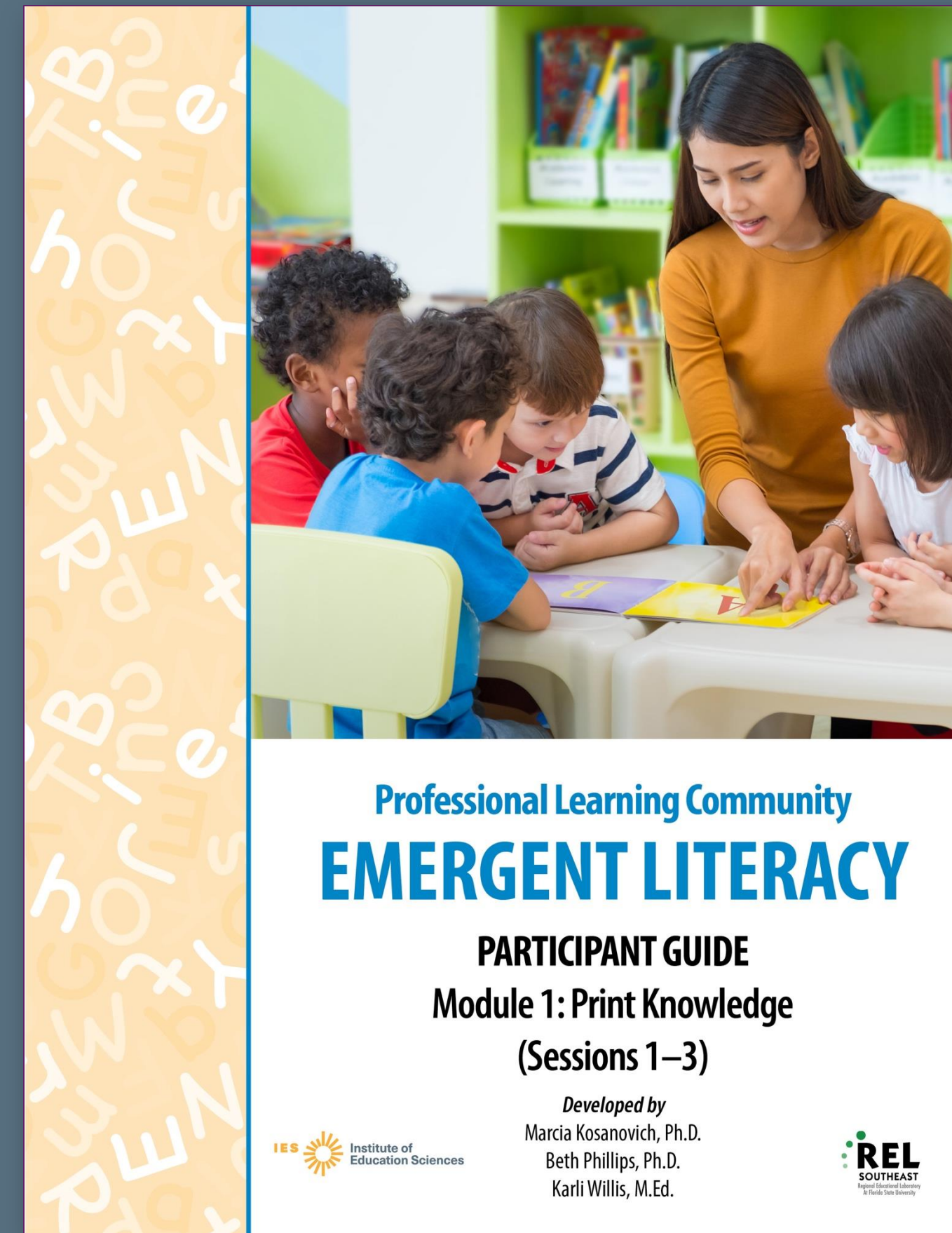


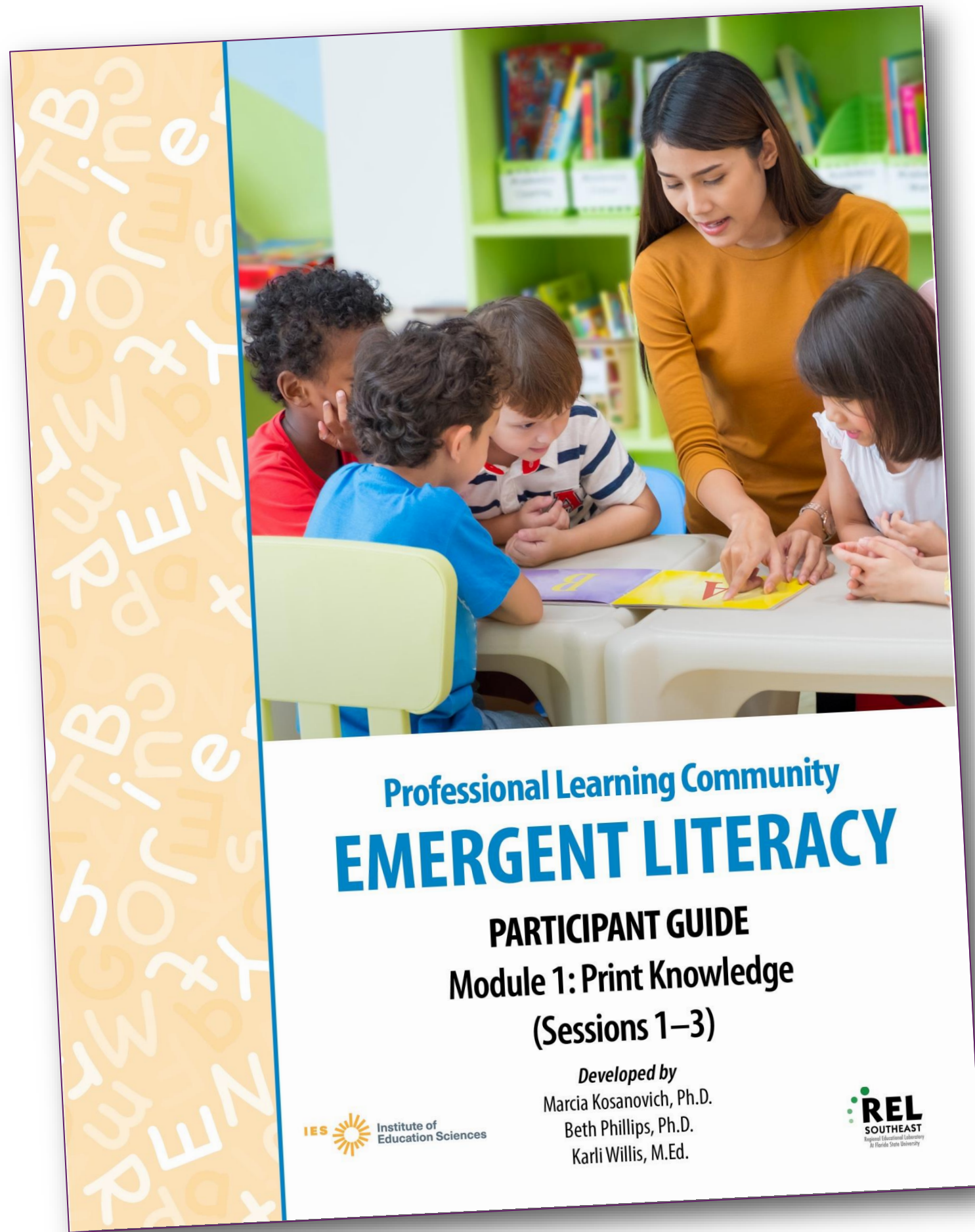
# *Professional Learning Community: Emergent Literacy*

