



Professional Learning Community

# EMERGENT LITERACY

## FACILITATOR GUIDE

### Module 1: Print Knowledge (Sessions 1–3)

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# Introduction

Children entering kindergarten and grade 1 vary greatly in their emergent literacy skills. Because preschool teachers can help set the foundation of literacy skills related to school readiness, one way to address those gaps is to build teachers' capacity to apply evidence-based strategies in their language and literacy instruction.



*Professional Learning Community: Emergent Literacy* was developed

to support preschool teachers through collaborative learning experiences in a professional learning community (PLC). Preschool teachers who participate in this PLC will learn evidence-based instructional practices that can enhance their emergent literacy instruction and benefit children in their classrooms.

This Facilitator Guide for *Professional Learning Community: Emergent Literacy* and its accompanying suite of materials were prepared to enable facilitators to lead a team of preschool teachers through emergent literacy PLC sessions. Given the rich content of emergent literacy instruction addressed in these materials, the ideal facilitator will be an educator with a strong background in emergent literacy, good communication skills, and the ability to relate well to adult learners.

## Overview of the Professional Learning Community: Emergent Literacy Suite of Materials

The *Professional Learning Community: Emergent Literacy* suite of materials includes four modules: Print Knowledge, Phonological Awareness, Vocabulary, and Oral Language. Each module comprises four resources:

- A **Facilitator Guide**, which includes a structured plan to deliver professional learning, slides, and speaker notes.
- A **PowerPoint presentation**, which includes slides to project during each session (the same slides and speaker notes included in the PowerPoint presentation are included in this Facilitator Guide).
- **Classroom videos**, which show preschool teachers applying evidence-based language and literacy instructional practices. The video links are embedded in the PowerPoint presentation.
- A **Participant Guide**, which includes the emergent literacy content and activities for participating preschool teachers.

As a facilitator, you should be familiar with the content and organization of these four resources for each module. You should read the Participant Guide, read the Facilitator Guide, and watch the classroom videos before facilitating the sessions.

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

## Overview of Professional Learning Community Modules and Sessions






The modules are:

- Module 1: Print Knowledge (Sessions 1–3)
- Module 2: Phonological Awareness (Sessions 4–6)
- Module 3: Vocabulary (Sessions 7–9)
- Module 4: Oral Language (Sessions 10–12)

Each module includes three sessions, for a total of 12 sessions. The first two sessions of each module will take about 90 minutes to complete and the last session of each module takes about 60 minutes.

The timeline for completing the modules is flexible; they can serve as a year’s worth or more of professional learning. The number of sessions, time allotted for each session, and total time to cover all the material can be adapted to the professional learning needs of preschool teachers in your context. If the recommended time of 60 or 90 minutes 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. Each session follows a five-step process for collaborative learning. Table 1 describes each step in the process and provides approximate times for each step.

**Table 1: Five-Step Process for Each Session**

Step	Description	Session Duration	
		90 Minutes	60 Minutes
 <b>STEP 1</b>	<b>Debrief</b> Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.	15	5–10
 <b>STEP 2</b>	<b>Define and Discuss Session Goals and Content</b> 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.	20	15
 <b>STEP 3</b>	<b>Learn and Confirm</b> 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.	30	10
 <b>STEP 4</b>	<b>Collaborate and Practice</b> Participants collaborate in pairs or small groups to practice applying strategies and activities.	15	15
 <b>STEP 5</b>	<b>Reflect, Plan, and Implement</b> 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.	10	5–10

## Professional Learning Community Delivery Options

It is recommended that delivery of *Professional Learning Community: Emergent Literacy* include all four modules in sequential order, so that preschool teachers better understand all essential aspects of emergent literacy. Although the modules were designed to be used as a complete set of materials, they can stand alone. So, a group could decide to complete one, two, or three of the modules in any order. Because later modules reference earlier ones, participants' knowledge and understanding are enhanced when the modules are implemented as recommended.

Because the PLC sessions involve group opportunities, sessions should include at least 3 teachers and a facilitator. We recommend groups of 6–12 teachers for the PLC; however, a larger group can be accommodated as long as all participants are actively involved throughout the sessions. For a larger group, we recommend one facilitator for every 15 participants.

Teacher-to-teacher learning is vital for a meaningful PLC experience. In remote or very small early learning settings, this can be difficult. But developing a hybrid model to reach these audiences or creating communities of practice within small geographic areas can help. For example, facilitators may contact multiple early childhood education providers and pull them together for PLC meetings, meet virtually with teachers from remote locations, or design a model that combines online meetings and in-person opportunities.

Table 2 describes tasks to be completed before facilitating a session and includes space to record notes. If you are conducting the PLC virtually via a hybrid or fully remote model, you will need to select a virtual learning platform and ensure PLC participants have the hardware, software, and access needed to participate.

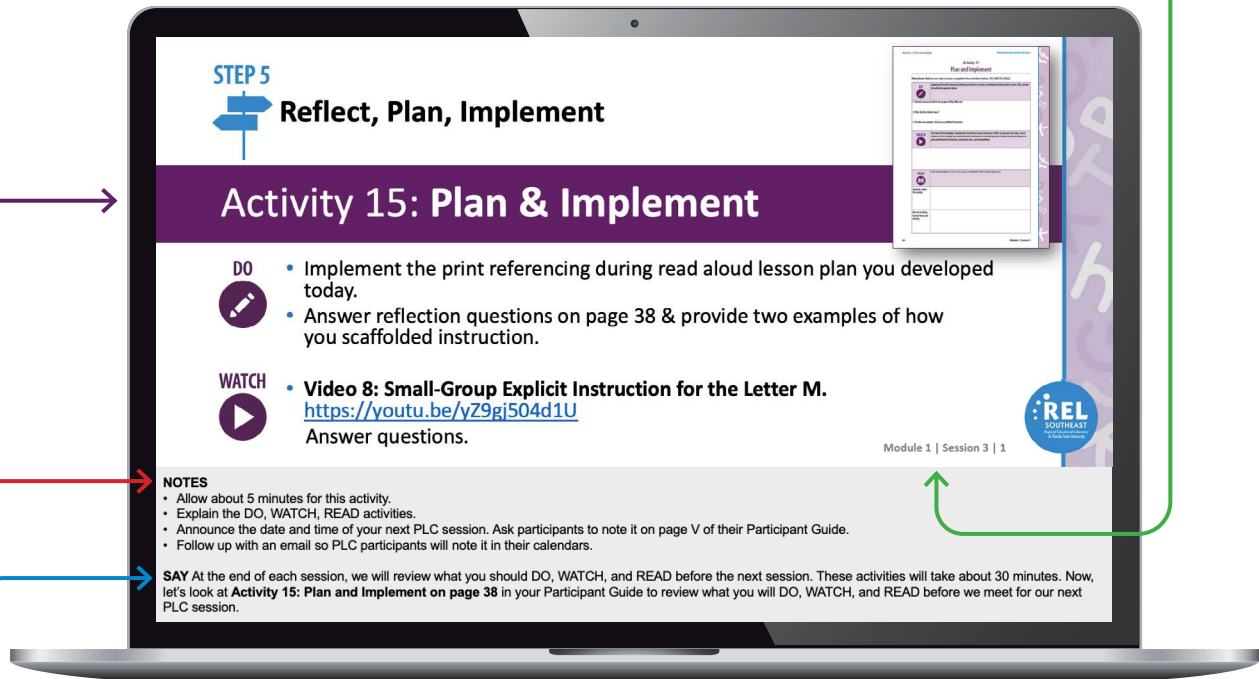
**Table 2: Before Facilitating the PLC Sessions**

Task	Description	Notes
<p>Print a <b>Participant Guide</b> for yourself and each participant.</p>	<p>We recommend printing the entire Participant Guide, double-sided, and in color. The guide is more visually appealing in color. The guide may be spiral bound, or three-hole punched and placed in three-ring binders. Other options include:</p> <ul style="list-style-type: none"> <li>• Print the entire Participant Guide in black and white.</li> <li>• Print the guide without the content found at the back: slides with room for notes, reproducible materials, glossary, and references.</li> <li>• Use a hybrid of hard copies and electronic copies. There are participant activities throughout the sessions that require responding to questions, planning lessons, and so on, so ideally each participant will have a hard copy of the participant activities to write reflections, plans, and notes. If you choose this hybrid option, consider printing the activities and ask participants to read the other content online.</li> <li>• Use electronic copies only, where participants view the Participant Guide on their own device and take electronic notes.</li> </ul>	
<p>Print <b>your state's emergent literacy</b> standards for each participant.</p>	<p>Locate online and print a copy of your state's emergent literacy standards for each participant. These standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3 and 4-year-olds, print out the one (or both) that matches the level participants teach. The standards may be collated and stapled.</p>	



Task	Description	Notes
Read the <b>Participant Guide</b> and familiarize yourself with its organization.	<ul style="list-style-type: none"> <li>The introduction provides an overview of the sessions, the five-step process used in every session, a schedule to complete the sessions, and more.</li> <li>Words printed in bold type are defined in the glossary of the Participant Guide.</li> <li>A purple border denotes activities that participants complete during and between sessions.</li> <li>The activities follow the Self-Study Reading that participants read <b>before</b> each session. A stop sign indicates where participants should stop reading and prepare for the next session.</li> <li>There are handouts for notetaking, reproducible materials, glossary, and references at the back of the Participant Guide.</li> </ul>	
Gather and prepare all <b>materials</b> before each session.	Before each session's slides in this document, you will find information needed to prepare for that session: Self-Study Reading page numbers; materials to gather and prepare; participant activity titles and page numbers; and video titles, links, and duration.	
Secure a convenient <b>location</b> for the sessions.	Select a room that is large enough to comfortably accommodate the number of participants. Arrange tables to allow everyone to see the projected slides, participate in small- and whole-group discussions, and engage in collaborative activities in pairs or triads. Ensure internet access for the YouTube videos.	
Secure <b>hardware</b> to facilitate the sessions.	Collect the following hardware: <ul style="list-style-type: none"> <li>A device that has PowerPoint software.</li> <li>A projector to show the PowerPoint presentation.</li> <li>A place to project the PowerPoint presentation (such as a screen).</li> <li>A way for participants to hear the videos.</li> </ul>	
Download the correct <b>PowerPoint presentation</b> for the module to your computer. There is one PowerPoint presentation for each module.	Speaker notes are embedded in the PowerPoint presentation. The same slides and speaker notes are also included in this document. Familiarize yourself with the PowerPoint slides. See figure 1 for an image that illustrates the format of the slides and speaker notes.	
Test all <b>hardware, slides, videos,</b> and <b>sound</b> before participants arrive.		
Consider offering <b>professional learning credits</b> .	Check with state and local agencies about the possibility of and process for providing participants professional learning credits (for example, continuing teacher and leader education requirements, continuing education units, or local professional learning hours).	

# Figure 1: Format of the Slides and Speaker Notes




The speaker notes include NOTES for you as the facilitator that are important reminders.

The speaker notes include SAY to prompt you to provide key information about concepts on each slide. The regular text under SAY indicates what you should say or paraphrase. The italicized text under SAY indicates something that you or the participants do. It is important to be familiar with the information under SAY so that you can deliver it to the participants in a conversational manner and not read it like a script.

The module number, session number, and slide number are noted in the bottom right corner of each slide.

A purple banner across the top of a slide and a purple border on the right edge indicate that the participants will complete an activity from the Participant Guide. The Participant Guide has a matching purple border on each activity sheet.

 The icon of three heads and a talk bubble means that there is a collaborative activity, usually a discussion, that is not found in the Participant Guide.

 A play button icon indicates a video link on the slide.

