

## USD 475 Framework for Teaching Print Awareness

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade
<b>Time</b>	<ul style="list-style-type: none"> <li>▪ At the beginning of the school year a large amount of time should be spent on print awareness. (see list of print awareness skills listed below under tasks)</li> <li>▪ As the year progresses less time is needed for explicit or direct instruction of print awareness but should be reviewed as needed or when a new student joins the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time should be spent at the beginning of the school year reviewing the concepts of print awareness.</li> <li>▪ Review with students as needed and with students new to the district.</li> </ul>
<b>Texts</b>	<ul style="list-style-type: none"> <li>▪ Big Books or other large print such as songs, poetry, and classroom stories</li> <li>▪ Chart Stories which are stories constructed by the teacher with the whole group and used for instruction and modeling with the whole group</li> <li>▪ Texts to include a variety of genres (ex. fairy tales, folk tales, tall tales, fables, realistic fiction, mysteries) and text types</li> </ul>	
<b>Teaching</b>	<ul style="list-style-type: none"> <li>▪ Gradual Release of Responsibility model of instruction should be followed.</li> <li>▪ The classroom should be filled with examples of meaningful text. (This could be accomplished by marking children's names on tubs or folders and posting labels that identify activity centers or lists of helpers.)</li> <li>▪ Shared Readings/Think Alouds</li> </ul>	
<b>Talk</b>	<ul style="list-style-type: none"> <li>▪ Interactive conversations and discussions about a variety of texts.</li> </ul>	
<b>Tasks</b>	<p>Students should know the following concepts of print awareness:</p> <ul style="list-style-type: none"> <li>▪ That print is read from left to right and top to bottom.</li> <li>▪ Knowledge of the concept of a letter.</li> <li>▪ Knowledge of the concept of a word.</li> <li>▪ Knowledge of the concept of a sentence.</li> <li>▪ That there are spaces between words.</li> <li>▪ The function of capital letters and punctuation.</li> <li>▪ That oral language can be written and then read.</li> <li>▪ That print conveys meaning.</li> </ul> <p>Students should have ample opportunities to explore texts and talk about the strategies that have been modeled by the teacher.</p>	
<b>Testing</b>	<ul style="list-style-type: none"> <li>▪ Kindergarten Outcomes Checklist</li> <li>▪ Ongoing informal observations</li> </ul>	