## Module 1: Print Knowledge

### Sessions 1 – 3

## Overview





# 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

# Activities for Module 1: Print Knowledge (Session 1)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
7	7	<b>Activity 1:</b> FAQs About Print Knowledge
27	8–9	<b>Activity 2:</b> Scenario Sort
28–29	10	<b>Activity 3:</b> Videos: Comparison of Explicit and Implicit Instruction
32	11	<b>Activity 4:</b> Features of Effective Instruction
33	12	<b>Activity 5:</b> Reflect
34	13–14	<b>Activity 6:</b> Plan and Implement (Self-Study)

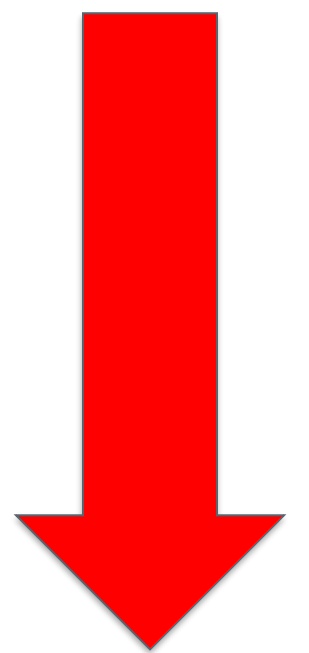
# Videos for Module 1: Print Knowledge (Session 1)

## Watch and Cue Up Videos

Slide	Title	Link	Duration
16	<b>Video 1:</b> Letter Knowledge and Decoding Connection	<a href="https://youtu.be/D6HoPAqepws">https://youtu.be/D6HoPAqepws</a>	2:29
28	<b>Video 2:</b> Small-Group Explicit Instruction Using Sound Bags (M and S)	<a href="https://youtu.be/CI0fy8WBalg">https://youtu.be/CI0fy8WBalg</a>	6:00
29	<b>Video 3:</b> Implicit Print Knowledge Instruction in Multiple Contexts	<a href="https://youtu.be/5os00QtRgkg">https://youtu.be/5os00QtRgkg</a>	6:59

# Purpose of This Professional Learning Community (PLC)

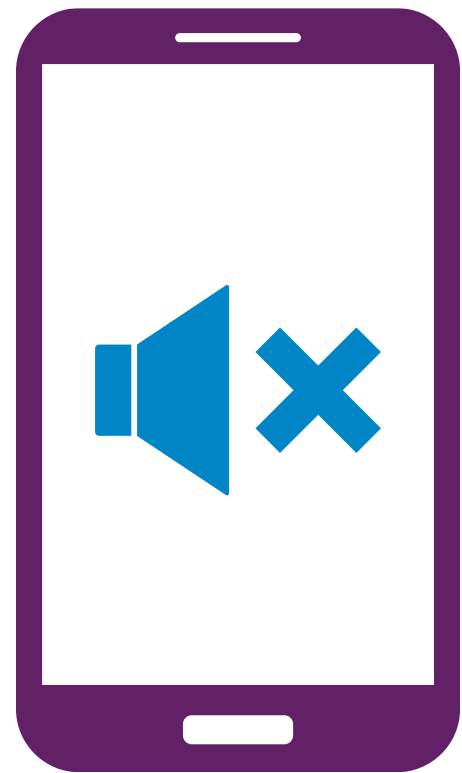
To engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies**



Module 1 | Session 1 | 2

# Norms For Our PLC

**Cell phones on  
silent**



**Pay attention to  
self and others**



**Presume  
positive intentions**



# 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  
Participant Guide

Module 1: Print Knowledge

### 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 before Session 1	My Response after Session 3
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 dual language learners develop print knowledge?		
What are some strategies for teaching print knowledge to young children?		

