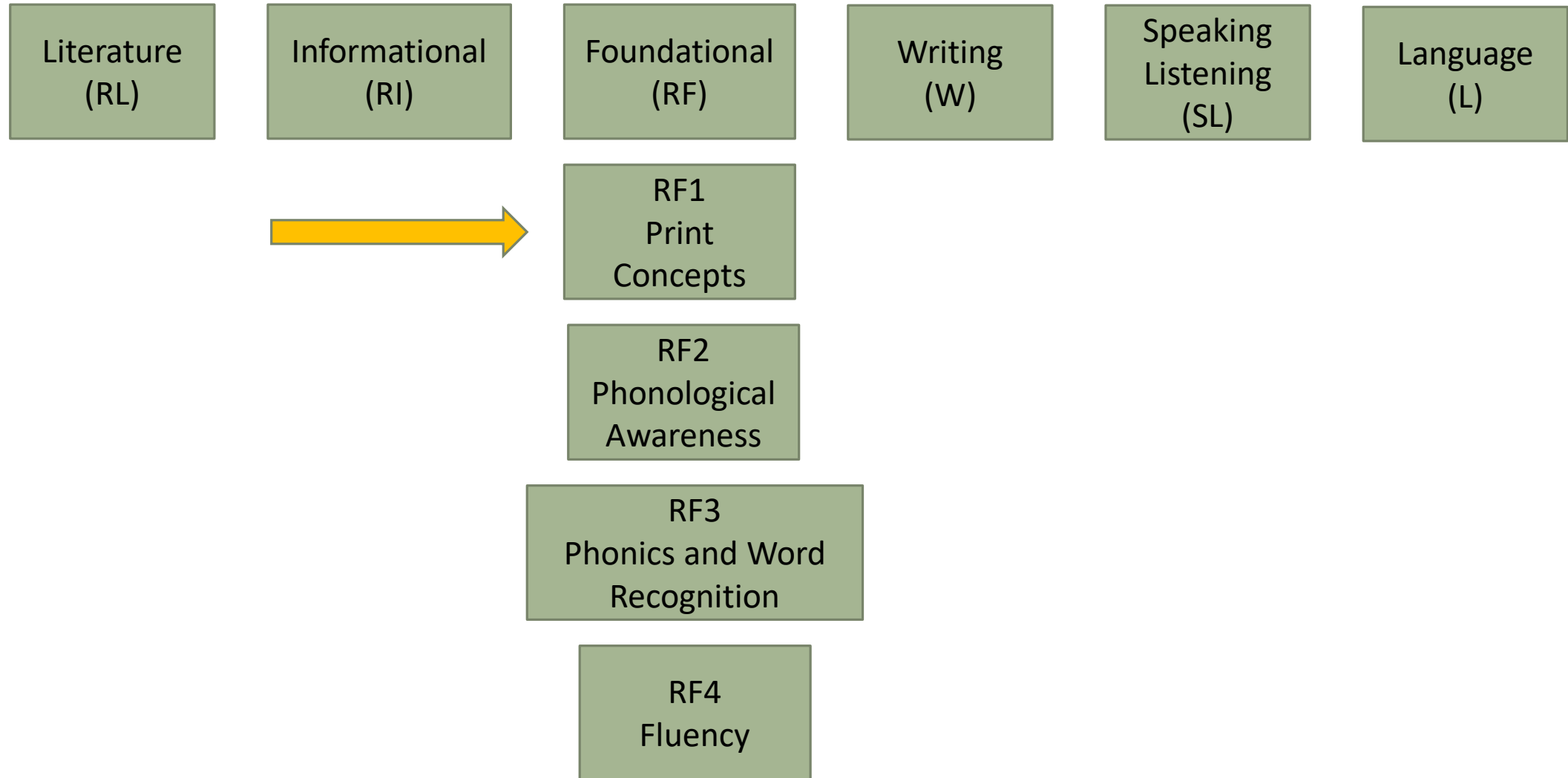
Concepts of Print

Print Awareness

Awareness of Print



# Utah's Early Childhood Core Standards for English Language Arts



# RF1 Standard

Demonstrate understanding of the organization and basic features of print

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## RF1 Objectives

### Preschool

With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page

### Kindergarten Readiness

With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs

# RF1 Indicators

## Preschool

- a) Recognize that print is read from top to bottom and left to right**
- b) Recognize the difference between pictures and words on a page or in the environment**
- c) Begins in kindergarten readiness section**
- d) Recognize the difference between letters, numbers, and other symbols**
- e) Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print)**