# Preparing for Session 1

## What Print Knowledge Is, Why It Is Important, and How To Teach It Effectively

### Self-Study Reading

Read pages 1–6 of the Participant Guide.

### Gather and Prepare Materials

Slide	Materials
6	<b>Participant Guide Overview</b> <ul style="list-style-type: none"> <li>Sticky notes and pens</li> </ul>
17	<b>Standards</b> <ul style="list-style-type: none"> <li>Emergent literacy state standards (locate, print, staple one copy per participant)</li> <li>Highlighters</li> </ul>
27	<b>Activity 2 Scenario Sort (Participant Guide, pages 8–9)</b> <ul style="list-style-type: none"> <li>Cut apart the scenario cards and the three header cards (Explicit, Implicit, Incidental) so participants can sort the scenario cards under the header cards. You may put each set of scenario cards and headers in a plastic bag or paperclip them, one set for each group. (You may elect not to cut out cards and simply have participants circle the answer on each card.)</li> </ul>

### 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)

### 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/CIOfy8WBalg">https://youtu.be/CIOfy8WBalg</a>	6:00
29	<b>Video 3:</b> Implicit Print Knowledge Instruction in Multiple Contexts	<a href="https://youtu.be/5os00QtRgkq">https://youtu.be/5os00QtRgkq</a>	6:59

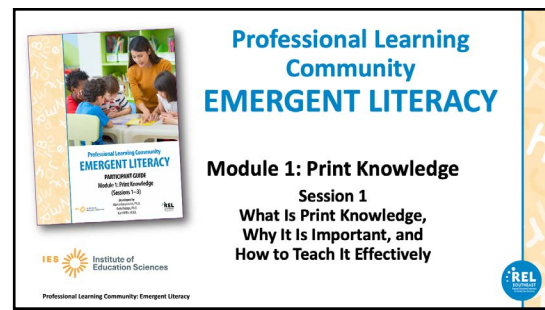
## Slides and Speaker Notes

### SLIDE 1

#### NOTES:

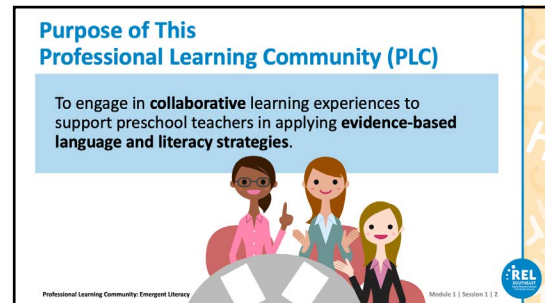
- Session 1 will take approximately 90 minutes.
- Prior to Session 1, participants will have read pages 1–6 in the Participant Guide:
  - What Is Print Knowledge?
  - Why Is Print Knowledge Important?
  - Features of Effective Instruction
- Under “SAY” in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should do.*

**SAY:** Thank you for participating in our Professional Learning Community, or PLC, on Emergent Literacy. *Briefly introduce yourself. If participants do not know each other, facilitate introductions.*



### SLIDE 2

**SAY:** The purpose of this PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to learning together!



### SLIDE 3

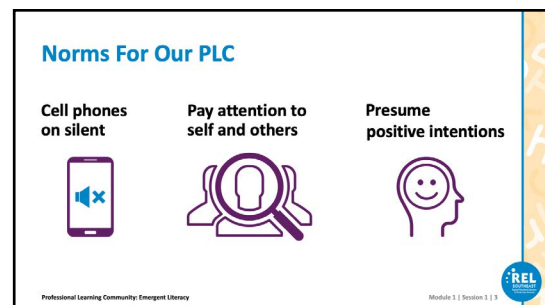
**SAY:** PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work:

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others:** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

**Presume positive intentions:** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.

Is there anything we should add to the list?



## SLIDE 4

### NOTES:

- It is recommended that the sessions be completed in sequential order.
- The timeline for completing the sessions can be flexible. 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.
- Once a schedule of the sessions is established, have participants record the schedule on page vi of the Participant Guide.

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

**SAY:** Here is an overview of the modules and sessions of this PLC. There are four modules, and each module includes three sessions, for a total of 12 Sessions. Each module has a separate Facilitator Guide, Participant Guide, and accompanying videos.

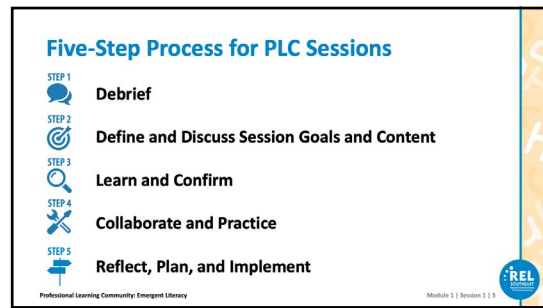
Module 1 addresses Print Knowledge, Module 2 covers Phonological Awareness, Module 3's focus is Vocabulary, and the content of Module 4 is Oral Language.

You can record the date, time, and location of each of our sessions on page vi of the Participant Guide.

### Notes

## SLIDE 5

**SAY:** A five-step process for collaborative learning is used for every session. Table 2 on page iii of the Participant Guide describes the process. The process was adapted from Wald and Castleberry's (2000) five stages of work for groups engaging in a collaborative learning cycle. This framework will provide a predictable structure for our sessions and support our learning together. I'd like to describe each step and the icon that you will see on the slide to alert us to where we are in the process during each session.



**Step 1 Debrief** is identified by talking bubbles. During step 1, you will discuss experiences and reflections about the content and an instructional practice that you planned and implemented since the previous session.

**Step 2 Define** and Discuss Session Goals and Content is identified by a target, which tells us what we will zero in on for this session. I will summarize our previous session's goals and this session's goal—a sort of “where we've been and where we're going.” I will also share foundational and background information while we engage in discussions or activities that support the Self-Study Reading that you completed prior to the session.

**Step 3 Learn and Confirm** is identified by a magnifying glass to illustrate that we will look closely at information that you read about in your Self-Study Reading. You will explore new practices and compare them to current practices. Here is where we will access and build your background knowledge and experiences related to the topic of the session. I will explicitly teach the session's content through, for example, models, videos, and discussions.

**Step 4 Collaborate and Practice** is identified by tools. Here, you will collaborate in pairs or small groups to practice applying strategies and activities.

**Step 5 Reflect, Plan, and Implement** is represented by signs with arrows pointing back, for reflect, and forward for plan and implement. You will reflect on what you learned during the session. You will also plan how the activities and strategies will be implemented in your classroom prior to the next session, and then you will implement your plan. It is important that everyone is prepared at the start of the next session to share your experiences.

### Notes

## SLIDE 6

### NOTES:

- Allow about 5 minutes.
- Participants need sticky notes and pens.

**SAY:** Today, we will meet for 90 minutes to begin Module 1: Print Knowledge. Step 1 is debriefing about what we learned from our last session. We will not debrief today because this is our first session! Instead of debriefing, we will walk through the Participant Guide to get a sense of how it is organized.

First, let's look at the **Organization of this Participant Guide** on **page iii**. This section tells us what is included in the participant guide.

- Before each session begins, you will complete a Self-Study Reading that provides evidence-based content on the topic of the session. A stop sign indicates where the Self-Study Reading ends .
- During each session, we will engage in activities. As you skim through the guide, notice the pages that have a purple vertical border with letters from the alphabet. Those pages are the activities that we will complete during and between sessions. The purple border will make the activities easy to find when we need them. The slides that accompany each activity have a matching purple border.
- The slides that are used in each session are located at the back of your Participant Guide along with space for you to take notes during and between sessions.
- Reproducible materials that you may want to use in your classroom are also provided at the back of the Participant Guide.
- You will complete self-study activities between each session. You will **Do** something in your classroom, **Watch** and reflect on a video, and **Read** something to prepare for the next session.

Notice that the header of each page lets us know which module we are working on. The footer indicates the module and session on one side and the page number on the other.

Now, use the sticky notes and a pen to label the sections listed on the slide. This will help you quickly find what you need as you become familiar with the Participant Guide.

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

### Notes

## SLIDE 7

**NOTES:** Allow 5 minutes for this activity.

**SAY:** Each time we see this Purple Banner it tells us we will complete an activity from the Participant Guide. Let's start by looking at **Activity 1: FAQs About Print Knowledge on page 7** of the Participant Guide. Please take 5 minutes to read each frequently asked question and record a response in the second column of the table.

*Participants work independently for 5 minutes to answer FAQs.*

We are not going to discuss your answers now, but we will return to these FAQs at the end of the module. At the end of Session 3, you will answer these questions again (in the third column) and reflect on how your answers changed after the three sessions on print knowledge.

## SLIDE 8

**SAY:** Our goals for Session 1 are to understand the purpose of our PLC, the framework for each session, and explore our Participant Guide. We will also dive into the content that you read prior to the session. So we will learn about print knowledge and why it is important and understand the features of effective instruction.

To reach these goals, we will follow the five-step process previously described. Activities include discussions, watching and reflecting on videos, practicing instructional strategies, making instructional plans, and implementing and reflecting on those plans.

**Notes**



## SLIDE 9

### NOTES:

- Allow 2 minutes.
- Turn and Talk is a commonly used activity to encourage accountable talk that is purposeful to learning a concept or skill. The facilitator poses a question, participants turn and talk to a partner about the question, and volunteers share out highlights from the paired discussion.
- A shoulder partner is someone you are sitting next to.

**SAY:** Each time you see this icon on the slide, it means we have a collaborative activity, usually a discussion, that is not in the Participant Guide. Let's dive into print knowledge by discussing the content you read prior to this session:

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

Consider this question: What is print knowledge? To discuss this, we will use a method for accountable talk called **Turn and Talk**. This is where you take turns talking and listening with your shoulder partner, or person next to you. This is an excellent way to have every child in your classroom engaged at once rather than calling on one child at a time to respond. Turn and talk to your shoulder partner about this question: What is print knowledge? We will share out ideas in 30 seconds.

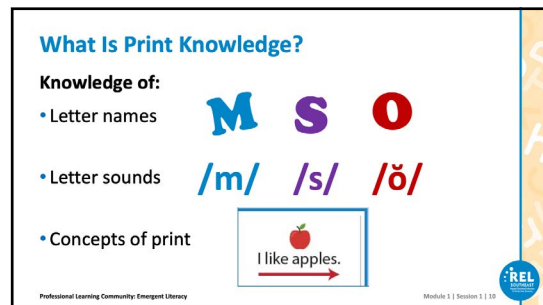
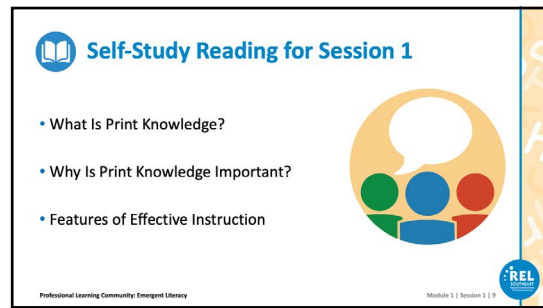
*Participants turn and talk for 30 seconds. Then, ask volunteers to share ideas.*

## SLIDE 10

**SAY:** Print knowledge includes knowledge of letter names, letter sounds, and concepts of print.

As a quick reminder, when letters are written with no other symbol we say the letter name. For example, M, S, O. When letters are written with the forward slashes on both sides of the letter, we say the letter sound. For example, /m/, /s/, /õ/.

Understanding concepts of print means being aware of the difference between letters and other symbols. Concepts of print is also the understanding that we read from left to right and that the words on the page—not the pictures—convey the meaning.



## SLIDE 11

**NOTES:** For letter name recognition, model by asking the question as a teacher would and then click the mouse so the animation of the child's finger points to the M. For letter name production, click each time you name the letter to show the animated child's finger.