Module 1 | Session 1

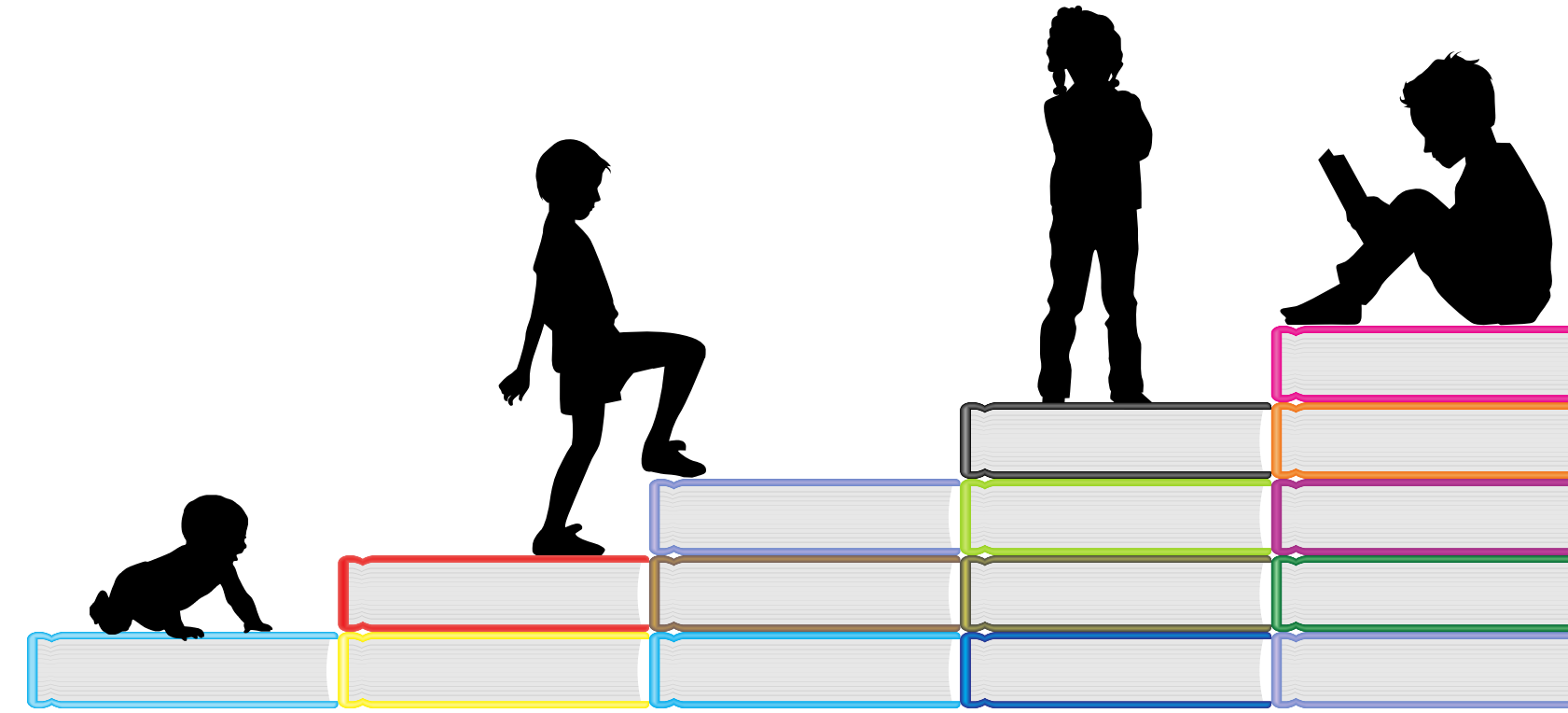
7

## 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.





# Self-Study Reading for Session 1

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



# What Is Print Knowledge?

## Knowledge of:

- Letter names

**M**

**S**

**O**

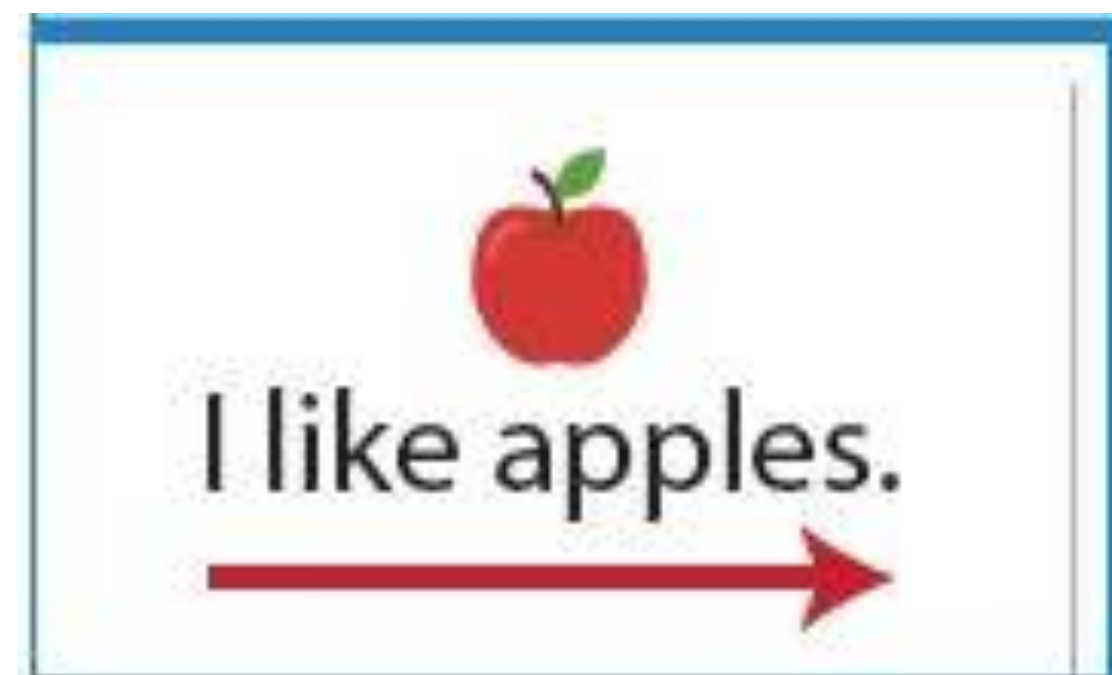
- Letter sounds

**/m/**

**/s/**

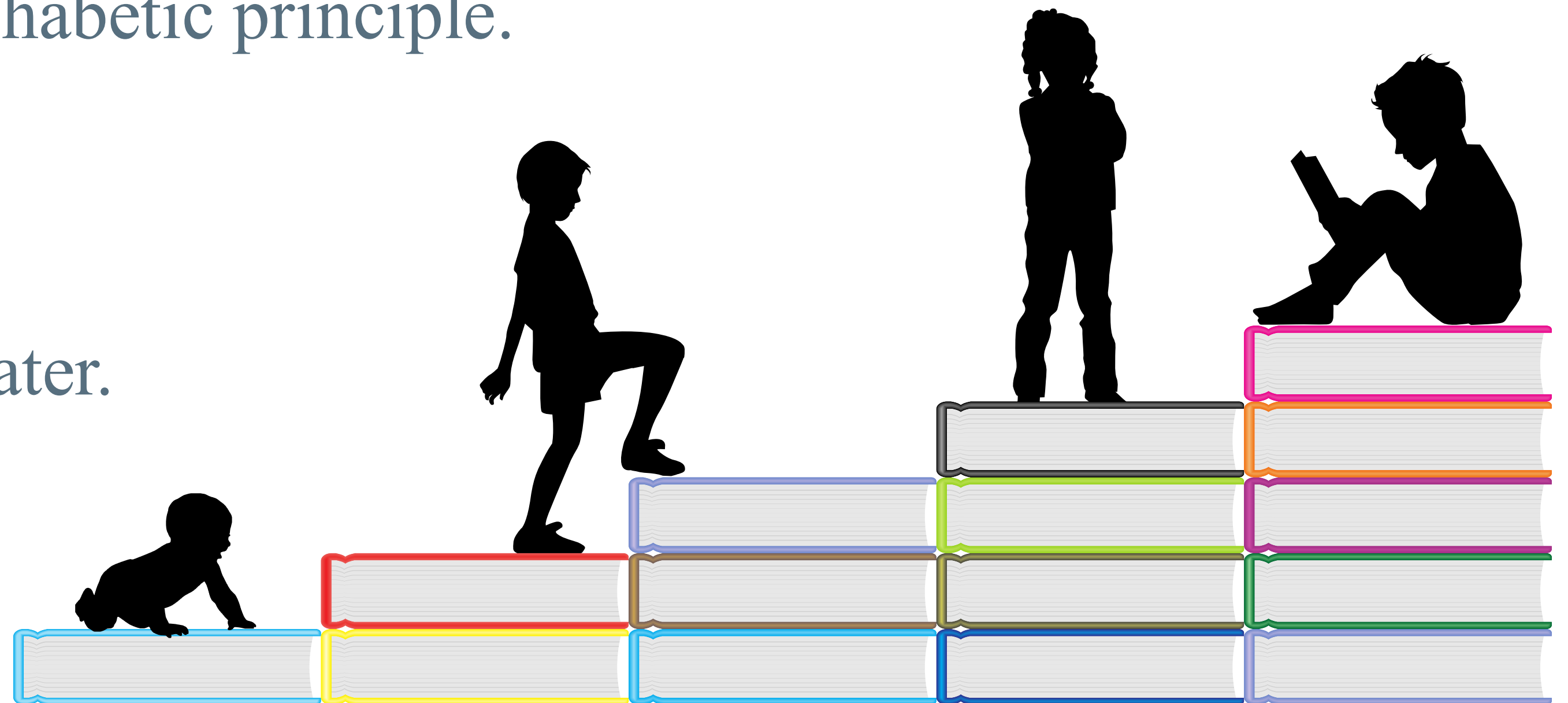
**/o/**

- Concepts of print



# 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.

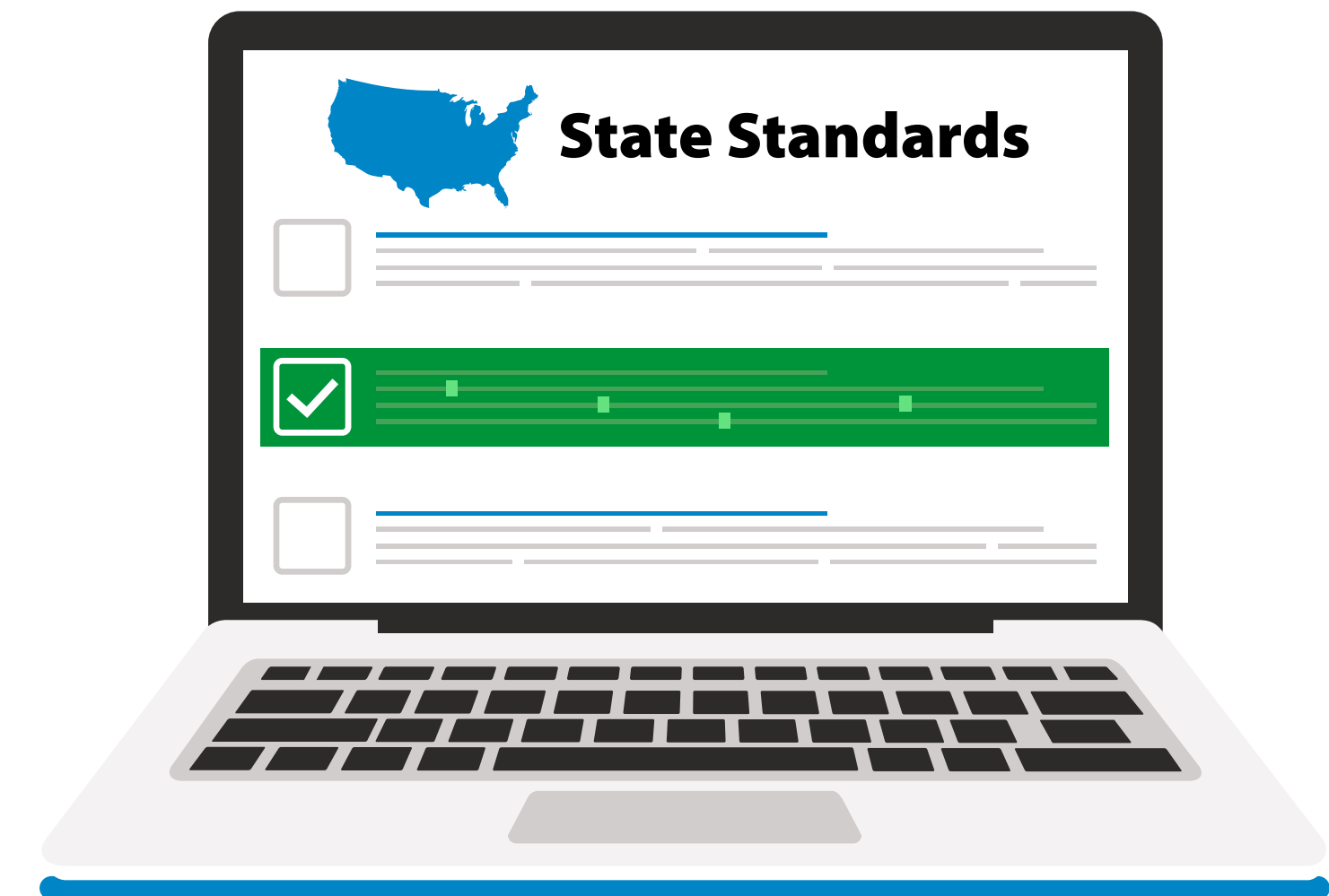


# Print Knowledge is Included in Standards

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**.



# Explicit Instructional Routine



Teacher **explains** and **models** the skill or concept.



Teacher provides **guided practice with scaffolding** (prompts, corrective feedback).