## Kindergarten Readiness

- a) Recognize that print is read from top to bottom and left to right**
- b) Recognize that spoken words are represented in written language.**
- c) Understand that letters are grouped to form words**
- d) Recognize some alphabet letters.**
- e) Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print)**

# What might happen if...

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A CHILD IS NOT TAUGHT PRINT CONCEPTS?

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# RF1.a Indicators

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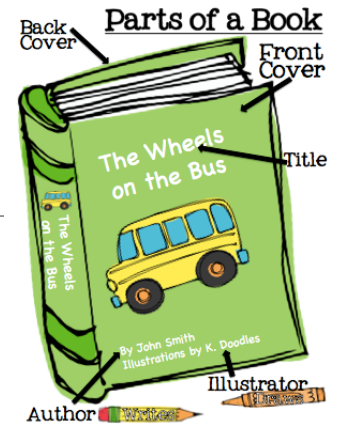
**Preschool**

**Recognize that print is  
read from top to  
bottom and left to right**

**Kindergarten Readiness**

**Recognize that print is  
read from top to  
bottom and left to right**

# RF1.a Strategies and Activities



**Read favorite books and talk about the words on the page and the pictures**

**Show how to use cover illustrations to determine whether or not book is right side up**

**Show where you begin reading on a page and model directionality with finger or pointer**

**Model and explain directionality regularly as texts are read (top to bottom and left to right)**



**Dialogic Reading**



# What is Dialogic Reading?

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The term “dialogic reading” means a **dialog or conversation** about a book

The goal is to make children **active participants** in shared picture book reading **rather than passive listeners** to stories being read by adults

It is an intervention to support **emergent literacy and literacy acquisition** among young children



# What does the research say?

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Picture book reading provides children with many of the skills that are necessary for school readiness; vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, the pleasure of reading

Grover J. (Russ) Whitehurst, Ph.D., Director, Institute of Education Sciences, U.S. Department of Education.

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# What else does the research say?

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Children who have been read to dialogically are **substantially ahead of children** who have been read to traditionally on **tests of language development**.

Grover J. (Russ) Whitehurst, Ph.D., Director, Institute of Education Sciences, U.S. Department of Education.

After reading a book  
AT LEAST once...

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ENGAGE IN DIALOGIC READING!

# CROWD Dialogic Reading Prompts

<b>C</b>	<b>COMPLETION</b>	Pause, and ask the child to fill in a blank	Increases language and listening	He hopped past the...what's this?
<b>R</b>	<b>RECALL</b>	Ask a recall question	Promotes engagement and recall	Where has Rocky hopped so far?
<b>O</b>	<b>OPEN-ENDED</b>	Focus on pictures and ask an open-ended question	Encourages language	What's happening in this picture?
<b>W</b>	<b>"WH" QUESTIONS</b>	Point to an object in book and ask a "wh" question	Builds vocabulary	What is this? (point to seals, polar bears, igloo, etc.)
<b>D</b>	<b>DISTANCE</b>	Remember when... How did you feel when... How would you feel if...	Links personal experiences/feelings to story	How would you feel if you were Rocky?