**SAY:** A child demonstrates **letter-name recognition** when, after being asked which letter is the letter M, he points to an M. *Model.* So, he recognizes, or sees, the letter M.

**Letter-name production** is a bit more challenging than letter-name recognition. When a child looks at a letter and names it, she demonstrates letter-name production because she produces, or says, the letter name without having heard it. *Model.*

## SLIDE 12

**SAY:** Knowledge of letter sounds is the ability to look at a letter in print and tell you the sound it represents. *Model.*

## SLIDE 13

**SAY:** Concepts of print includes the ability to recognize the difference between letters and other symbols, such as a number, know about the left-to-right orientation of print, and understand that the words on the page—not the pictures—convey the meaning.

## SLIDE 14

**NOTES:**

- Allow 3 minutes.
- Think-Pair-Share is an activity to engage participants in discussion about a topic. Pose a question and provide time for participants to **think** about their response. Then participants **pair** up and **share** their responses with their colleague. Ask pairs to share some of their responses with the whole group. A shoulder partner is someone who is sitting next to you.

**SAY:** It's time to think, pair, and share. Take a moment to think about the question: How do you teach concepts of print? Think about a specific example or two. Then, pair with your shoulder partner and share your thinking.

*Participants Think for 30 seconds. Then, they Pair and Share their answers for 60 seconds. Ask volunteers to share ideas with the whole group.*

Teachers often use read-aloud time to teach concepts of print. We will talk about specific strategies later in this module.

**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."

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**Letter-Sound Knowledge**

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

What sound does this letter make?  
/s/ /s/

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**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? :)  
→  
I like apples.

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**Think-Pair-Share**

How do you teach concepts of print?

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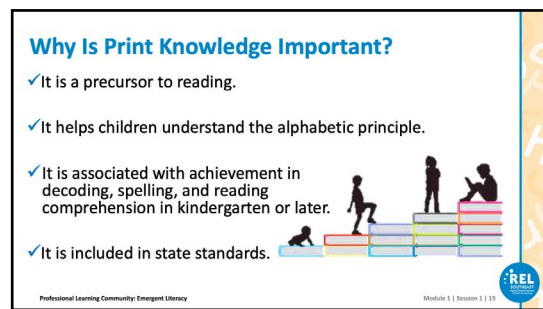
## SLIDE 15

**SAY:** Children come to preschool with a variety of experiences. Some have had many literacy experiences at home, like frequently discussing the day's events, singing the alphabet song, and being read to. Others have not had many of these experiences or have had them infrequently.

It is important to keep in mind that although we are not teaching children to read in the conventional sense in preschool, we *are* building their emergent literacy skills so that when formal reading instruction begins, they will have the solid foundation needed to learn to become successful readers. Print knowledge is one of the **precursors, or building blocks to becoming a skilled reader**.

Children's reading development depends on understanding the alphabetic principle, which is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Children can use their knowledge about letter names and sounds to gradually develop an understanding of the alphabetic principle.

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.



## SLIDE 16

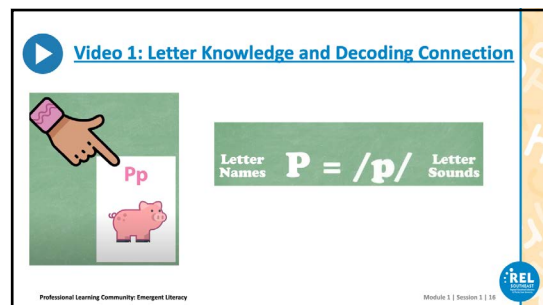
**NOTES:** This animation shows the connection between children's letter knowledge and their ability to decode. That is, that we learn sounds in isolation first and then begin to blend/sound out, but we must know letter sounds first. This animation shows the skills progression from preschool to kindergarten.

**SAY:** Let's watch an animation that shows the connection between letter knowledge and decoding. Even though we are not teaching decoding in preschool, we are helping children build the foundational skills they will need when formal reading instruction begins. Show **Video 1: Letter Knowledge and Decoding Connection** (<https://youtu.be/D6HoPAqepws>).

Even though we are not teaching decoding in preschool, what are we teaching to prepare children for decoding instruction?

**Key points about the video** *Emphasize the following information if the participants do not.*

- Print knowledge is a precursor to reading.
- Children need to learn the alphabetic principle, the understanding that there is a predictable relationship between written letters and spoken sounds.
- Learning letter sounds provides children a foundation for learning how to decode words



## SLIDE 17

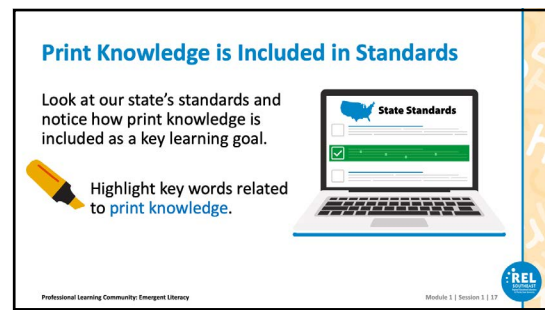
## NOTES:

- Allow 5 minutes.
- Locate online and print a copy of the emergent literacy state standards for each participant. The emergent literacy state standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3 and 4-year-olds, print out the one (or both) that matches the level participants teach.
- Provide highlighters for marking the state standards.

**SAY:** Standards are what a child should know and be able to do by the end of the school year. Each state addresses print knowledge within its early learning standards. If you work with 3 and 4-year-old children, it is important to 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 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 a separate document as well.

1. Review our state's standards and notice print knowledge is included as a key learning goal for children.
2. Highlight key words we have discussed that are related to print knowledge.

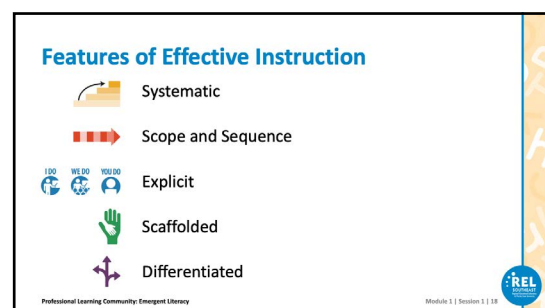
*Allow 3 minutes for this activity. Verify that participants have highlighted words related to print knowledge (for example, letter name, letter sound, concepts of print).*



## SLIDE 18

**SAY:** Now that we have talked about what print knowledge is and why it is important, let's turn our attention to the features of effective instruction. We begin with the features of effective instruction because they need to be applied when teaching print knowledge, or any type of content. The slide shows a list of the features. We will talk about each feature individually, but it is important to keep in mind that the features of effective instruction work together and are the basis of high-quality literacy instruction.

Effective instruction is systematic, includes a scope and sequence, is explicit, scaffolded, and differentiated. These features should be used when teaching any aspect of literacy, not just print knowledge.



## SLIDE 19

**SAY:** When instruction is systematic, information is presented logically and sequentially, moving from the simple to the complex. Skills build on previously taught skills, and instruction is broken down into manageable step-by-step chunks that are appropriate to the instructional goals.

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 learn it.

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.

When we think about teaching print knowledge systematically, we should consider the order in which we teach letter names and letter sounds, for example, beginning with letters that are in children's names. We should also consider the pace at which we introduce letters – not too fast and include review of previously taught letters.

Systematic instruction requires a carefully planned scope and sequence, which we will talk about next.

## SLIDE 20

**NOTES:** In the field of education the term “scope and sequence” is singular. That is, “scope and sequence” is treated as one “thing” when speaking or writing about it.

**SAY:** A scope and sequence provides an overview of instruction that includes the content, or scope, to be taught and the order, or sequence, in which the content is taught. A scope and sequence is similar to the blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. Similarly, a scope and sequence is carefully thought out and designed before instruction begins.

Some curricula provide a scope and sequence for print knowledge, but if it is not provided, you will need to develop a scope and sequence yourselves.

## SLIDE 21

**SAY:** Explicit instruction is another feature of effective emergent literacy instruction. Explicit instruction means overtly teaching each step needed to understand a skill or concept. It is especially powerful at the preschool level when teaching a new skill or concept and then combining it with intentionally planned, playful opportunities to practice.

When we explicitly teach print knowledge, we always set a purpose or goal at the beginning of the lesson using clear language, so children understand the skill or concept. For example, “Today we are going to learn about the letter name and the letter sound for M. This is an uppercase M and this is a lowercase m. The letter sound for M is /m/, as in *Maria*.”

## SLIDE 22

**SAY:** Explicit instruction typically follows the I Do, We Do, You Do instructional routine where the teacher explains and models (I Do), the teacher provides guided practice with scaffolding for children (We Do), and then children are provided independent practice opportunities and cumulative review (You Do).

Explicit instruction is used to introduce new skills or concepts .

It's important to provide **cumulative review**, where children 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.

## SLIDE 23

**SAY:** In the first step of explicit instruction, which is the I DO step, you provide multiple examples or models. Providing examples and modeling enables children to understand and visualize expectations. During the I DO step, you demonstrate the skill or concept, use visuals or manipulatives, provide at least two models, and use nonexamples when appropriate.

When teaching print knowledge, it is necessary to use visuals. Specifically, children need to see the upper and lowercase letters to learn letter names and letter sounds. Children also need to see print, in books for example, when learning about concepts of print.

## SLIDE 24

**SAY:** Providing children with multiple opportunities to practice skills being taught can increase engagement during instruction and improve outcomes. Eliciting group responses when feasible allows more practice and maximizes instructional time. Instead of calling on one child at a time, encourage all children to respond, chorally or in partners. It's important that practice opportunities for children occur after each step of explicit instruction.

- The second step in the explicit instructional routine is We Do. After you explain and model the skill or concept, **guided practice** allows the children to practice what was modeled while receiving feedback from you.
- Once children have practiced with you, the third step, You Do, provides children **independent practice** with the skill or concept. Feedback from you is still important during independent practice, until each child has internalized the skill.

When children have multiple opportunities to practice, you can monitor understanding. Providing feedback during guided and independent practice is crucial for children to accelerate their learning. Continuous feedback from you encourages children to continue correct responses or to fix errors before they become habit.

**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**.

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**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**

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**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:

- Guided Practice**  
**WE DO**
- Independent Practice**  
**YOU DO**

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## SLIDE 25

**SAY:** Although all types of instruction can create meaningful teacher-child interactions that can support learning, it is usually more effective to introduce new skills and concepts using **explicit instruction**. The I Do, We Do, You Do instructional routine helps children understand what is expected and provides them opportunities to practice with feedback from you.

*Review example on the slide.* The teacher may say, "This is the letter N. It says /n/. Nathan begins with N: NNNathan. Let's share other words that begin with N."

**Implicit instruction** is typically used to practice what has been previously taught explicitly. *Review example on the slide.* The teacher may say, "As I read this story, be on the lookout for the letter N and give me a thumbs up when you see one."

**Incidental instruction** is sometimes referred to as "teachable moments." *Review example on the slide.*

After skills or concepts have been explicitly taught, then implicit and incidental instruction can be used for review and practice purposes. For example, after you have explicitly taught the letter name for N using the I Do, We Do, You Do instructional routine, ask children to identify the letter N during shared reading or to look for the letter N while in line walking out to recess. Explicit instruction is used to introduce new skills, while implicit and incidental instruction can solidify understanding.

**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?"

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## SLIDE 26

**NOTES:** Allow 3 minutes.

**SAY:** Let's think, pair, and share again. Take a moment to think about 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?