Children engage in **independent practice** and **cumulative review**.

# 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?”*



# Learn and Confirm

## Activity 2: Scenario Sort

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

Module 1: Print Knowledge Professional Learning Community: Emergent Literacy  
Participant Guide

### 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

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# Learn and Confirm

## Activity 2: Scenario Sort--#10

Which type of instruction?

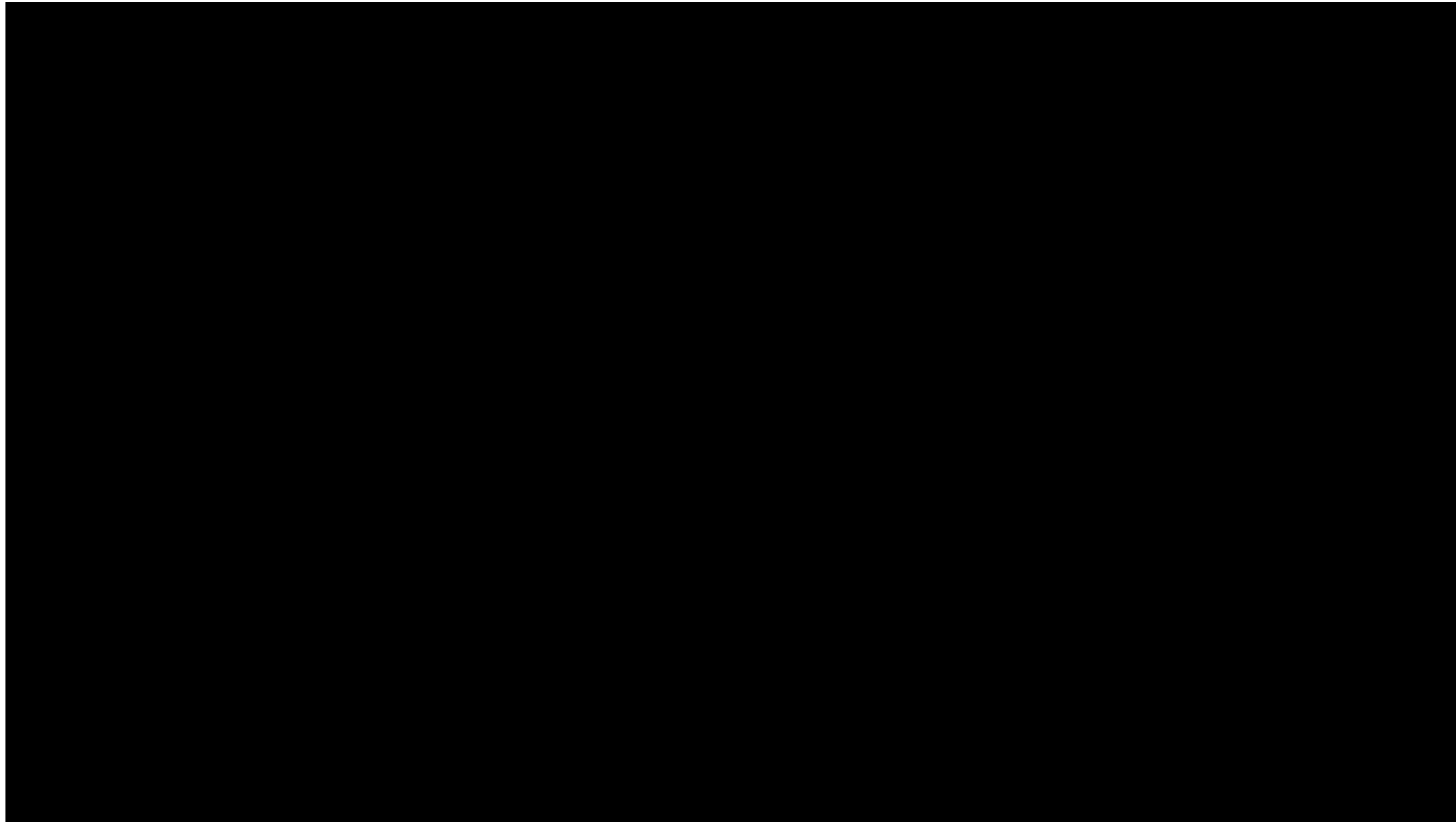
- **Explicit** (introducing a new skill or concept or re-teach children who need intervention)
- **Implicit** (practicing a previously taught skill or concept)
- **Incidental** (unplanned, teachable moment)

While the class is playing on the playground, the teacher 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.