## PEER Interaction sequence between child and adult

**P**

Use CROWD to PROMPT the child to say something about the book

**E**

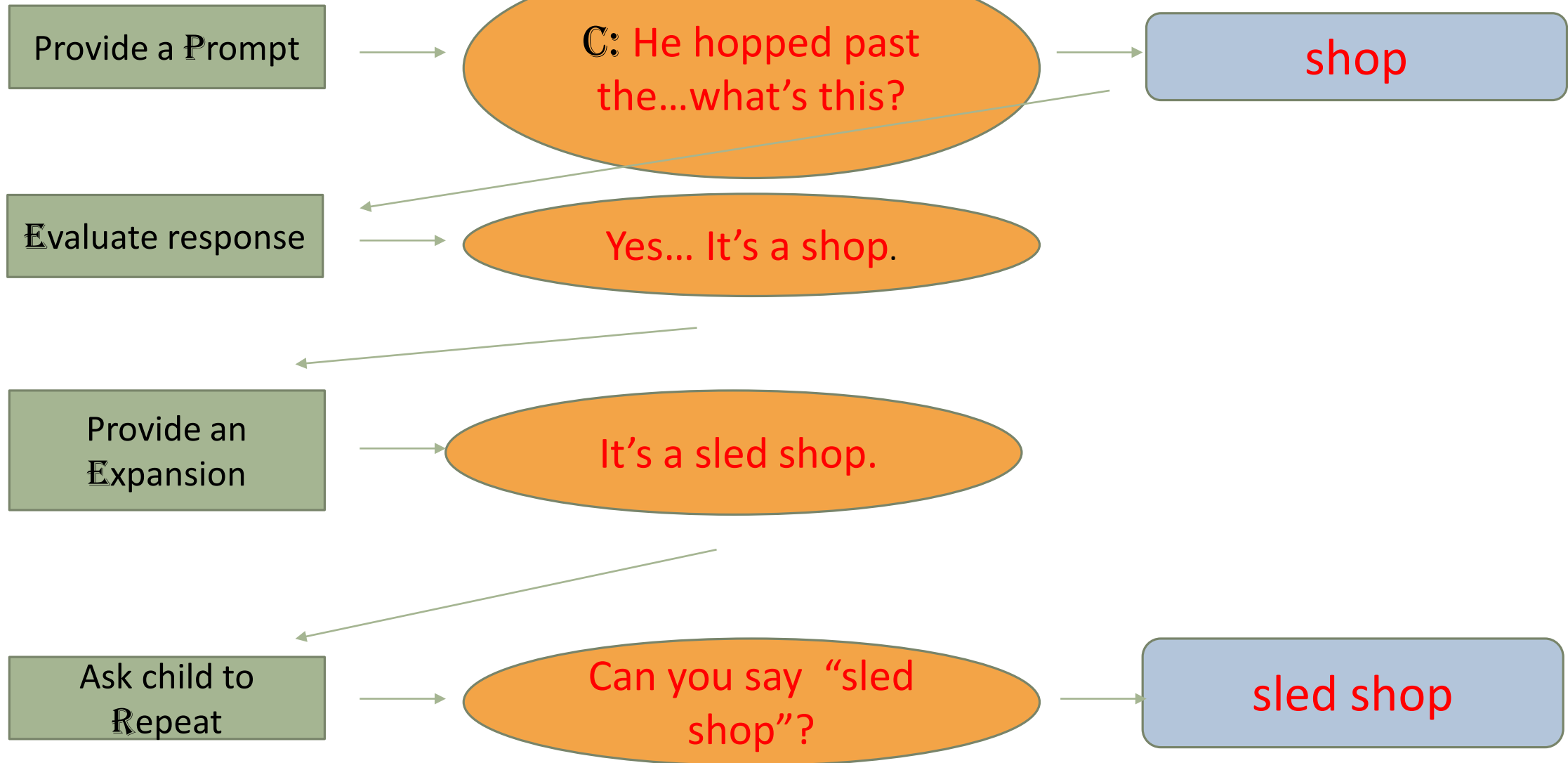
EVALUATE the child's response