*Participants think for 30 seconds. Then, they pair and share their answers for 60 seconds. Ask volunteers to share ideas.*

**Explicit Instruction in Your Classroom**

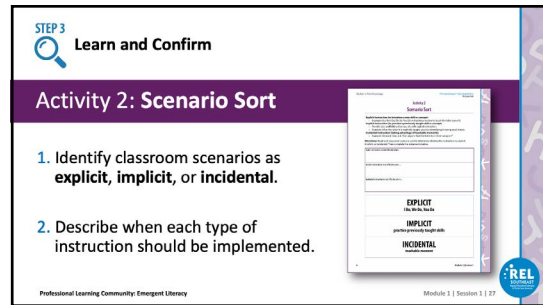
1. Which of the following do you consistently implement?
  - ✓ Explain and model each skill or concept.
  - ✓ Provide guided practice with feedback.
  - ✓ Allow for independent practice and cumulative review.
2. Which of these will you plan to add or enhance when you teach explicitly?

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## SLIDE 27

## NOTES:

- Allow about 15 minutes for this activity.
- BEFORE the session (if time permits), cut apart the scenario cards and the three header cards (Explicit, Implicit, Incidental) so that participants can sort the scenario cards under the three headers. You may put each set of scenario cards and headers in a plastic bag or paperclip them, one set for each group. (You may elect not to cut out cards and simply have participants circle the answer on each card.)
- Step 3 is **Learn and Confirm**. Here is where we access/build participants' background knowledge and experiences related to the topic of the session. Participants are explicitly taught the session's content through, for example, models, videos, and discussions.



**SAY:** Turn to **Activity 2: Scenario Sort on page 8** of the Participant Guide. For this activity, we will work in pairs or triads. Read each classroom scenario about teaching print knowledge and determine its instructional category: Explicit, Implicit, or Incidental. *Complete your directions based on whether the cards are cut—either sort cards or circle answers. Allow about 15 minutes for this activity.*

**Answers**

- **Explicit:** 1, 3, 6, 7, 10. These use I Do, We Do, You Do routine to introduce a skill or to re-teach children who need intervention.
- **Implicit:** 5, 8. These are previously taught skills. Instruction provides further practice with less scaffolding.
- **Incidental:** 2, 4, 9. These are unplanned teachable moments used to practice a previously taught skill.

**Key Points About the Activity** Emphasize the following information if the participants do not.

- Explicit instruction is intentionally planned and would be noted in a lesson plan book prior to instruction. It typically follows the I Do, We Do, You Do instructional routine to introduce a new skill or concept. (Scenario 3 is explicit because Mrs. Smith is providing feedback and scaffolding instruction on a skill that she knows the child is still developing.)
- Implicit instruction is typically used to practice what has been previously taught explicitly. It uses less scaffolding than explicit instruction. (Scenario 8 is implicit because Ms. Smith has taught B and D and is offering an opportunity for independent practice.)
- Incidental instruction takes advantage of “teachable moments.” (In scenario 2, when the class was walking to the playground, the teacher took advantage of posters along the way to practice letter names and sounds. Scenario 9 is incidental because the teacher did not plan to teach Z but capitalized on the child’s zoo experience.)

*Discuss findings:* When should explicit, implicit, and incidental instruction be implemented?

- *Emphasize that all three types of instruction are important. They serve three different purposes:*
  - Explicit instruction should be used to introduce a new skill or concept.
  - Implicit instruction reinforces what you have taught during explicit instruction.
  - Incidental instruction takes advantage of teachable moments to reinforce what has been taught.

Implicit and incidental instruction can motivate children because they capitalize on child-initiated comments and interests.



## SLIDE 28

### NOTES:

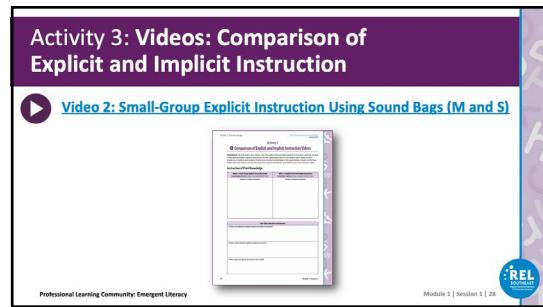
- Allow approximately 15 minutes for this activity.
- The participants will compare two videos. The first video is on this slide. The second video is on the next slide.

**SAY:** Let's watch two videos on instruction of print knowledge. The first video demonstrates explicit instruction, and the second video demonstrates implicit instruction across a preschool day. Turn to **Activity 3: Videos: Comparison of Explicit and Implicit Instruction on page 10** of the Participant Guide. 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.

Show **Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S)** (<https://youtu.be/CIOfy8WBalg>) and then allow participants 1 minute to record notes in the left column of the activity sheet. Ask volunteers to share what they recorded.

**Key points about the video** *Emphasize the following information if the participants do not.*

- The teacher is teaching in a small group format.
- The teacher introduced the new letter S by telling children the letter and having them repeat the letter name.
- The teacher explained and modeled the concept.
- Each child was asked to say the letter name as she traced it.
- The teacher provided individual turns with scaffolding.
- **Scaffold:** When the child called the M a W, the teacher showed the child a plastic letter M and said, "This is the letter M." She asked the child to trace it and say M. She turned the letter upside down and explained that if it was upside down it would be a W. Then she asked the child which bag the M should go in: the M bag or the S bag. This provided the child two more opportunities to practice the letter M.
- **Scaffold:** When the teacher asked if the M was lowercase or uppercase, she brought out both types of letters and discussed the differences.



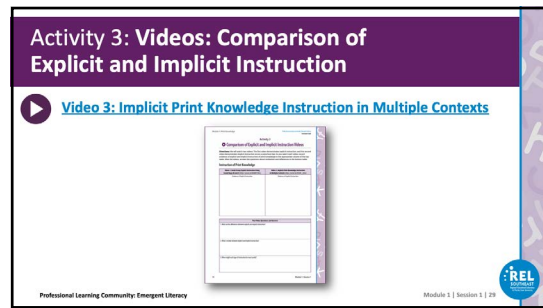
### Notes

**SLIDE 29**

**NOTES:** This activity is a continuation from the previous slide.

**SAY:** Now, let's watch the second video that shows implicit instruction of print knowledge in multiple contexts across a preschool day.

Show **Video 3: Implicit Print Knowledge Instruction in Multiple Contexts** (<https://youtu.be/5os00QtRgkq>) and allow participants 1 minute to record notes in the right column of the activity sheet. Ask volunteers to share what they recorded.



**Key points about the video** Emphasize the following information if the participants do not.

**Circle Time**

- The teacher passed around objects that begin with /s/. She named the letter S and said that each object begins with /s/.
- The teacher read Silly Sally and pointed out S in the title and throughout the book.

**Snack Time**

- The teacher asked who has a snack that starts with the letter S. She pointed out sticks (veggie and pretzel) and a squeezey.
- Other first sounds of words are explored: O for oranges and G for goldfish.
- The teacher asked which days of the week begin with S and pointed them out in the room.

**Introduction to Center Time**

- The teacher reviewed Silly Sally (the book read earlier in the day) to prompt the children to think about the names of animals.
- The teacher asked the children to name animals that begin with S. She wrote those animals on the whiteboard.

**Center Time**

- Children traced and wrote S on mini chalkboards.
- Children traced S with stickers.
- Children searched a sandbox for plastic letter S's, animals that begin with S, and sticks. Children also traced the letter S in the sandbox using popsicle sticks.

Ask participants to spend 2 minutes highlighting the similarities found in their notes and answering the questions at the bottom of the activity. Ask for volunteers to share their responses.

**Post-Video Answers to Questions**

1. Explicit instruction usually takes place in small groups. Explicit instruction usually follows the I Do, We Do, You Do instructional routine whereas implicit instruction does not. During explicit instruction, the teacher always scaffolds instruction. During implicit instruction, children sometimes practice skills without a lot of teacher scaffolding.
2. Children practiced print knowledge skills during both explicit and implicit instruction.
3. Explicit instruction is useful when introducing a new skill, like a new letter name. Implicit instruction is useful when practicing skills already explicitly taught.

## SLIDE 30

**NOTES:** Scaffolding stems from Lev Vygotsky's theoretical concept, the Zone of Proximal Development or ZPD. The ZPD is the difference between what children can do independently and what they can do with help. You think about ZPD when scaffolding instruction.

**SAY:** Let's turn our attention back to the features of effective instruction. It's important to scaffold instruction by providing feedback. 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. Scaffolding includes providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing examples, and offering encouragement.

Scaffolds are meant to be temporary and removed as children learn the skill or concept being taught. Scaffolding is associated with the gradual release of responsibility where the teacher begins with responsibility of introducing, modeling, and providing multiple opportunities for children to practice. As children become proficient and confident more and more of the responsibility of learning is shifted to them.

**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.

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## SLIDE 31

**SAY:** Within one classroom, children range in their English proficiency and levels of academic readiness. Each child brings his or her own mix of experiences and interests to the classroom. It's important to engage children in active learning that is appropriate to their instructional needs. Differentiated instruction is responsive to children's varying instructional needs. Being responsive means that you observe children and make split-second decisions about how to meet them where they are and best support their learning. Differentiated instruction is matching your instruction to each child's different needs and abilities.

Explicitly teaching children with similar needs in **small groups** is an **effective way to differentiate instruction. Use assessment data, if available, and observations** to form these groups. It is important to keep the group size small (for example, three to five children) to allow enough opportunities for children to practice skills with your scaffolding—this is a way to intensify instruction.

It is also important that small groups be **flexible**. This means that the membership, content, and size of each group frequently changes based on data and your observation 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. The guidelines on this slide can be helpful when forming small groups for differentiated instruction.

**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.

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## SLIDE 32

## NOTES:

- Allow 5 minutes for this activity.
- Step 4 of each session is collaborate and practice, where we practice applying what we have discussed so far.
- When you ask participants these questions, you may want to make a note of which feature(s) they want to know more about so that you can highlight it when it comes up in future sessions and readings.

**SAY:** Turn to **Activity 4: Features of Effective Instruction on page 11** in the Participant Guide. The table provides a brief overview and characteristics of each feature. As you review the table, consider two questions related to your print knowledge instruction:

1. Which feature of effective instruction do you think you implement well in your instruction of print knowledge? Provide an example.
2. Which feature of effective instruction do you want to improve on in your instruction of print knowledge? Describe how you might do so.

Turn and talk to your shoulder partner about these two questions.

*Allow time for participants to discuss. Call on volunteers to share highlights from the paired discussion.*

**STEP 4 Collaborate and Practice**

**Activity 4: Features of Effective Instruction**

1. 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
2. Which feature do you want to improve on in your instruction of print knowledge? How?

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## SLIDE 33

**NOTES:** Allow 5 minutes for this activity.

**SAY:** Step 5, Reflect, Plan, Implement is the final step for each session. Let's first reflect on the information we covered today. **Turn to Activity 5: Reflect on page 12** in the Participant Guide. Think about the information in the left column of the table and record your responses. Then, turn and talk to a colleague about your responses. Add any new information or ideas generated from your discussion.

- What did you learn during this session that confirmed or contradicted what you already knew about teaching print knowledge? About features of effective instruction?
- Brainstorm ideas for what you'd like to add or change to your current small-group explicit instruction in print knowledge. Discuss and record ideas of how you will implement these changes or additions.

*Allow 3 minutes for this activity. Then ask volunteers to share their ideas.*

**STEP 5 Reflect, Plan, and Implement**

**Activity 5: Reflect**

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

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## SLIDE 34

### NOTES:

- Allow 5 minutes to complete this activity.
- After you explain the DO, WATCH, READ, announce the date and time of the next session. Ask participants to note it on page vi of the Participant Guide. Follow up with an email so participants can note it in their calendars.