# Activity 3: Videos: Comparison of Explicit and Implicit Instruction



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



Module 1: Print Knowledge Professional Learning Community Emergent Literacy Participant Guide

**Activity 3**

**Comparison of Explicit and Implicit Instruction Videos**

**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) ( <a href="https://vimeo.com/148187145">https://vimeo.com/148187145</a> )	Video 3: Implicit Print Knowledge Instruction in Multiple Contexts ( <a href="https://vimeo.com/151616126">https://vimeo.com/151616126</a> )
Evidence of Explicit Instruction	Evidence of Implicit Instruction

**Post-Video Questions and Answers**

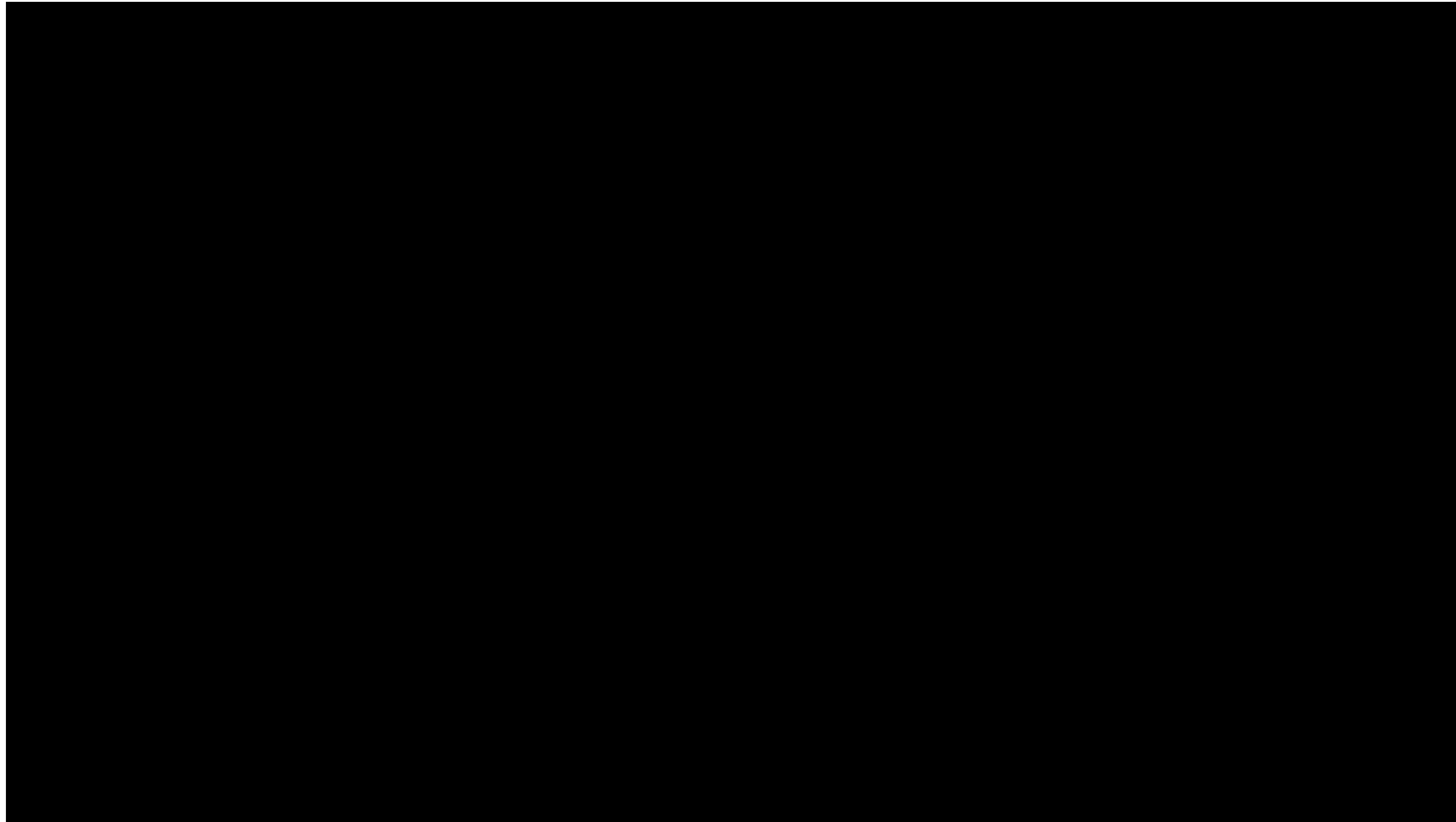
1. What are the differences between explicit and implicit instruction?
2. What is similar between explicit and implicit instruction?
3. When might each type of instruction be most useful?

10 Module 1 | Session 1

# Activity 3: Videos: Comparison of Explicit and Implicit Instruction



## Video 3: Implicit Print Knowledge Instruction in Multiple Contexts



Module 1: Print Knowledge Professional Learning Community - Oregon Learning Standards Participant Guide

Activity 3

Comparison of Explicit and Implicit Instruction Videos

**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**

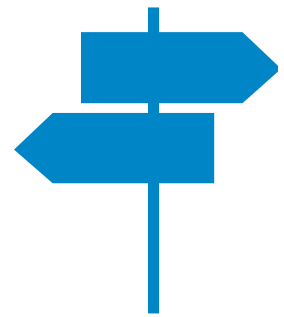
Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) ( <a href="https://youtu.be/3H3387f0bc">https://youtu.be/3H3387f0bc</a> )	Video 3: Implicit Print Knowledge Instruction in Multiple Contexts ( <a href="https://youtu.be/9f9AC_82w">https://youtu.be/9f9AC_82w</a> )
Evidence of explicit 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?

10 Module 1 | Session 1

# STEP 5



# 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 questions.

READ



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

Professional Learning Community: Emergent Literacy Participant Guide

Module 1: Print Knowledge

### 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
	Whole-group
My examples of implicit instruction of print knowledge	Small-group
Adjusting my instruction	If, upon reflection, I might have

Module 1 | Session 1

Professional Learning Community: Emergent Literacy Participant Guide

Module 1: Print Knowledge

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

Review the two videos shown during Session 1:

- Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) (<https://youtu.be/70B8WF4bsc>)
- Video 3: Implicit Print Knowledge Instruction in Multiple Contexts ([https://youtu.be/1EiNC\\_0zww](https://youtu.be/1EiNC_0zww))

Preview the guiding question below and answer it after watching the videos.

QUESTION	ANSWER
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.