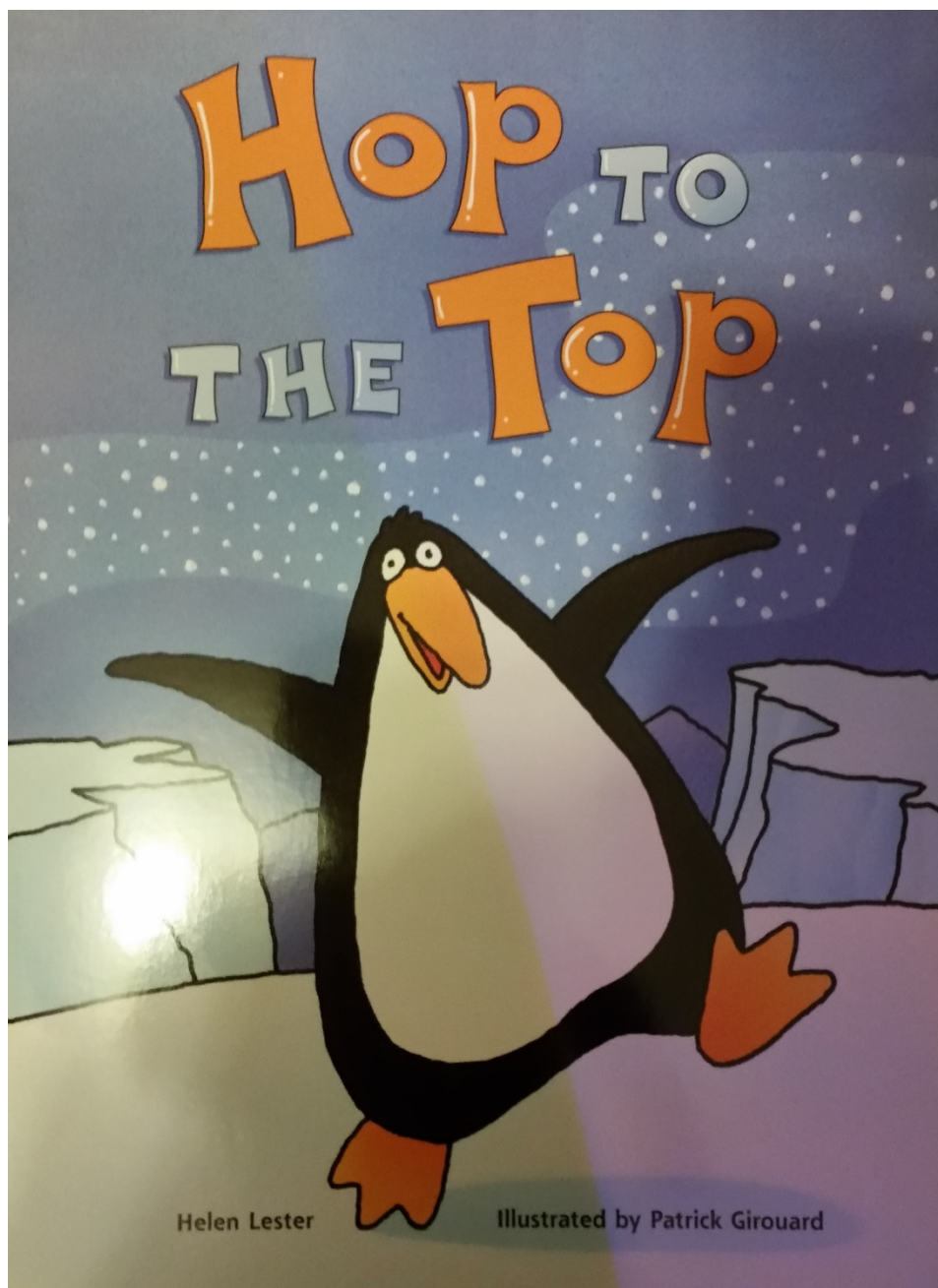
**E**

EXPAND the child's response by rephrasing and adding information to it

**R**

Ask child to REPEAT the prompt to make sure the child has learned from the expansion

