

_____	Print is visible on open charts and bulletin boards around the room.
_____	Print is incorporated in each area of the classroom.
_____	Environmental print is clear, easy to read, and displayed at children's eye level.
_____	Environmental print represents words that are familiar to children because of daily activities, thematic inquiries, and special experiences.
_____	Children's names are printed on their cubbies, placements, and other items.
_____	Name cards and other carefully printed words are available for children to copy or "read."
_____	Children are encouraged to write their own names or letters from their names on their paintings and drawings.
_____	Some print is written in language other than English.
_____	Mailboxes are available for each child and family, encouraging communication between home and school and showing children that written messages are an integral part of classroom life.
_____	A newsletter describing children's activities is shared with the children and sent home regularly.
_____	Children see forms of digital communication such as e-mail and text messages used between parents and teachers.
_____	Children are encouraged to explore print in multiple forms including print books and e-books, computer programs, and print apps using tablet technology.

**FIGURE 2.2.** Checklist for print exposure and use.

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<input type="checkbox"/>	Adults respond to children’s questions about print in positive, supportive ways.
<input type="checkbox"/>	Adults model the functions of print so that children are aware of its use.
<input type="checkbox"/>	Adults take care to provide inviting displays that include print.
<input type="checkbox"/>	Adults invite children to engage with print in many classroom contexts.
<input type="checkbox"/>	Adults offer praise and encouragement when children attempt to read and write.
<input type="checkbox"/>	Adults take advantage of “teachable moments” to extend children’s knowledge by relating new discoveries to what children already know.
<input type="checkbox"/>	Adults are aware that children need time to express their thoughts and ideas.
<input type="checkbox"/>	Adults build on what is known about children’s linguistic and cultural backgrounds to help them move from the known to the unknown.

**FIGURE 2.5.** Checklist of guidelines for adult–child interaction.

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In school we are learning about letters. We are discovering that . . .

- The letters of the alphabet are used to make words.
- We can learn the names of all the letters.
- We can learn the letters in our name.

Learning about letters is important because . . .

- Knowing the alphabet gives children an advantage in learning to read and write.
- Letter names are part of the language used to talk about reading and writing.
- Knowledge of letters is helpful in learning how letters and sounds relate to one another (phonics) and helps children to remember how words are spelled.

Here are a few ways you can help:

- Sing the alphabet song with your child.
- Read alphabet books to your child and point to the letters on each page as you name them.
- Display your child's name in a prominent place and help him or her learn the letters.
- Provide alphabet blocks or magnetic letters for your child to play with.

**FIGURE 4.9.** Information for parents: Learning about letters.

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We are learning about books and print. Your child is learning the following concepts:

- The print around us has meaning.
- When we think and talk about the things we do, what we say can be written down and read back to us. The print tells the reader what to say.
- Reading and writing let people do many things such as enjoy a story, read a menu, or write a note.

Learning about books and print is important for many reasons:

- The more children know about how print works, the more they will be eager and ready to learn to read.
- They will possess knowledge of basic concepts required for reading and writing.

Here are some ways that you can help:

- Read to your child and encourage him or her to browse independently through books that you have read aloud.
- Show the ways that you use reading and writing in your daily life: writing notes and grocery lists; reading books, magazines, and newspapers; or finding information online.

**FIGURE 4.10.** Information for parents: Learning about books and print.

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<p>In school we are learning to write letters and words. We are discovering that . . .</p> <ul style="list-style-type: none"><li>• Lines of print contain individual letters.</li><li>• Letters are made with straight and curved lines.</li><li>• Words contain letters.</li><li>• We can listen to the sounds in words to decide what letters to write.</li></ul>
<p>Learning to write letters and words is important because . . .</p> <ul style="list-style-type: none"><li>• Knowing how to write letters and words gives children an advantage in learning to read.</li><li>• Writing letters and creating words gives children another way to express their ideas.</li></ul>
<p>Here are a few ways you can help:</p> <ul style="list-style-type: none"><li>• Provide your child with paper and crayons or washable markers so they can experiment with writing at home.</li><li>• Let your child help you write his or her name on their possessions when a label is needed.</li><li>• Let your child see you writing.</li><li>• Let your child help you write items on your grocery list or entries on your calendar.</li></ul>

**FIGURE 5.18.** Information for parents: Learning to write letters and words.

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Name: _____			Date: _____		
Letters tested	Letter names		Letter sounds		Comments
	Yes	No	Yes	No	
S					
T					
O					
M					
C					
A					
Vocabulary words	Word name		Definitional		Comments
	Yes	No	Yes	No	
lightning					
kennel					
antenna					
shivering					

**FIGURE 6.2.** Weekly formative assessment checklist.

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Observe children's understanding of the following concepts:

**Print Conveys Meaning**

\_\_\_\_\_ Writing is a way to express ideas.

**Directionality**

Speech is written from \_\_\_\_\_ left to right and \_\_\_\_\_ top to bottom.

**Concept of Word**

\_\_\_\_\_ Words are composed of letters.

\_\_\_\_\_ Words match to speech.

\_\_\_\_\_ There are spaces between words.

**Letter Knowledge**

\_\_\_\_\_ Correct letter names are used.

**Phonemic Awareness**

\_\_\_\_\_ Some words have the same beginning sounds. (The child is beginning to perceive some relationship between the sounds and letters.)

**Literacy Language**

\_\_\_\_\_ Certain words (e.g., *word*, *letter*, *story*, *author*) are used to talk about reading and writing.

**FIGURE 6.4.** Observation checklist for assessing children's knowledge of concepts of print.

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Instructions: Administer to one child at a time with a familiar book. You may also observe for these concepts during group activities.

### **Book Handling**

1. \_\_\_\_ What would you need if you wanted me to read a story to you?
2. \_\_\_\_ (Show a book.) What do you do with this?
3. \_\_\_\_ Show me the front of the book.
4. \_\_\_\_ Show me a page in the book.
5. \_\_\_\_ Where should I start reading it?
6. \_\_\_\_ (Show the beginning of a line.) If I start here, which way do I go when I read?
7. \_\_\_\_ Where is the top of the page?
8. \_\_\_\_ Where is the bottom of the page?

### **Print Awareness**

9. \_\_\_\_ Can you show me a word on the page?
10. \_\_\_\_ Can you show me a letter?
  - a. \_\_\_\_ Upper-case (capital)?
  - b. \_\_\_\_ Lower-case (small)?
11. \_\_\_\_ (Show a scribble.) Is this a word?
12. \_\_\_\_ (Show a well-known logo such as McDonald's or Coca Cola.)
  - a. \_\_\_\_ What does this tell about?
  - b. \_\_\_\_ Where does it say \_\_\_\_\_?
  - c. \_\_\_\_ Are you reading that?
  - d. \_\_\_\_ (Print the word.) What does this say?

**FIGURE 6.5.** Print awareness and book-handling assessment checklist.

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