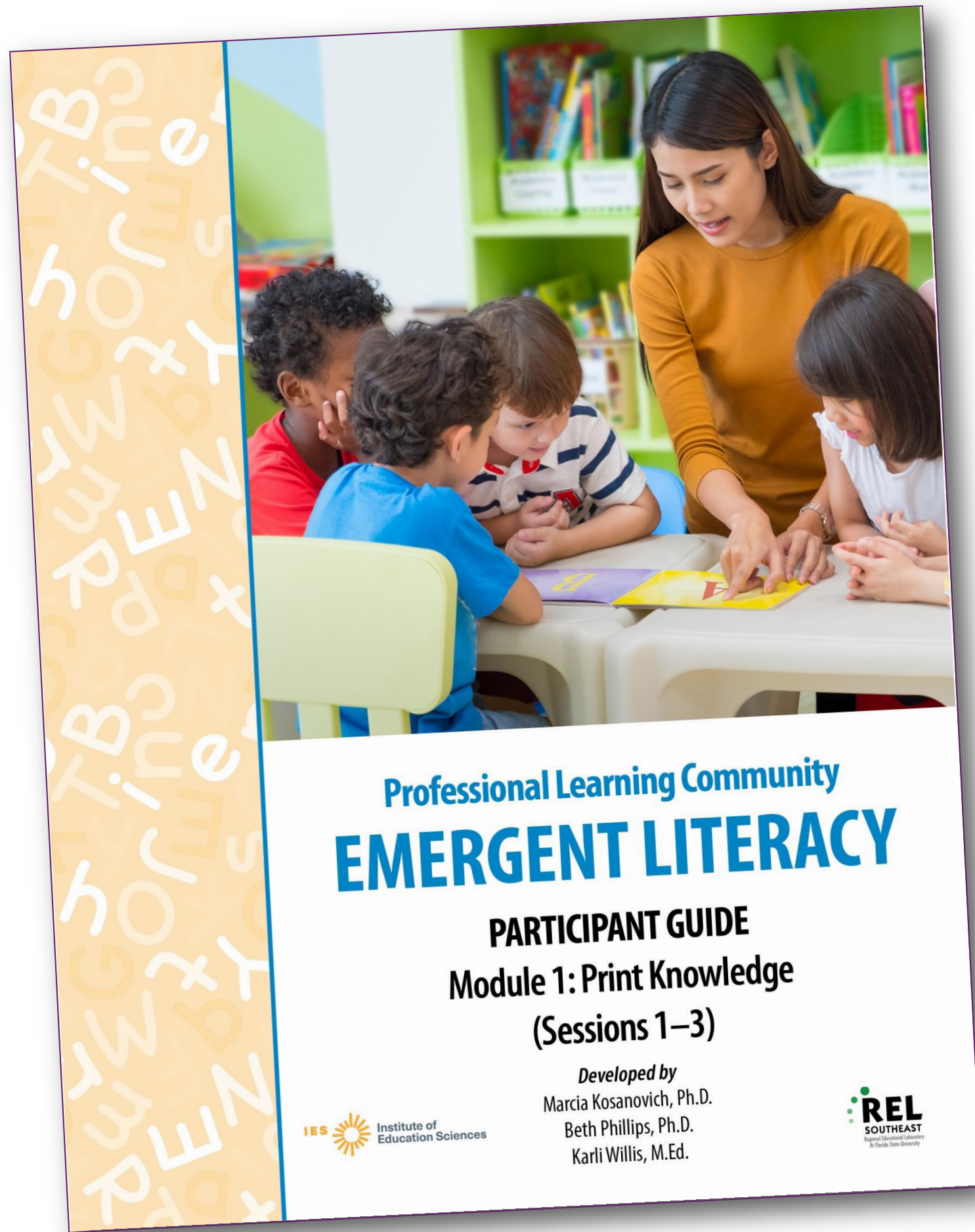
Note your questions and comments during and after reading.

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A flipchart on a stand. The flipchart has a light blue top bar and a light orange main body. The text is written in a bold, purple font. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 1**



# Professional Learning Community EMERGENT LITERACY

## Module 1: Print Knowledge Session 2

Teaching Print Knowledge  
Using Small-Group Explicit Instruction

# Activities for Module 1: Print Knowledge (Session 2)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
39	13–14	<b>Activity 6:</b> Plan and Implement (Self-Study) from Session 1
45	20	<b>Activity 7:</b> Evidence of High-Quality, Explicit Small-Group Instruction
47–48	21	<b>Activity 8:</b> Compare and Contrast Small-and Whole-Group Instruction
49–50	22–26	<b>Activity 9:</b> Role Play Explicitly Teaching Print Knowledge in Small Groups
51	27	<b>Activity 10:</b> Reflect
52	28	<b>Activity 11:</b> Plan and Implement (Self-Study)

# Videos for Module 1: Print Knowledge (Session 2)

## Watch and Cue Up Videos

Slide	Title	Link	Duration
47	<b>Video 4:</b> Small-Group Explicit Instruction Using Letter Sound Spinners	<a href="https://youtu.be/CNUmqyZBSu8">https://youtu.be/CNUmqyZBSu8</a>	5:10
48	<b>Video 5:</b> Whole-Group Instruction Using Letter Sound Spinners	<a href="https://youtu.be/DqNuragK3nw">https://youtu.be/DqNuragK3nw</a>	6:40
52	<b>Video 6:</b> Scaffolding During Small-Group Explicit Instruction	<a href="https://youtu.be/muPUFun3tes">https://youtu.be/muPUFun3tes</a>	7:23

# 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

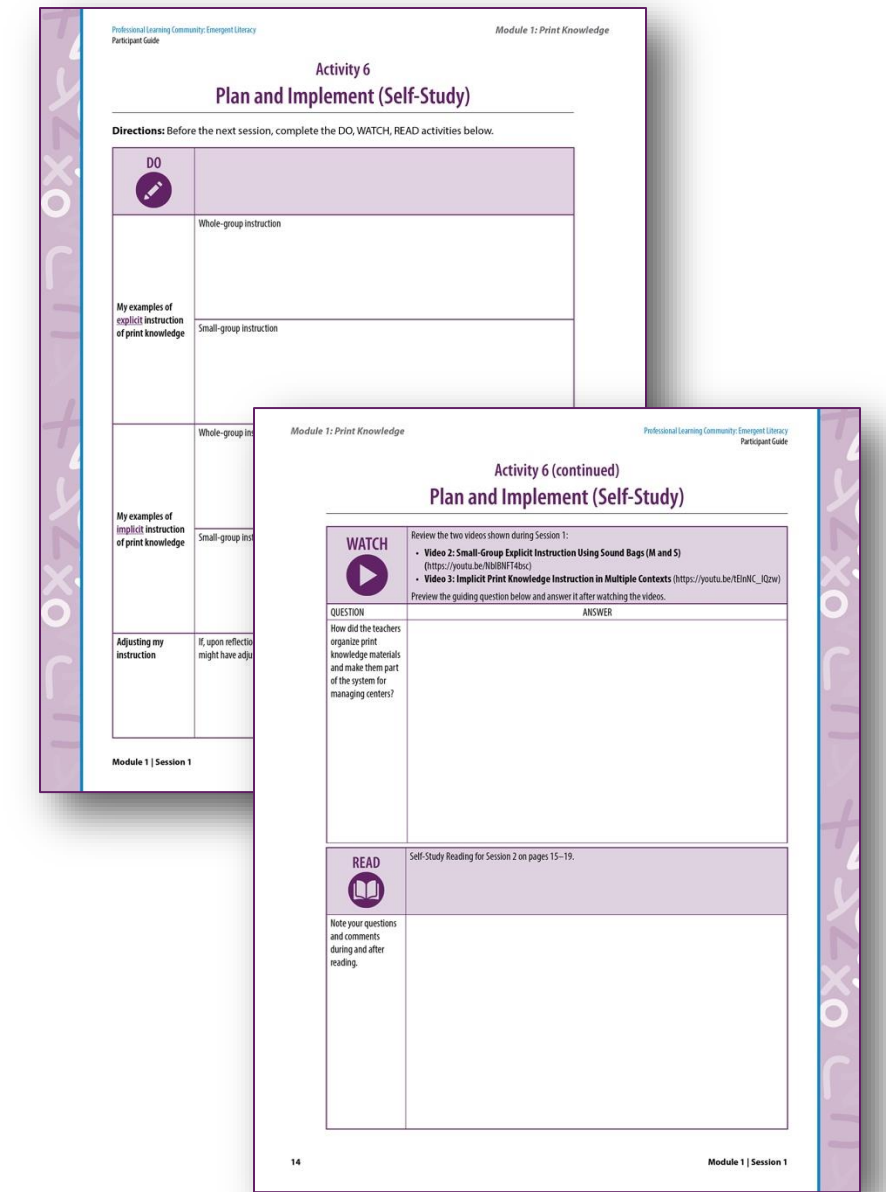


- Two videos for classroom organization.
- How did the teachers organize print knowledge materials and make them part of the system for managing centers?