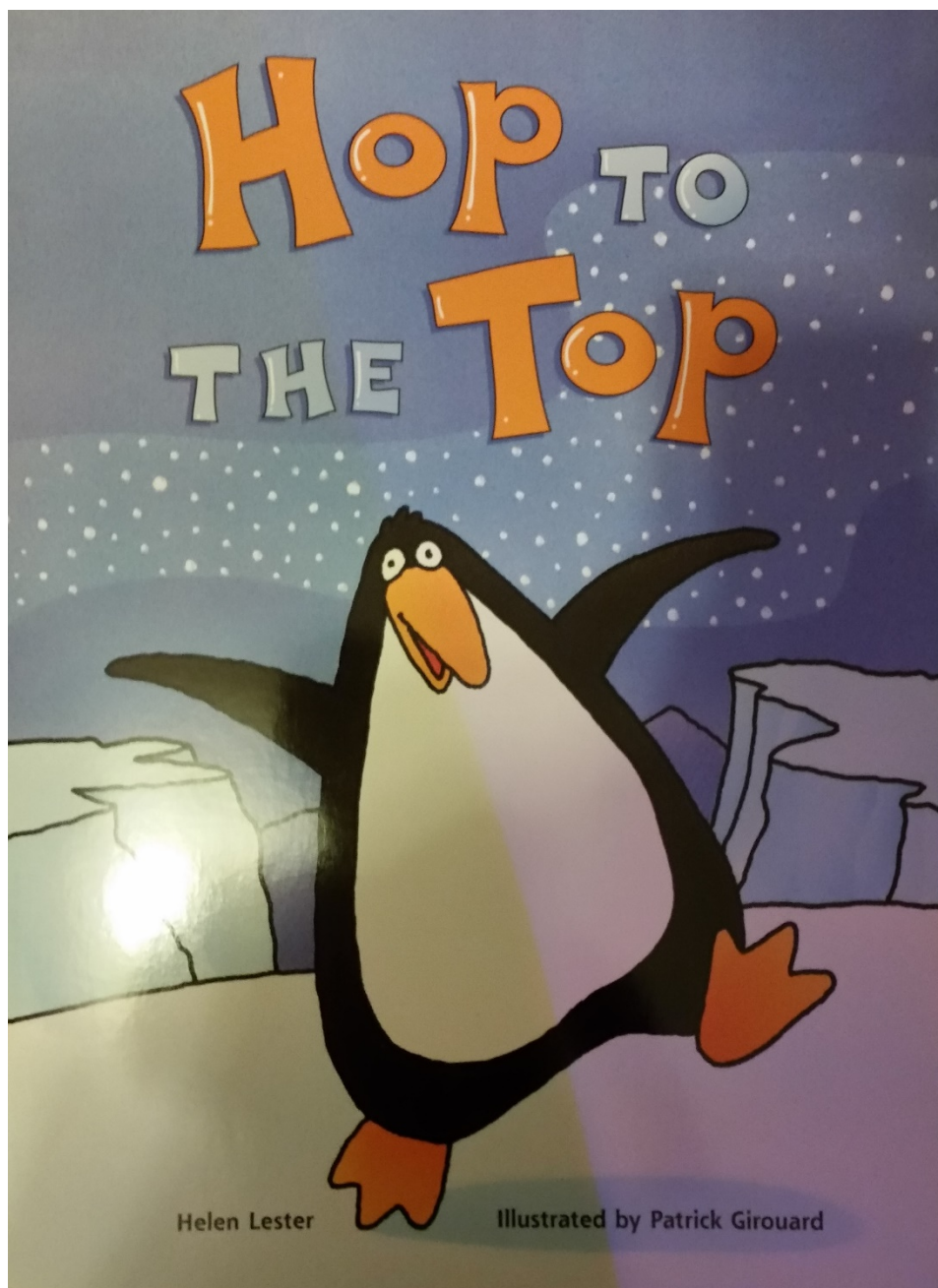




**Starring: Julie Jaussi**  
**FIRST READ**

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**Starring: Julie Jaussi**  
**DIAGLOGIC READ**

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## Your Turn...



1. Quickly select a book and read silently
2. Prepare 2-3 CROWD prompts and PEER responses by yourself
3. With a partner, take turns doing the following:
  1. 1<sup>st</sup> read of book
  2. 2<sup>nd</sup> read of book using Dialogic Reading Process