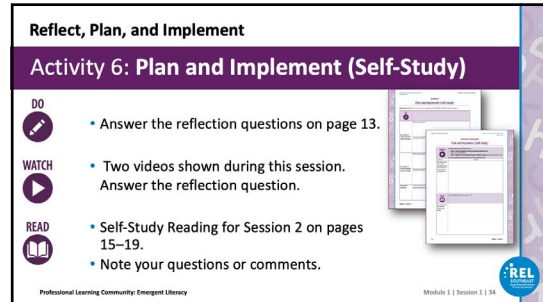
**SAY:** At the end of each session, we will review what you should DO, WATCH, and READ before the next session. These self-study activities will take about 30-60 minutes. Now, let's look at **Activity 6: Plan and Implement on pages 13–14** of the Participant Guide so we can make a plan to implement. Let's review what you will DO, WATCH, and READ before the next session.

**DO** Respond to the reflection questions that involve YOUR explicit and implicit instruction of print knowledge. Describe two explicit and two implicit examples from your own teaching of print knowledge. Be sure to include at least one whole-group and one small-group example. 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.

**WATCH** The two classroom videos shown during Session 1. As you watch the videos for a second time, focus on how the teachers organize print knowledge materials and make them part of the system for managing centers.

- Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) <https://youtu.be/CIOfy8WBalg>
- Video 3: Implicit Instruction of Print Knowledge in Multiple Contexts <https://youtu.be/5os00QtRgkq>

**READ** Self-Study Reading for Session 2 on pages 15–19 in the Participant Guide. Be sure to note in the Participant Guide any questions or comments you have about the reading.



## SLIDE 35

**SAY:** We have now completed Session 1! Thank you for your collaboration and a great first PLC session on emergent literacy!



# Preparing for Session 2

## Teaching Print Knowledge and Using Small-Group Explicit Instruction

### Self-Study Reading

Read pages 15–19 of the Participant Guide.

### Gather and Prepare Materials

Slide	Materials
41	<b>Learn and Confirm</b> (Participant Guide, pages 15–16) <ul style="list-style-type: none"> <li>Highlighters</li> </ul>
46	<b>Cumulative Review of Print Knowledge During Small Group Instruction</b> (Participant Guide, page 17) <ul style="list-style-type: none"> <li>Highlighters</li> </ul>
49	<b>Activity 9: Role Play Explicitly Teaching Print Knowledge in Small Groups</b> (Participant Guide, pages 22–26) Divide into triads. Each triad will need the following materials <b>Script 1: Sound Bags</b> <ul style="list-style-type: none"> <li>Print and cut apart picture cards (See the Reproducible Materials section on pages 62–64 of the Participant Guide).</li> <li>Gather three brown paper bags labeled: <i>Bb</i>, <i>Mm</i>, <i>Ss</i>.</li> </ul> <b>Script 2: Letter Sort</b> <ul style="list-style-type: none"> <li>Print and cut apart letter cards in different fonts (Rr, Pp, Ff, Bb) and header cards (UPPERCASE and lowercase r) in the Reproducible Materials section on pages 65–67 of the Participant Guide.</li> </ul> <b>Script 3: Playdough Letters</b> <ul style="list-style-type: none"> <li>Print and cut apart L and S letter cards in the Reproducible Materials section on page 68 of the Participant Guide.</li> <li>Gather playdough.</li> </ul>

### 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)

### 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

## Slides and Speaker Notes

### SLIDE 36

#### NOTES:

- Session 2 will take approximately 90 minutes.
- Prior to Session 2, participants will have read content from the Participant Guide:
  - What Do I Teach?
  - When Do I Teach?
  - How Do I Teach?
  - Breakdown of a Sample Lesson with Small-Group Explicit Instruction
  - Providing Opportunities for Practice
  - Instruction of Print Knowledge in Action: Ms. Scott's Classroom
- Under "SAY" in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should do.*

**SAY:** Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 90 minutes to continue Module 1: Print Knowledge.

*Briefly introduce yourself and facilitate introductions of participants, if needed.*

### SLIDE 37

**SAY:** As a quick reminder, the purpose of this PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!

### SLIDE 38

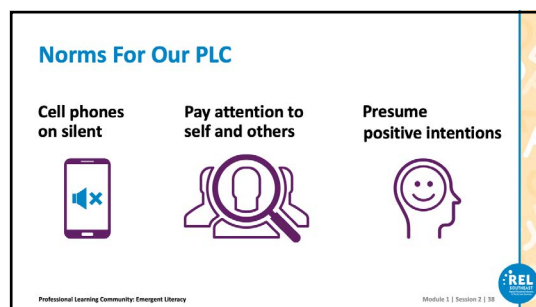
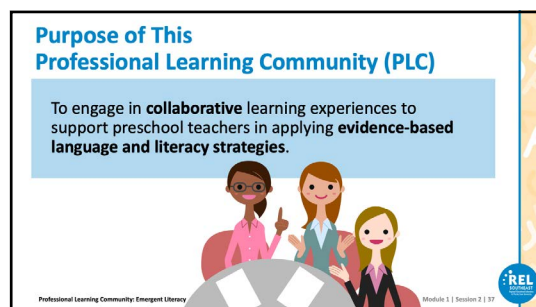
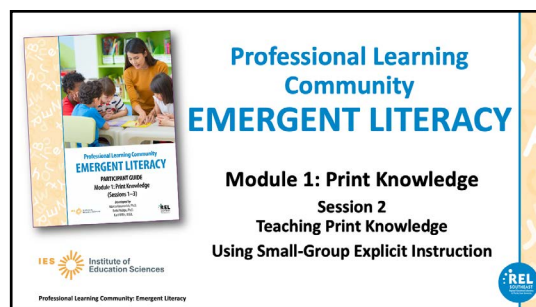
**NOTES:** Consider your group to determine how much detail about the norms will be helpful to review.

**SAY:** Let's quickly review the norms, or ground rules, for our PLC that we agreed to during our first session.

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

**Presume positive intentions** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.



## SLIDE 39

## NOTES:

- Allow about 15 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask for a volunteer from each triad to share with the large group.

**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.

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**SAY:** Let’s dive back into print knowledge! Before coming to this session, you completed **Activity 6: Plan and Implement** from the Participant Guide. These self-study activities included something to DO, something to WATCH, and something to READ. Please turn to this activity on pages 13–14 so we can debrief and share our reflections.

**DO** See the slide. Ask for volunteers to describe examples of their own explicit and implicit print knowledge instruction. Ask for examples of how to change an activity from explicit to implicit and from implicit to explicit.

**WATCH** Now, let’s turn our attention to the two videos you viewed again about explicit and implicit instruction of print knowledge. This time, you viewed the videos looking for how the teachers organized print knowledge materials and made them part of the system for managing centers. Ask for volunteers to share their answers. Emphasize the following information if the participants do not.

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

(<https://youtu.be/CIOfy8WBalg>)

- Magnetic letters in plastic containers that are easily accessible.
- Wooden letters on a shelf that are easily accessible at the blocks center.
- Letter cards on the wall in alphabetical order. Each card has uppercase and lowercase letter and a picture to help remember the letter sound. Letter cards are large and easy to read from anywhere in the classroom.
- Small-group explicit instruction in print knowledge at the teacher table.
- Letters on a large rug (maybe for a center or circle time).
- Painting letters at the art center.
- Whiteboard with letters and words.

### Key points about Video 3: Implicit Print Knowledge Instruction in Multiple Contexts

(<https://youtu.be/5os00QtRgkg>)

- Books organized on a shelf and easily accessible to children.
- Letter cards on the wall in alphabetical order. Each letter card has an uppercase and lowercase letter on it. It is easily visible from anywhere in the classroom.
- Letter buckets with the letter on the top and manipulatives inside that begin with that letter sound.
- Rug with large letters on it for circle time.
- Sandbox with manipulatives in it that begin with the target letter (S).
- Sandbox to trace letters.
- Mini-chalkboards for children to write letters.
- Trace letters using stickers.

**READ** You were asked to read pages 15–19 about print knowledge instructional practices, which we will discuss at today’s session. What were some of the comments or questions you noted as you read these pages?



## SLIDE 40

**SAY:** During Session 1, we learned that print knowledge includes letter names, letter sounds, and concepts of print. We also learned about the the features of effective instruction. The features of effective instruction include instruction that is systematic, includes a scope and sequence, is explicit, and includes scaffolding and differentiation. We learned that the features of effective instruction work together and are the basis of high-quality literacy instruction.

Our goal for Session 2 is to understand how to explicitly teach print knowledge in small groups.

To do this we will have discussions, watch and reflect on videos, practice instructional strategies, make instructional plans, and implement and reflect on those plans.

**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.

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## SLIDE 41

### NOTES:

- Allow about 3 minutes.
- Provide highlighters.
- Answers are on the next slide.

**SAY:** Step 3 of the collaborative learning cycle is Learn and Confirm. The goals for step 3 are to learn something new about teaching print knowledge in small groups and to confirm some things that we already know.

**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.

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In Session 1, we learned that effective instruction includes a scope and sequence. A scope and sequence provides an overview of instruction that includes the content, or scope, to be taught and the order, or sequence, in which the content is taught. The scope and sequence for print knowledge includes the letter names and letter sounds to be taught and the order in which they are taught. Some teachers have access to a curriculum that includes a scope and sequence for print knowledge. Many teachers do not have access to this and will need to develop their own scope and sequence for print knowledge. This means that you may need to make decisions about the order in which you will explicitly teach all 26 letter names and many letter sounds.

Let’s look at item 1 on the slide. Show me a thumbs up if you answer *yes* and thumbs down if you answer *no*: Is there one “right” scope and sequence to teach letter names and letter sounds? (*All thumbs should be down.*) Correct! There is not one “right” scope and sequence to teach letter names and letter sounds.

But, we do have some evidence to help guide our decisions when we need to create our own scope and sequence. Refer to the content you read on pages 15–16 in the Participant Guide. Locate and highlight or underline three things we know from evidence that can help guide our decisions when we need to create our own scope and sequence to teach letter names and letter sounds.

*Allow 2 minutes for participants complete the activity. Ask for volunteers to share their responses. Answers are on the next slide.*

## SLIDE 42

**SAY:** Here are some evidence-based guidelines that you may have underlined or highlighted. Explicitly teach a few new letters each week using cumulative review. Cumulative review occurs when instruction builds on skills you have previously taught. When using cumulative review, letters are explicitly taught, practiced, and revisited many times throughout the day and the school year. If cumulative review is not used, children are not provided with the multiple practice opportunities needed to solidly learn a skill or concept. So, be sure that after you explicitly teach a letter, you review it often that day and in future lessons.

Starting with letters in a child's name is useful because children are interested in their name and have frequently heard their name.

Also, starting with letter names that include the letter sound when you say them is helpful. For example, when you say B, the first sound you say is /b/. A nonexample is the letter Y because when you say the letter name for Y, you do not hear its sound, /y/.

Look at the first set of letters. Say each letter name and its sound. Now do the same for the second set of letters. What do you notice about the first set of letters compared with the second set of letters? (*The first set of letters is more straightforward for children because the letter name's beginning sound and the letter sound is the same. The second set of letters contains the letter name's sound in it but it does not begin with that sound; M and N begin with /ě/.*) Why do you think C, G, and vowels are not included? (*They have more than one sound, making them trickier to learn.*) What are some other tricky letters? Call on volunteers. (*Answers may include H, W, Y.*)

**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**

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## SLIDE 43

**SAY:** Within one classroom, children range developmentally, in their language experiences, and their prior learning experiences. Each child brings their own mix of experiences and interests to the classroom. It's important to engage children in active learning that is appropriate to their individual needs. Differentiated instruction is matching your instruction to meet each child's different needs and abilities. Small-group explicit instruction provides an effective way for teachers to differentiate instruction, including for teaching children letter names and letter sounds.