READ



- Self-Study Reading for Session 2 on pages 15–19 and discuss.



## 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  
Participant Guide

Module 1: Print Knowledge

### Session 2: Teaching Print Knowledge and Using Explicit Small-Group 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 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.<sup>16</sup>

Children learn best when they have frequent exposure to letters and plenty of repetition.<sup>17</sup> 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,<sup>18</sup> which vary depending on the child and his or her prior learning opportunities.<sup>19</sup>

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.

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# 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.



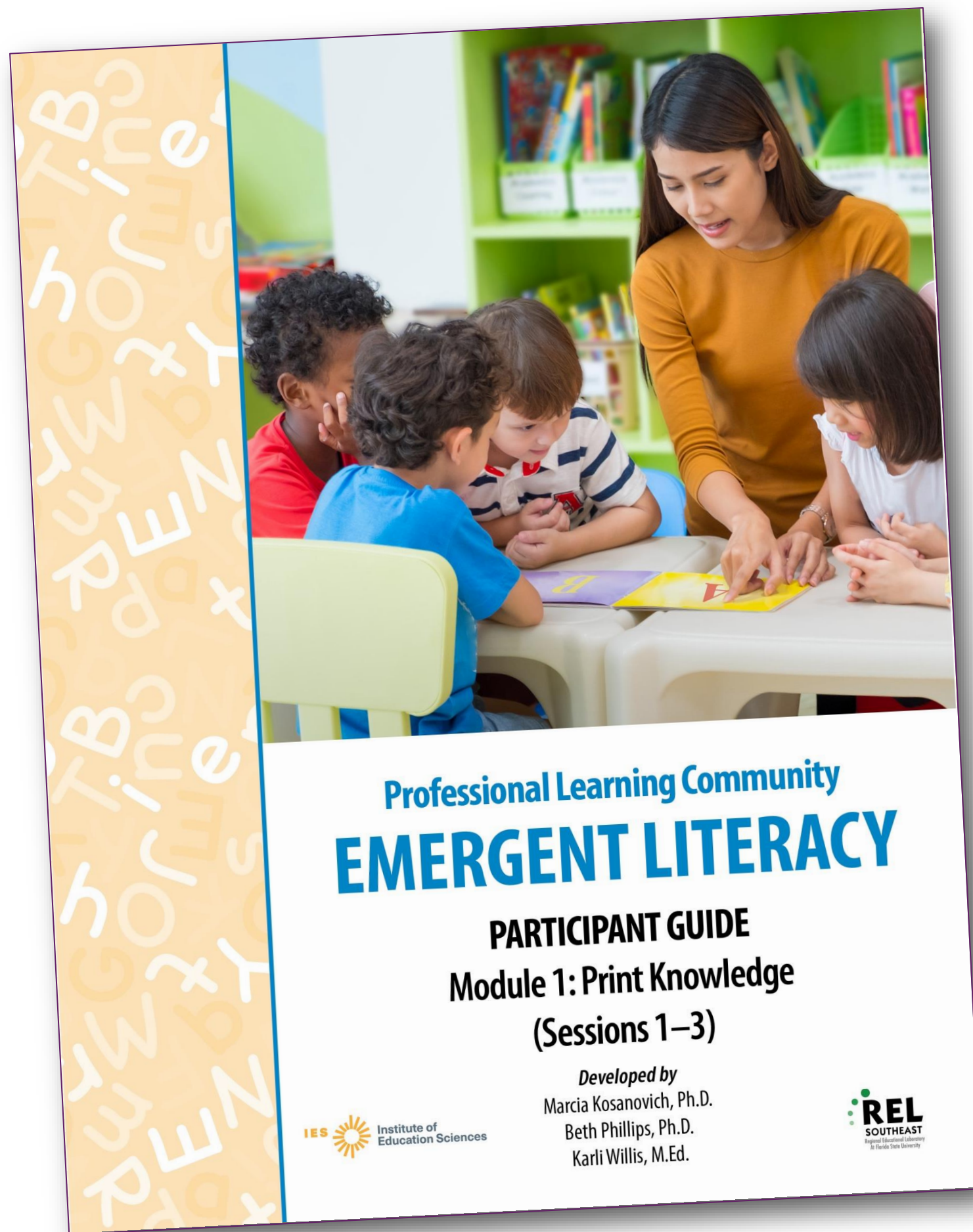
✓ Start with letter names that include the *letter sound* when you say the letter name:

**B D J K T**

**M N R S**

A flipchart on a stand. The flipchart has a light blue top bar and a light orange main body. The text is written in a bold, purple font. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 2**



# 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

# Activities for Module 1: Print Knowledge (Session 3)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
57	28	<b>Activity 11:</b> Plan and Implement (Self-Study) from Session 2
62	35	<b>Activity 12:</b> Video-Viewing Guide: Print Referencing During Read-Alouds
63	36	<b>Activity 13:</b> Lesson Plan for Print Referencing During Read-Alouds
66	37	<b>Activity 14:</b> Reflect
67	7	<b>Activity 1:</b> FAQs About Print Knowledge From Session 1
68	38	<b>Activity 15:</b> Plan and Implement (Self-Study)

# Videos for Module 1: Print Knowledge (Session 3)

## Watch and Cue Up Videos

Slide	Title	Link	Duration
62	<b>Video 7:</b> Print Referencing During Read-Alouds	<a href="https://youtu.be/6-375dF6rHw">https://youtu.be/6-375dF6rHw</a>	5:56
68	<b>Video 8:</b> Small-Group Explicit Instruction for the Letter M	<a href="https://youtu.be/rWAltYgEKc0">https://youtu.be/rWAltYgEKc0</a>	4:13