# RF1.b Indicators

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**Preschool**

**Kindergarten Readiness**

**Recognize the difference  
between pictures and words on  
a page or in the environment**

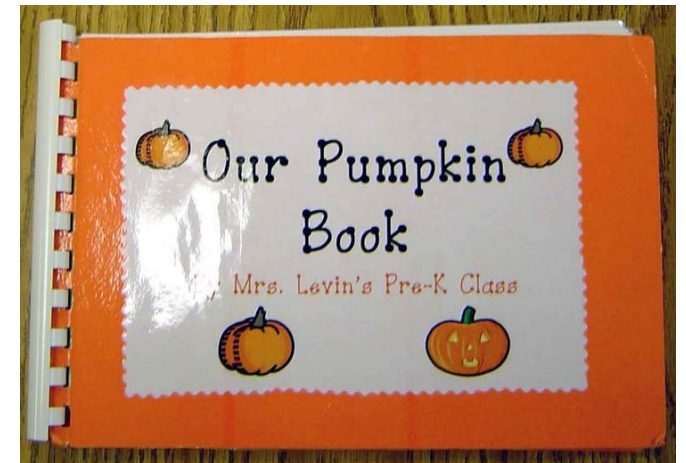
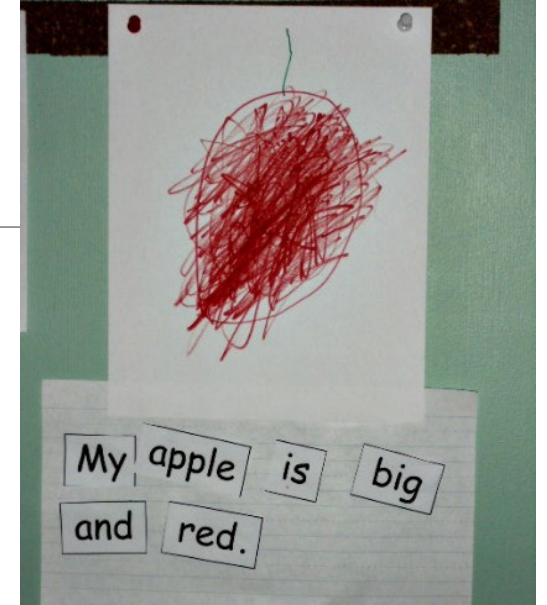
**Recognize that spoken words are  
represented in written language**

# RF1.b Strategies and Activities

**Encourage pointing to words/letters in books, puzzles, toys, clothing, or environment**

**Create class stories where children's spoken words become written words**

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# RF1.c Indicators

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**Preschool**

**Kindergarten Readiness**

**Begins in kindergarten  
readiness**

**Understand that letters are  
grouped to form words**

# RF1.c: Strategies and Activities






**Create classroom books that show print in everyday life (e.g., pictures, classroom signs, environmental print, familiar places**

**Provide books and print in centers**

**Label and incorporate children's names throughout the classroom**

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Classroom Helpers			
 chalkboards	Karen	 lights	Maria
 erasers	Daniel	 office messages	Forest
 trash	Amanda	 computer equipment	Blake
 line leader	Jose	 papers	Shaina
 animal keeper	Erin	 plants	Al

# RF1.d Indicators

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**Preschool**

**Kindergarten Readiness**

**Recognize the difference  
between letters, numbers, and  
other symbols**

**Recognize some alphabet  
letters**

# RF1.d: Strategies and Activities



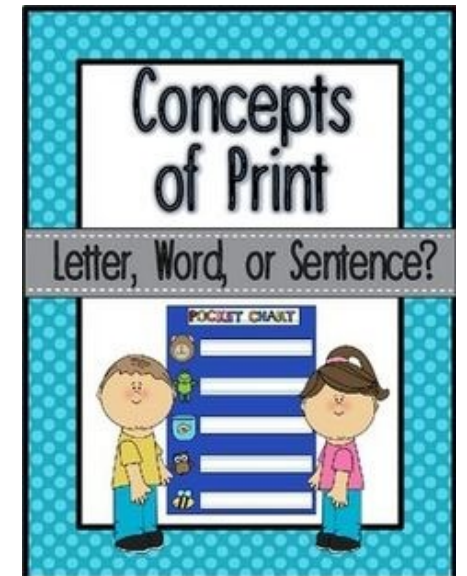
Have alphabet posters, books, puzzles, and stamps throughout the room/centers, exposing children to alphabet in many different contexts.