Remember, explicit instruction includes the I Do, We Do, You Do instructional routine. Teaching in a small-group format provides children with more practice opportunities and more specific feedback from you.

Do you recall the lesson with Max the puppet in the Self-Study Reading? That lesson was about a teacher who taught a small group of children, each of whom needed practice with the letter M. The teacher most likely formed this small group based on assessment and her observations. Differentiated instruction is responsive to the varying instructional needs of children. Being responsive means that you observe children and make decisions about how to meet them where they are to best support their learning. So, in the lesson with Max the puppet, the teacher may have provided a child who needed more practice with N a few opportunities to feed N's to Max.

**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.

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## SLIDE 44

**SAY:** Small groups of children who are at the same instructional level are formed based on assessment data and teacher observation. This type of grouping is often referred to as homogenous grouping. Small group sizes provide children more opportunities to practice with immediate feedback from you.

It is important to keep in mind that to differentiate instruction, small groups should be flexible, which means that membership, content, size, frequency of meetings, and even time allotted to each group change frequently based on assessment data and teacher observation.

**Membership** Children can move from one group to another based on their most recent performance.

**Content** The content, or teaching points, taught during each small-group lesson depends on the instructional need of the group. For example, one small group may be working on letter-name recognition, while another group has already mastered letter names and is working on letter-sound recognition.

**Size** Keep group sizes small—three to four children is optimal. The greater the instructional need, the smaller the group size should be.

**Frequency of meetings** Frequency of small-group explicit instruction refers to how often you work with each small group. Ideally, you will work with each group every day. Some groups may meet with you less often.

**Time allotted** This is the number of minutes you will work with each small group on a daily basis. For example, some groups may meet with you for 5–10 minutes, while others need 10–15 minutes. Watch your pacing to maintain your schedule.

**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

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REL

### Notes

**SLIDE 45**

**NOTES:** Allow about 4 minutes for this activity.

**SAY:** Turn to **Instruction of Print Knowledge in Action: Ms. Scott's Classroom on pages 18–19** in the Participant Guide. In this scenario, Ms. Scott explicitly teaches print knowledge in a small-group setting. Review the scenario and look for characteristics of small-group instruction and evidence of explicit instruction.

Record the evidence on **Activity 7: Evidence of High-Quality, Small-Group Explicit Instruction on page 20** of the Participant Guide. Compare your answers and discuss notes with a colleague.

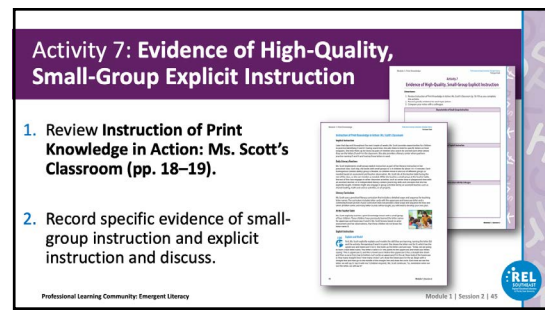
*Allow 4 minutes for this activity. Then, ask for volunteers to share responses. Answers may include the following.*

**Characteristics of Small-Group Instruction**

- Each day she works with small groups.
- There are 3–4 children in each small group.
- She teaches each small group for 10–15 minutes.
- The small groups are flexible.
- She faces the rest of the class while teaching the small group to monitor the rest of the class.
- Other children are engaged in planned activities during small-group instruction.

**Evidence of Explicit Instruction**

- She explains and models the skill and activity.
- Children have time for guided practice.
- She uses scaffolded instruction.
- Group responses and individual turns are used.
- She follows the I Do, We Do, You Do instructional routine.
- She uses visuals (letter cards).

**Notes**

## SLIDE 46

### NOTES:

- Allow 2 minutes for this individual activity.
- Provide highlighters.

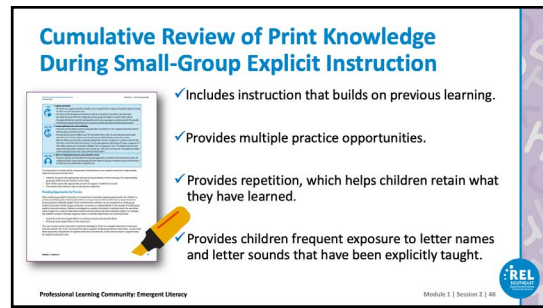
**SAY:** Since we know that frequent exposure to and repetition of letters is the way children learn best, it makes sense to teach letter names and letter sounds to small groups of children. **Cumulative review** is an important part of small-group explicit instruction because it provides children the frequent exposure to and repetition of letters that they need.

1. Review the information on the slide about cumulative review of print knowledge during small-group instruction. *Provide time for participants to silently read the slide.*
2. Locate **page 17 in your Participant Guide**. Review the example with Max the puppet that illustrates small-group explicit instruction when introducing the letter name M. The example includes the I Do, We Do, You Do instructional routine. Highlight or underline evidence of cumulative review.

*Allow 2 minutes for teachers to highlight text. Call on volunteers to share what they highlighted. Answers may include:*

- **I Do:** The teacher restates the name of the letter multiple times and encourages the children to name the letters with her.
- **We Do:** The teacher also holds up previously taught letters that are not M for children to practice letter discrimination.
- **You Do:** The teacher provides each child within the small group opportunities to identify the letter M and feed it to the puppet.

The teacher provides cumulative review by providing ongoing opportunities for the children to practice identifying the newly learned letters and multiple opportunities for reinforcement activities.



### Notes

## SLIDE 47

## NOTES:

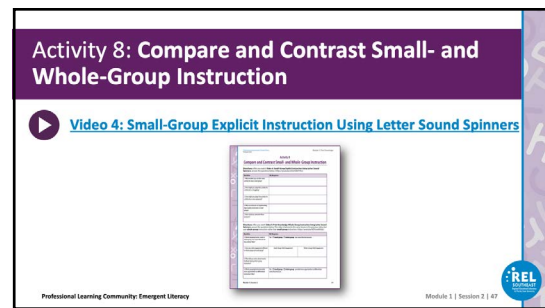
- Allow about 15 minutes for this activity.
- This activity continues on the next slide.

**SAY:** Locate **Activity 8: Compare and Contrast Small- and Whole-Group Instruction on page 21** of the Participant Guide. We are going to watch a teacher explicitly teaching print knowledge to a small group of children. Preview the questions in the table at the top of the page.

Allow 30 seconds for participants to preview the questions. Show **Video 4: Small-Group Explicit Instruction Using Letter Sound Spinners** (<https://youtu.be/CNUmqyZBSu8>) and then allow participants 5 minutes to answer the questions. Ask for volunteers to share their responses.

**Key points about the video** Example answers to the questions to share if participants do not.

1. You would not use the same activity for every small group because you need to differentiate instruction. Implement different activities for different small groups based on their instructional needs.
2. For a child who is struggling, you may reduce the number of letters to identify. You could also have the child say only the letter name instead of the letter name and letter sound. You could also work one-on-one with the child to provide more practice opportunities and scaffolding from you.
3. For a child who is more advanced, you may have more letters from which to choose. You could also have the child write the letters and say their sounds as they write them.
4. An obstacle to implementing small-group instruction might be determining what the other children are doing while you teach in small groups.
5. A solution to that obstacle is to preplan engaging activities and have a teacher assistant monitor their implementation.



## Notes

## SLIDE 48

**NOTES:** This is a continuation from the previous slide.

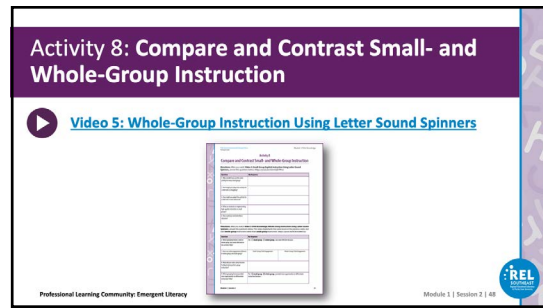
**SAY:** We will continue to use **Activity 8: Compare and Contrast Small- and Whole-Group Instruction on page 21** of the Participant Guide. Now let's watch the same lesson implemented with the whole group. Preview the questions in the table at the bottom of the page.

*Allow 30 seconds for participants to preview the questions.*

Show **Video 5: Whole-Group Instruction Using Letter Sound Spinners** (<https://youtu.be/DqNuragK3nw>) and then allow participants 5 minutes to answer the questions. Ask for volunteers to share their responses.

**Key points about the video** *Example answers to the questions that you may share if participants do not.*

6. Small-group instruction was more effective for this activity because children received more opportunities to practice the letter names and letter sounds and received more specific scaffolding from the teacher.
7. Children appeared to be more engaged in the activity during small-group instruction because each child had many opportunities to respond and engage with the teacher. During whole-group instruction, each child received only one turn.
8. Teacher feedback during whole-group instruction was specific to each child. However, she was not able to provide extra practice to children who needed it.
9. Small-group instruction provides more opportunities for the teacher to differentiate instruction because each child could get a turn to identify each letter, so the teacher could determine which children may need extra practice with certain letters and which have mastered certain letters.



### Notes

## SLIDE 49

## NOTES:

- Allow about 15 minutes for this activity.
- Divide participants into triads and prepare materials (some are provided in the Reproducible Materials on pages 62-68 of the Participant Guide) **for each triad** before the session.
- The use of chart paper and tape is recommended for Script #2 in the Participant Guide. But for this session, teachers will conduct a table top sort using the materials you prepared.

**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.

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**Script #1 Letter-Name Bags**

- **Purpose:** Children identify the letter after hearing its sound.
- **Materials from Reproducible Materials section:** Print and cut apart picture cards of items that begin with B, M, and S.
- **Materials to gather or create:** Three brown paper bags labeled: *Bb, Mm, Ss*.

**Script #2 Letter Sort**

- **Purpose:** Children identify uppercase and lowercase Rr's from among other letters and sort them into two columns.
- **Materials from Reproducible Materials section:** Print and cut apart letter cards in different fonts (Rr, Pp, Ff, Bb). Print and cut apart header cards: *UPPERCASE R* and *lowercase r*.

**Script #3 Playdough Letters**

- **Purpose:** Children identify the sounds for L and S and make playdough L and S.
- **Materials from Reproducible Materials section:** L and S letter cards
- **Materials to gather:** Playdough

**SAY:** Step 4 of each session is to collaboratively apply what we have discussed. Turn to **Activity 9: Role Play Explicitly Teaching Print Knowledge in Small Groups on page 22** of the Participant Guide. For this activity, we will 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.

*Allow 15 minutes for this activity.*



## SLIDE 50

### NOTES:

- Allow about 3 minutes to finish this activity.
- Provide highlighters.

**SAY:** Continue to work in your triad and highlight one example of scaffolding in each script. Then, discuss another way in which the teacher may have scaffolded for each example highlighted.

Allow 3 minutes for this activity. Then ask each triad to share one example with the whole group.

### Below is a scaffolding example from each script:

- **Script #1:** When the child said that mouse should go in the S bag, the teacher said that S says /s/ and M says /m/, as in man. The teacher said that mouse begins with /m/.
- **Script #2:** When the child called the R a P, the teacher showed an R next to a P and pointed out the difference between the R and P ("It looks a lot like a P, but it has line coming off the bubble."). She asked all children to say the letter name again (R).
- **Script #3:** When the child said the letter S was the letter L, the teacher modeled tracing over the L and she had the child trace over the L. She contrasted the L tracing with the S tracing and pointed out the difference ("S has curves and L is straight.").

**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.

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## SLIDE 51

### NOTES:

- Allow about 3 minutes for this activity.