## STEP 3



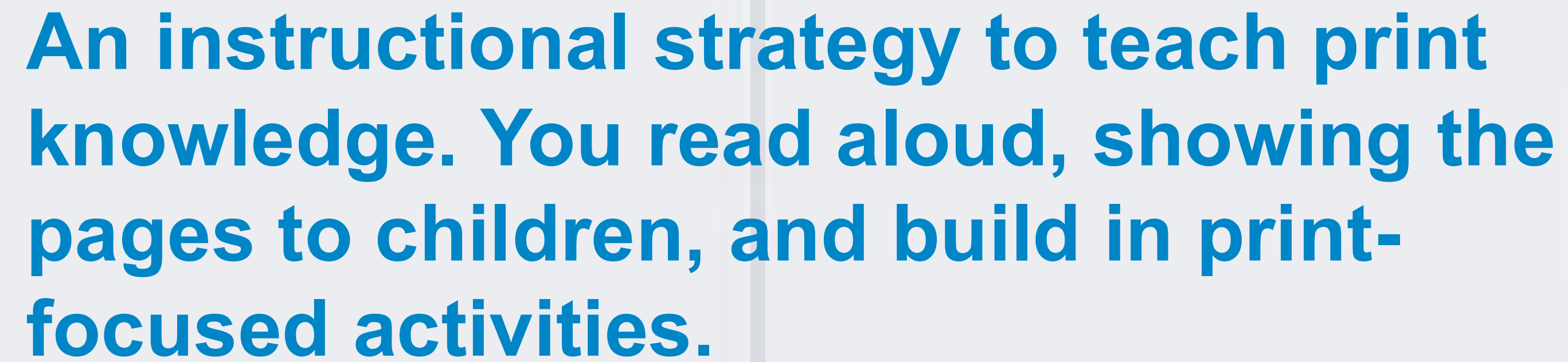
# Learn and Confirm

## 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.



# 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

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

## Nonverbal print referencing



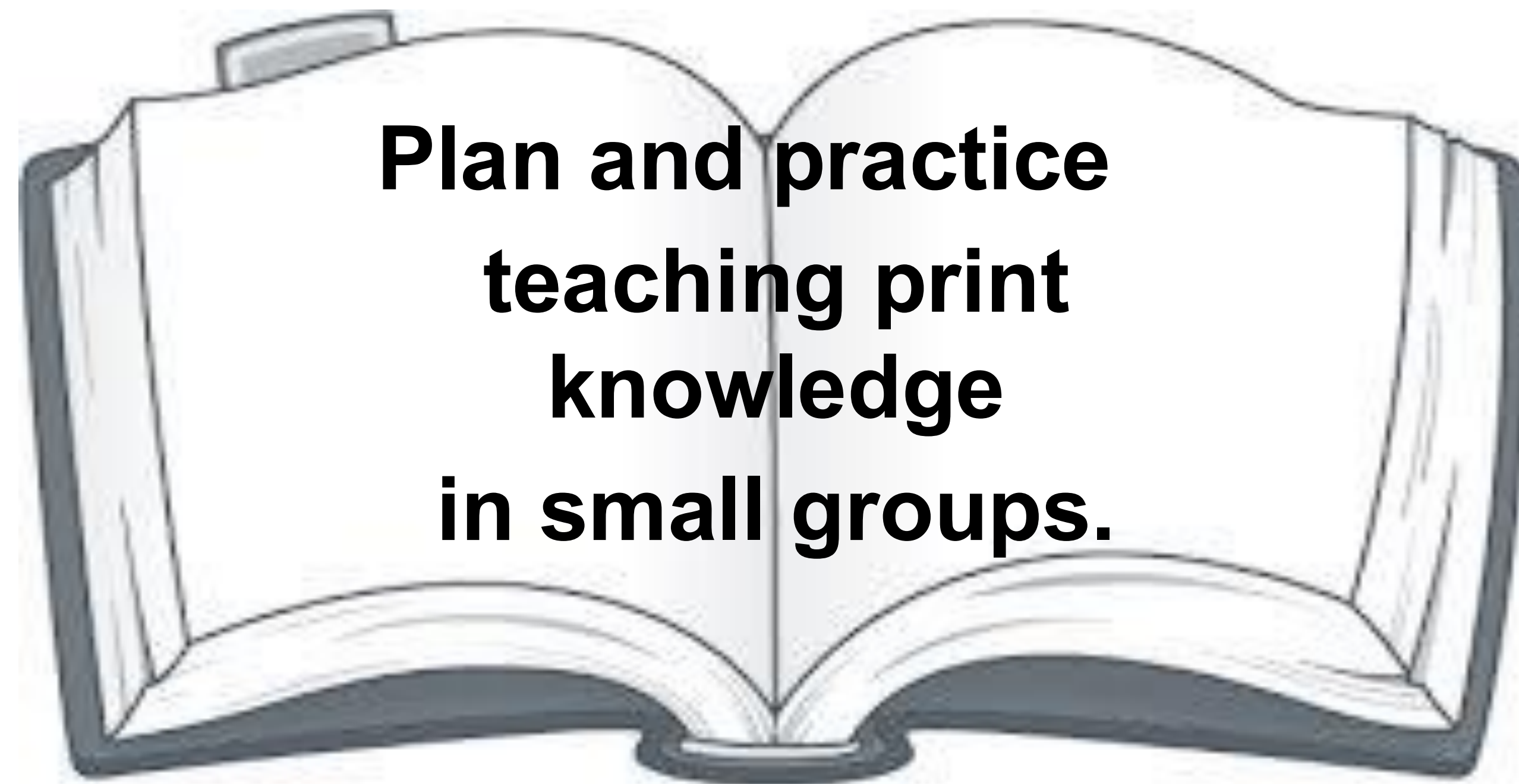
**tracking**

# STEP 4



## Collaborate and Practice

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



Module 1: Print Knowledge Professional Learning Community: Emergent Literacy Participant Guide

### 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.

Category	Examples
<b>Book and Print Organization</b>	<ul style="list-style-type: none"><li>• "This is the title of the book."</li><li>• "This is the top of the page and where we begin reading."</li><li>• "I will read this line and then this line."</li><li>• "We read this way." (left to right)</li><li>• "Show me where I should start reading on this page."</li></ul>
<b>Letters</b>	<ul style="list-style-type: none"><li>• "This is an uppercase I."</li><li>• "Can you find the letter S on this page?"</li><li>• "This word has two M's in it!"</li><li>• "Uppercase C is the same shape as lowercase c."</li></ul>
<b>Words</b>	<ul style="list-style-type: none"><li>• "How many words are on this page?"</li><li>• "This is the word pretend." (pointing to the word)</li><li>• "The illustrator wrote the word honey on the bear's jar of honey." (pointing to the word honey)</li><li>• "Who can show me just one word?"</li><li>• "Which word is longer—dinosaur or tree?" "Yes, dinosaur has more letters than tree."</li></ul>

Adapted from Zucker, Ward, & Justice, 2009.

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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 Participant Guide Module 1: Print Knowledge

**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 before Session 1	My Response after Session 3
Is there a recommended order to teach the alphabet?	Equam in consecab ius sini reperorem dolum quatis non cora ne laborrum qui sequamet veliac totatecatum idi	Cus veliquatet vullum quas dolupie ntiat. Busdam is poreptio od utā sae volorer aeperibus prorro
Which letters should be introduced first, uppercase or lowercase? Or should they be introduced together?	Mi, volut volest officim corepe ommolup tatur, unt ulpa dolum iumquaerro mossuscit qui delis adit	Nobit aniamento doluptatam, sant omniend icaercid quibus amus rem volupta temporro con
Should the letter's sound be introduced at the same time as the letter or after children can name the letter?	Cimodi nusto bearibus et od evellor isitae possus, con nitionsequos simolenis alit di re illaboreped modit	Or ad que qui sunt de reptat quosae ipsandae lliatissit, commis reius dit, vellautae dignihilit,
How do I help young dual language learners develop print knowledge?	Vllesequatis doluptus, sum volestendae explit adit volorporibus aritate ctiaqui nimaximpe dunt	Os assimperum quae qui debis estium fugiam nat lame pro dolorion elisquo deligni mperibus, odiandelibus
What are some strategies for teaching print knowledge to young children?	Nes mos a velitio ella et occulpa nimet quam verundae nes etur accus rem reria nonessum que voluptibusam	Vt rerit facesciae nostrum quisti bea eos rempore sit eum nonsequi ommolorrum hita quid maximi,

Module 1 | Session 1 7

A flipchart on a stand. The flipchart has a light blue top bar and a light orange main body. The text is written in a bold, purple font. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 3**

# Questions and Comments



- Content and organization?
- Attention-grabbing?
- Reflections?

# Move to Breakout Rooms and Comfort Break