Separate numbers and letters in a lotto game or with blocks or tiles

Make and illustrate alphabet books (e.g., children's name, animals, food, toys, I-Spy)

Play games that compare and contrast children's names

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# RF1.e Indicators

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**Preschool**

**Recognize print in everyday life  
(e.g., numbers, letters, one's  
name, words, familiar logos,  
and environmental print)**

**Kindergarten Readiness**

**Recognize print in everyday life  
(e.g., numbers, letters, one's  
name, words, familiar logos,  
and environmental print)**

# RF1.e: Strategies and Activities



Label objects  
in the  
classroom

Demonstrate in  
domestic area  
how reading is  
used in everyday  
routine such as  
cooking and  
shopping (e.g.,  
menus, recipes,  
shopping lists,  
telephone book,  
maps)

Provide examples of logos and  
print children might recognize  
from their environment to  
demonstrate how print is used  
in everyday life



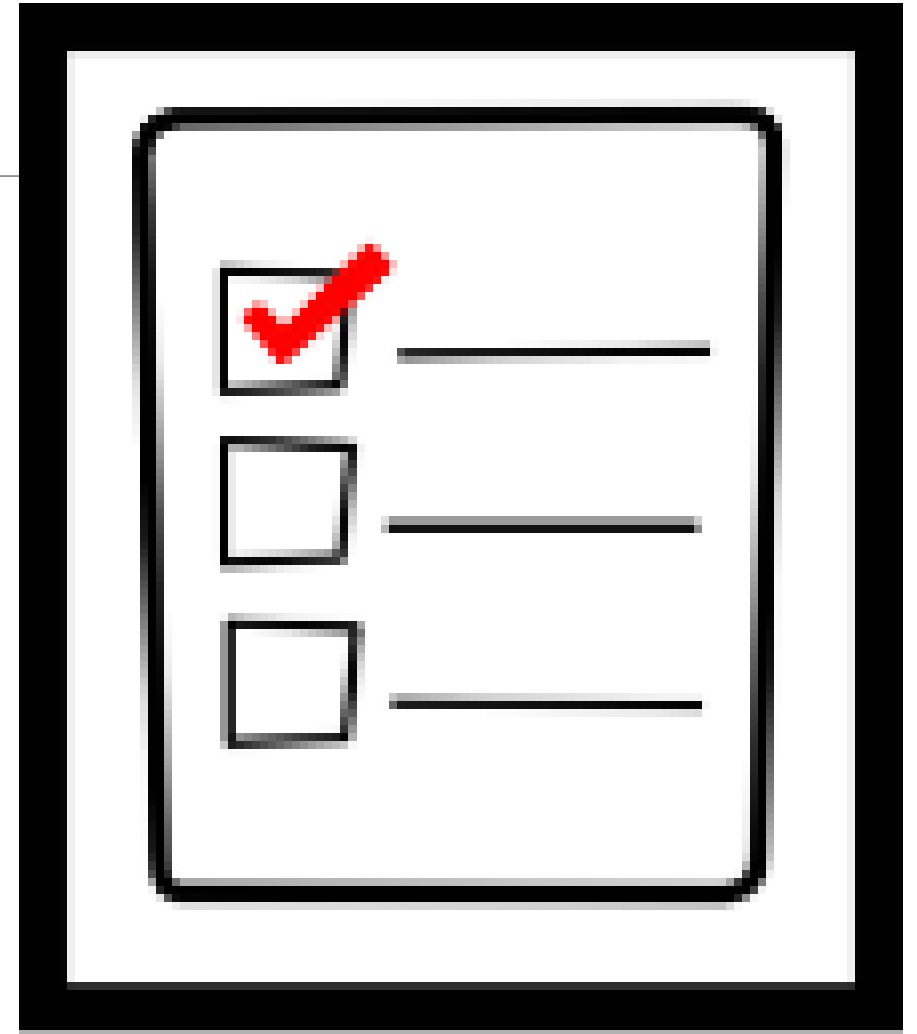


# Let's Reflect...

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Did you...

1. Demonstrate a dialogic reading interaction using the CROWD and PEER strategies
2. Circle/highlight 3-5 strategies or activities to promote Print Concepts



# The key to reading success is to start early!

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IN THE END, THE GREAT VALUE OF RESEARCH ON PREREADERS MAY LIE IN THE CLUES IT GIVES US TOWARD DETERMINING WHAT THE LESS PREPARED PREREADER NEEDS MOST TO LEARN. FOR THESE CHILDREN, WE HAVE NOT A CLASSROOM MOMENT TO WASTE. (ADAMS, 1990)