**SAY:** Step 5, Reflect, Plan, and Implement, is the final step in each session. Let's first reflect on the information we covered today. Turn to **Activity 10: Reflect on page 27** in the Participant Guide. Think about the information in the left column of the table and record your responses in the middle and right columns. Then, turn and talk to a colleague about your responses. Add any new information or ideas generated from your discussion to the right column.

- Is there anything you learned during today's session that either confirmed or contradicted what you already knew about explicitly teaching print knowledge in small groups? Describe.
- Brainstorm ideas about what you'd like to add or change to your current small-group explicit instruction in print knowledge. Discuss and record ideas of how to implement these changes or additions.

Allow 3 minutes for this activity. Then ask volunteers to share their ideas.

**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.

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## SLIDE 52

## NOTES:

- Allow about 5 minutes for this activity.
- Explain the DO, WATCH, READ activities.
- Announce the date and time of the next session. Ask participants to note it on page v of the Participant Guide. Follow up with an email so participants can note it in their calendars.

**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](https://youtu.be/muPUFun3tes)  
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.

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**SAY:** At the end of each session, we will review what you should DO, WATCH, and READ before the next session. These activities will take about 30-60 minutes. Now, let's look at **Activity 11: Plan and Implement on page 28** in the Participant Guide to review what you will DO, WATCH, and READ before the next session.

**DO**

**Bring a children's read-aloud book to Session 3.**

**Select an example of your whole-group instruction from Activity 6 (DO) in Session 1.**

10. Describe how you could adapt this example to a lesson with small-group explicit instruction.
11. What would change? How?
12. How would it affect your classroom organization?

**WATCH**

**Video 6: Scaffolding During Small-Group Explicit Instruction** (<https://youtu.be/muPUFun3tes>)

Then, answer the guiding questions about scaffolding. You will note three child errors, how the teacher scaffolded, and another way in which the error could have been scaffolded.

**READ** Self-Study Reading for Session 3 on pages 29–34 in the Participant Guide. Also, select and read at least one resource from the Additional Resources section of the Self-Study Reading in Session 3. Note any questions you have about the reading in your Participant Guide. Also note one thing you learned from your selected reading.

**Remember to bring a children's read-aloud picture book to Session 3.**

## SLIDE 53

**SAY:** We have now completed Session 2! Thank you for your teamwork during our emergent literacy PLC session!

We have completed  
Session 2

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# Preparing for 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

Read pages 29–34 of the Participant Guide.

### Gather and Prepare Materials

Slide	Materials
63	<b>Activity 13 Lesson Plan for Print Referencing During Read-Alouds</b> (Participant Guide, page 36) <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Pens/pencils</li> <li>• Participants should have their own books. Provide books for those who do not.</li> </ul>
64	<b>Considerations for English Learner Students</b> (Participant Guide, pages 30–31) <ul style="list-style-type: none"> <li>• Highlighters</li> </ul>
65	<b>Considerations for Students With Disabilities (SWD)</b> (Participant Guide, page 32) <ul style="list-style-type: none"> <li>• Highlighters</li> </ul>

### 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)

### 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

## Slides and Speaker Notes

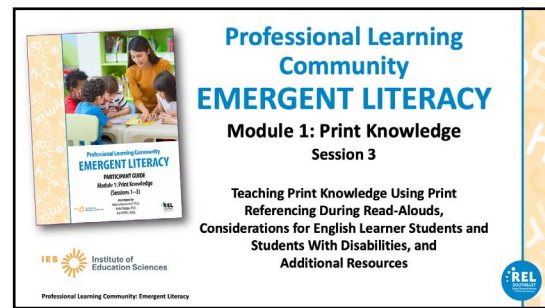
### SLIDE 54

#### NOTES:

- Session 3 will take approximately 60 minutes.
- Prior to Session 3, participants will have read content from the Participant Guide:
  - Teaching Print Knowledge Using Print Referencing During Read-Alouds
  - Considerations for English Learner Students and Students With Disabilities
  - A participant-selected resource from the Additional Resources section of the Self-Study Reading in Session 3.
  - Participants were asked to bring a read-aloud book to this session. Bring a few books for participants who may forget theirs.
- Under "SAY" in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should do.*

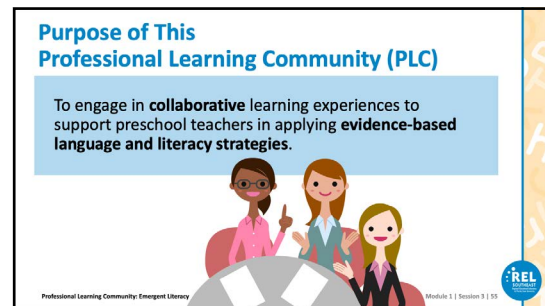
**SAY:** Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 60 minutes to conclude Module 1: Print Knowledge.

*Briefly introduce yourself and facilitate introductions of participants, if needed.*



### SLIDE 55

**SAY:** As a quick reminder, the purpose of this PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!



### SLIDE 56

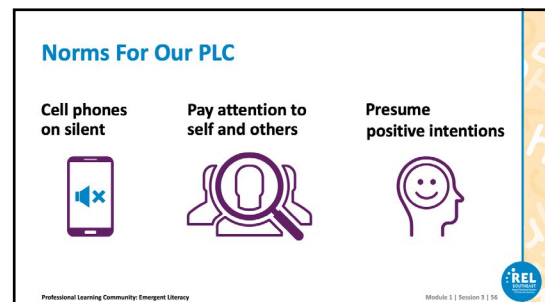
**NOTES:** Consider your group to determine how much detail about the norms will be helpful to review.

**SAY:** Let's quickly review the norms, or ground rules, for our PLC that we agreed to during our first session.

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

**Presume positive intentions** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.



## SLIDE 57

### NOTES:

- Allow up to 10 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask a volunteer from each small group to share with the large group.
- Participants were asked to bring a read-aloud book to this session. Provide books for those who may have forgotten to bring one.

**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?

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**SAY:** At the end of Session 2, you were asked to complete **Activity 11: Plan and Implement on page 28** of the Participant Guide. Please turn to this activity so we can debrief and share our reflections.

**DO** See the slide. Ask for volunteers to share how they adapted 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** Now, let's turn our attention to the questions you answered about Video 6: Scaffolding During Small-Group Explicit Instruction (<https://youtu.be/muPUFun3tes>). Review the questions and ask for volunteers to share their answers.

**Key points about the video** *If needed, share the following examples of scaffolding.*

- When children thought a lowercase M was a W, the teacher turned it upside down and said, "If you turn it that way it is a w, but if you turn it this way, it is an m."
- When a child called the lowercase m an uppercase M, the teacher told him it was a lowercase m. Then, the teacher immediately asked the child the same question to provide an opportunity to practice again.
- When a child wrote a lowercase M instead of an uppercase M, the teacher asked him to name the letter and then asked him to write an uppercase M.
- At the end of the review of letter names, the teacher compares uppercase and lowercase M to show the difference and asks the children to name each again.
- While describing the building of the alphabet caterpillar, the teacher provided another practice opportunity with naming M for the child who had the most difficulty with M.

**READ** You were asked to read pages 29–34, which focused on print referencing using read-alouds and considerations for English learner students and students with disabilities, which we will discuss during today's session. You were also asked to select and read a resource from the Additional Resources section of the Self-Study Reading in Session 3. What were some of the comments or questions you noted about your reading? Would anyone like to share which resource they selected to read and one thing they took away from reading it?

## SLIDE 58

**SAY:** During Session 1, we learned that print knowledge includes letter names, letter sounds, and concepts of print. We also learned that the features of effective instruction work together and are the basis of high-quality literacy instruction. Effective instruction is systematic, includes a scope and sequence, and is explicit, scaffolded, and differentiated.

During Session 2, we learned about explicitly teaching print knowledge in small groups, which is an evidence-based instructional practice.

For Session 3, we will learn about another evidence-based instructional practice called print referencing during read-alouds. We will discuss why print referencing during read-alouds is important and how to implement it in the classroom. In today's session, we will also discuss some considerations for English learner students and students with disabilities.

To do this, we will have discussions, watch and reflect on videos, practice instructional strategies, create lesson plans, and implement and reflect on those plans.

**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.

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## SLIDE 59

**NOTES:** Allow about 1 minute.

**SAY:** During step 3 of the collaborative learning cycle, we will learn about print referencing during read-alouds. The goal for step 3 is to learn something new as well as confirm some things that we already know. Let's talk about print referencing during read-alouds using a Think-Pair-Share. I'll pose a question and you think about a response, share it with a colleague, and then we'll have volunteers share responses. Here is the question: What does print referencing during read-alouds mean to you? Provide an example of a time that you used print referencing during read-alouds.

*Allow 1 minute for participants to share responses with a colleague and then ask for volunteers to share their ideas.*

**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.

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**Notes**

## SLIDE 60

**SAY:** Like explicit instruction in small groups, print referencing during read-alouds is another evidence-based strategy for teaching print knowledge. This instructional strategy is implemented when you include specific print-focused activities during read-alouds. In other words, as you read a text to children, strategically focus their attention on the print. Children typically look at the pictures while being read to, so embedding specific print-focused activities during read-alouds can help them increase their print knowledge. Who remembers from your reading what percentage of the time preschool children typically look at the print while being read to? (*Eye-gaze research shows that preschool children typically look at the print less than 5% of the time while being read to. See page 29 of the Participant Guide.*)

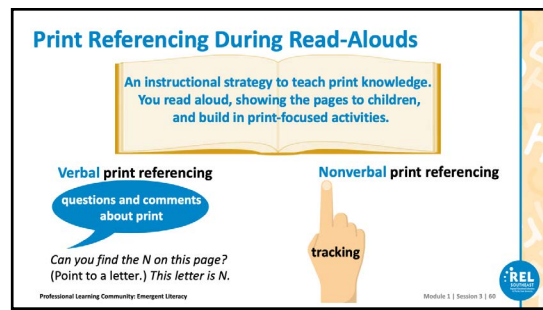
When we teach print knowledge using print referencing during read-alouds, we use two methods:

- Explicit verbal print referencing.
- Explicit nonverbal print referencing.

Explicit **verbal** print referencing includes questions and comments about print. For example, “Can you find the N on this page?” and “This word is **happy**” (while pointing to the word **happy**).

Explicit **nonverbal** print referencing includes pointing to print and tracking while reading. Tracking is running your finger under the words as you say them.

An example of print referencing during read-alouds is when you explain the difference between a letter and a word while pointing to examples of a letter and a word within the text.

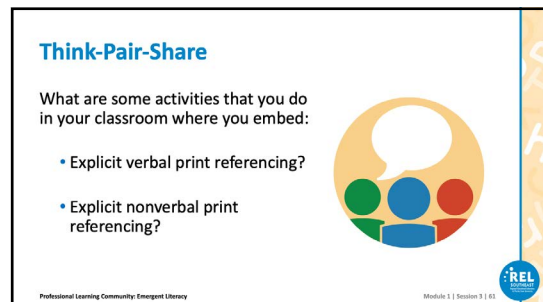


## SLIDE 61

**NOTES:** Allow about 1 minute.

**SAY:** Let’s do another think, pair, and share. What are some activities that you do in your classroom where you embed explicit verbal print referencing and explicit nonverbal print referencing? If you don’t do this, what are activities in which you would consider embedding print referencing?

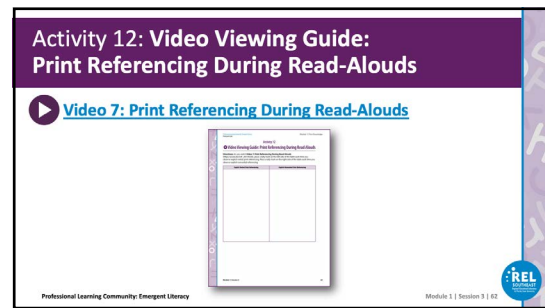
*Allow 1 minute for participants to share responses with a colleague and then ask for volunteers to share their ideas.*



## SLIDE 62

**NOTES:** Allow about 5 minutes for this activity.

**SAY:** Now, let's watch a video of a teacher implementing print referencing during read-alouds. Turn to **Activity 12: Video Viewing Guide: Print Referencing During Read-Alouds on page 35** of the Participant Guide. As you watch the video, place a tally mark in the left column of the table each time you observe explicit verbal print referencing. Place a tally mark in the right column of the table each time you observe explicit nonverbal referencing.



Show **Video 7: Print Referencing During Read-Alouds** (<https://youtu.be/6-375dF6rHw>). After the video, ask participants to share examples from the video of explicit verbal and nonverbal print referencing.

**Key points about the video** Emphasize the following information if the participants do not.

- The teacher pointed (nonverbal) to the title as she read it (verbal).
- The teacher pointed (nonverbal) to the author and the illustrator as she read (verbal) their names.
- The teacher pointed to the first word on the page and left-to-right (nonverbal) as she explained (verbal) where to start reading and which direction to read.
- The teacher pointed (nonverbal) to an uppercase letter as she asked (verbal) the children if it was an uppercase or lowercase letter.
- Teacher pointed (nonverbal) to a sentence and asked (verbal) the children to count the words in the sentence.
- Teacher pointed (nonverbal) to each word as children counted (verbal) the words in a sentence.

## Notes

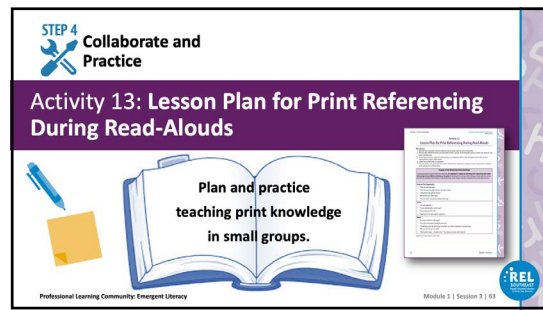


## SLIDE 63

### NOTES:

- Allow about 10 minutes for this activity.
- Provide sticky notes and pencils or pens.
- Participants should have their own books. Provide books for those who do not.

**SAY:** Step 4 of each session is to collaborate and practice. Turn to the **Activity 13: Lesson Plan for Print Referencing During Read-Alouds on page 36** of the Participant Guide.



*Review the directions at the top of page 36.*

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.

*Allow 10 minutes for this activity. Then facilitate a discussion using the following questions:*

- Which type of print referencing (book and print organization, letters, or words) do you typically use?
- Which type of print referencing do you think may enhance read-alouds?

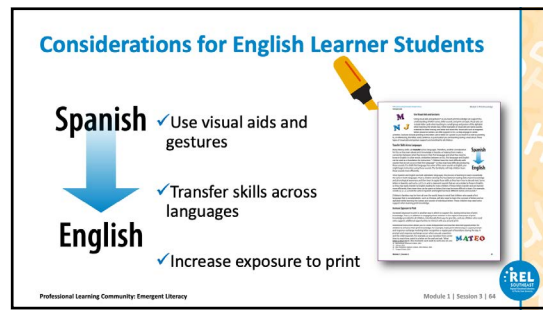
Now that we have all created print references for the book we brought to the session, we can plan to share the books with each other and the print referencing sticky notes are already prepared!

### Notes

## SLIDE 64

**NOTES:** Allow about 5 minutes.

**SAY:** Please turn to the section on *Considerations for English Learner Students and Students With Disabilities* from your Self-Study Reading on page 30. This section begins with principles and strategies for teaching print knowledge to English learner students. It tells us about using **visual aids** and **gestures** as you teach print knowledge to support English learner students. It also points out that this type of visual aids and gesture support is beneficial for all children.



This section also describes the idea of **transferring skills across language** to remind us that similarities between an English learner student's first language and English can be used as a foundation for instruction. If a child's first language has some of the same sounds as English, you might begin instruction using those sounds. This idea of transfer means that we can use what children know from their first language to make connections to learn in English. For example, 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.

Finally, this section reminds us to be intentional about finding ways to give English learner students, or any children who need extra support, additional **opportunities to interact with you involving print**. Intentional instruction allows you to create independent and teacher-directed opportunities for children to enhance their print knowledge.

Take a moment to review *Teaching English Learner Students* on pages 30–31. Underline one strategy that you plan to implement in your classroom. Share with a colleague **how** you plan to implement something new in your classroom that will support English learner students' print knowledge.

*Provide about 3 minutes for this activity. Then facilitate a discussion by asking volunteers to share with the group.*

*Topics from the Participant Guide (if needed for discussion):*

**Visual aids** examples: letter cards, magnetic letters, posters

**Gesture example:** pointing to a letter, word, or sentence as you reference it.

**Transfer:** *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. 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.*

**Increased exposure to print:** *Make print referencing a regular part of transitions; find a few moments each week to work one-on-one with some children, when you can help them identify the letters in their own names and then eventually other letters and sounds; provide materials for children's independent exploration during center time; select materials for a print and writing center to facilitate learning of print knowledge, such as magnetic letters, letter puzzles, letter cards, and child-led activities to facilitate learning letter names and letter sounds. Encourage children who need extra support for print knowledge to spend time in this center and spend some time there with them yourself!*

## SLIDE 65

### NOTES:

- Allow about 3 minutes.
- Even though most of the research was conducted with students in grades K-12, the information is helpful for preschool classrooms.

**SAY:** Let's continue to review the section on *Considerations for English Learner Students and Students With Disabilities* from your Self-Study Reading on page 32. This section discusses principles and strategies for Students With Disabilities. When working with students who have an Individual Education Plan (IEP) consult the plan and work in concert with a specialist (preschool special education teacher or speech/language pathologist). If you suspect a child should be screened for a possible disability or delay, consult an administrator.

This section tells us about **individualized**, or one-on-one, instruction from the teacher to help the child learn letter names and letter sounds. Differentiated instruction in small groups is effective for many children but not all. This section also discusses the use of **mnemonic clues** as a teaching technique that can help students with disabilities learn letter sounds. Finally, it describes incorporating **manipulatives** as another strategy that can help students with disabilities learn letter names, letter sounds, and concepts of print. Manipulatives are physical objects that allow children to learn skills and concepts in a developmentally appropriate and hands-on way.

Take a moment to review *Teaching Students With Disabilities* on page 32. Underline one strategy that you plan to implement in your classroom. Share with a colleague **how** you plan to implement something new in your classroom that will support development of students with disabilities print knowledge.

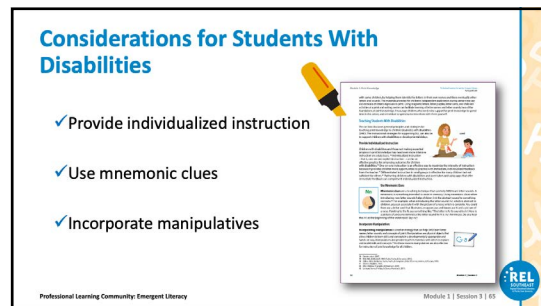
*Provide several minutes for this activity. Then facilitate a discussion by asking volunteers to share with the group.*

*Topics from the Participant Guide (if needed for discussion):*

**Individualized instruction:** *More intensive; one-on-one; children receive more opportunities to practice with teacher-feedback.*

**Mnemonic clues:** *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. 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/. Sssunnnn. Do you hear the /s/ at the beginning of the word sun? Say /s/." A mnemonic clue can provide a "hook" to help with remembering content.*

**Manipulatives** *Manipulatives provide teachers materials with which to explain and model skills and concepts. Examples of manipulatives for teaching print knowledge include magnetic letters, picture cards, pocket charts, dry erase markers, and white boards. Because children often love to play with objects, the use of manipulatives may also increase motivation and engagement. Manipulatives offer children tangible objects that allow them to be active while learning.*



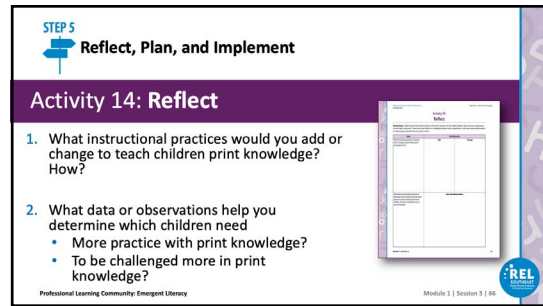
### SLIDE 66

**NOTES:** Allow about 5 minutes for this activity.

**SAY:** Step 5, Reflect, Plan, and Implement is the final step in each session. Let's first reflect on the information we covered today. Turn to **Activity 14: Reflect on page 37** in the Participant Guide. Think about the information in the left column of the table and record your responses. Then, turn and talk to a colleague about your responses. Add any new information or ideas generated from your discussion to your notes on Activity 14.

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

*Allow 5 minutes for this activity. Then ask volunteers to share their ideas.*

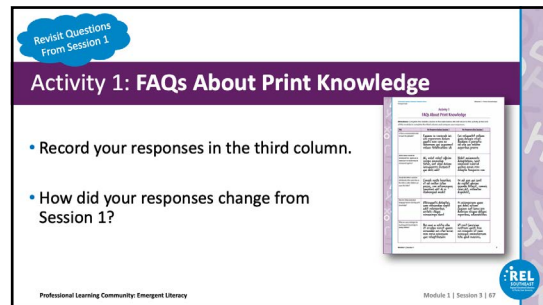


### SLIDE 67

**NOTES:** Allow about 5 minutes for this activity.

**SAY:** Locate **Activity 1: FAQs About Print Knowledge on page 7** of the Participant Guide. Remember these FAQs about print knowledge from Session 1? Please take 5 minutes to read each question and record a response in the third column. Then, compare your responses from Session 1. How did your responses change from Session 1?

*Participants work independently for 5 minutes to answer the FAQs. Ask for volunteers to share their responses.*



**Notes**

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## SLIDE 68

### NOTES:

- Allow about 5 minutes for this activity.
- Explain the DO, WATCH, READ activities.
- Announce the date and time of the next session. Ask participants to note it on page vi of their Participant Guide. Follow up with an email so PLC participants will note it in their calendars.

**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](https://youtu.be/rWAltYgEKc0). Answer questions.

**READ**

- Self-Study Reading for Session 4 on pages 1–7 located in the Participant Guide for Module 2: Phonological Awareness.

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**SAY:** At the end of each session, we will review what you should DO, WATCH, and READ before the next session. These activities will take about 30-60 minutes. Now, let's look at **Activity 15: Plan and Implement on page 38** in the Participant Guide to review what you will DO, WATCH, and READ before the next session.

**DO** Implement the lesson plan for print referencing during read-alouds that you developed during today's session. Then, answer the reflection questions: Did this book work well for this purpose? Why or why not? What did the children learn? Provide two examples of how you scaffolded instruction.

**WATCH 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 during today's session: visual aids/gestures, transfer, increased exposure to print, individualized instruction, mnemonic clues, and manipulatives.

**READ** Self-Study Reading for Session 4 on pages 1–7. This information is located in the Participant Guide for Module 2: Phonological Awareness (Sessions 4–6). Note any questions you have about the reading and one thing you learned from your reading.

## SLIDE 69

**SAY:** We have now completed Session 3, the final Session in Module 1: Print Knowledge! Thank you for sharing your knowledge and working as a team in our emergent literacy PLC!

**We have completed Session 3**

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