

ACTION RESEARCH ON THE IMPACT OF USING SHARED READING
TO INCREASE STUDENTS' KNOWLEDGE ABOUT CONCEPTS OF PRINT
IN A KINDERGARTEN CLASSROOM

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Abstract:

This study examined the impact of shared reading lessons focusing on kindergarten students' knowledge about Concepts of Print, in which students were not proficient.

Using a formative assessment, *Concepts About Print Test* designed by Marie Clay, 15 kindergarten students were asked to apply various Concepts of Print (i.e. holding a book properly, showing the front cover, pointing to the title, showing the beginning and ending of a story, reading from left to right and top to bottom, matching word to voice print, understanding reading terminology such as word and letter, and understanding simple punctuation marks). The Concepts of Print Test was administered in August as a pre-assessment and at the end of January as a post-assessment.

Quantitative and qualitative methods were used to determine which specific Concepts of Print lessons should be implemented into shared reading. Student responses, teacher reflections, student observations, and work samples were examined and analyzed.

Findings showed that all students increased in their Concepts About Print during the time of the study. Three students were selected to investigate if the shared reading lessons helped with their writing process. At the beginning of the study, Student H and Student M had difficulty in the area of reading concepts and punctuation marks. Student L had difficulty in all concepts of print. At the end of the study, Student H and Student M knew all their Concepts of Print and were able to apply it to their writing at the end of January. Student L gained 14 points because he was familiar with the concept of print terms, but needed scaffolding in his writing.

The use of shared reading can be effective to use to teach Concepts of Print when it is geared toward the specification of the students' needs. Modeling, scaffolding,

student application, and student independent practice are important tools to aid students. When students gain knowledge about Concepts of Print, students are more likely to be aware of the purpose, meaning, and skills of reading and become life-long readers.

TABLE OF CONTENTS

Chapter 1: Background.....	5
Chapter 2: Literature Review.....	8
Emergent Literacy Development in Kindergarten.....	8
Role of Concepts of Print.....	10
Literacy Curriculum Framework in a Kindergarten Classroom.....	12
Shared Reading Impacts Reading Development.....	15
Linking Shared Reading and Concepts of Print: Effective Reading Instruction.....	17
Impact for School Education.....	19
Impact for Professionalism Education.....	19
Chapter 3: Project Methodology.....	21
Overview of Study.....	21
School Setting.....	21
Participants.....	22
Literacy Curriculum (Classroom Setting).....	23
Data Collection and Data Analysis.....	27
Chapter 4: Findings.....	31
Quantitative.....	31
Qualitative.....	37
Overall Findings.....	40
Chapter 5: Recommendations and Conclusion.....	41
References.....	45
Appendices.....	47

CHAPTER 1

Background

Just when you feel you have a good grasp in teaching, there is always some need to change or make it better. It is always a learning opportunity to grow and to learn from my students, my colleagues, and myself. Speaking from personal experience, as a teacher, I encounter and find myself working with students with a range of academic abilities, strengths, and areas of concern. Therefore, as teachers, we find ways to help students achieve the best they can no matter what the situation might be. We need to find the appropriate teaching recipe that is just right for each individual student.

The school that I come from is a Title 1 school. We have been in restructuring for 7 years and this particular school has the largest population in the Honolulu District Schools. The majority of the parents are immigrants with low-incomes. Most of the immigrant parents are only partially proficient in English speaking. Due to their limited speaking abilities, parents mentioned in a survey conducted at the beginning of the year that they do not know how to help their children in their education, particularly in reading. They also stated that they strongly feel that the student's teacher should be responsible for teaching their kids to read.

In my six years of teaching at this school, I have observed that the majority of the kindergarten students enter school not knowing the alphabet or the sounds of the letters of the alphabet. They typically have limited exposure to books, and little or no pre-school experience. As Yaden and Templeton (1986) pointed out, some students enter school already possessing knowledge of how print and text works, while others do not. In this case, the second part of this statement is unfortunately true for most of my

students. Because of their lack of background knowledge about how print and text works, many of my students have had limited access to text and learning opportunities around books (Newman & Celano, 2001).

Downing, a researcher at the University of Victoria (1982), stated that many children come to school in a state of “cognitive confusion” about the functions of reading and the terms we use when we start formal reading instruction. In his research, he discovered that often children who are not read to regularly don’t understand the conventions of print and don’t understand what reading is all about. When children don’t have a good grasp of how print works or what is meant by a “word” vs. “letter” vs. “punctuation”, they benefit less than their peers from beginning reading instruction.

Rodgers (2005), emphasized that awareness to concepts of print “is not information that we are born with. We have to learn them. We have to discover how print operates.” Moreover, print awareness is connected to reading achievement. Concepts of Print knowledge plays a critical role in reading development (Hiebert, Pearson, Taylor, Richardson & Paris, 1998). The importance of learning concepts of print influences children’s language development, phonemic awareness, phonics, word reading and reading/writing development (Morris, 1993; Roberts, 1992).

At the end of the school year, our school expects our kindergarten students to read at Level 1 in our school-wide assessment reading called Rigby. To be able to reach this goal for my students, there needs to be a plan that will bridge the gap for students who enter school with limited knowledge about how text works, so they will become proficient readers. Concepts of Print plays such a critical role in the early childhood education that it is part of the Common Core State Standards (www.corestandards.com). In my study I will administer a Concepts of Print test to my students at the beginning of

the year will help me know where to begin planning my literacy curriculum. It will also give me a baseline so I can assess their progress at the mid-year. I plan to use this assessment to develop lessons that are appropriate for the students and help them reach toward the goal of understanding concepts of print. The goal of this study is to use these created Concept of Print lessons to help my students apply the skills learned to their daily lives.

My study focuses on whether there is a positive impact on student scores on Concepts of Print when taught through the strategy of shared reading. Both quantitative and qualitative data will be collected for this research.

My research questions are, “Which concepts of print do the kindergarten students already know?” and “Which concepts of print will the students learn from participating in shared reading (Holdaway, 1980) using Big Books and Song Charts?”

Conducting this study may help other early childhood teachers to create and develop efficient lessons to build a solid foundation of Concepts of Print. It may also help to narrow the gaps and create a bridge for student success in the area of literacy in kindergarten classrooms.

CHAPTER 2

Literature Review

Emergent Literacy Development in Kindergarten

“Which concepts of print do the kindergarten students already know?” and “Which concepts of print will the students learn from participating in shared reading (Holdaway, 1980) using Big Books and Song Charts?” Investigating these two questions will address how we have been helping our children and how we can focus on student needs.

Some adults assume that literacy emerges when the child starts school and it is the schools’ responsibility to foster literacy learning. As a result, a statistic released by the National Center for Education Statistics and Early Childhood Longitudinal Study program, found that 1.5 million American children enter America’s kindergarten with no letter knowledge (West, Denton, & Germino-Hausken, 2000). One of the reasons that some children have no concept of letter knowledge is that they lack exposure to print literacy and the basic writing fundamentals in the home environment. For example, some children have not been given the opportunity to learn how to write their proper name by their parents. Gentry (2007) conducted a study and discovered that half of the children entering kindergarten, whose native tongue was not English were unable to write their proper name. Tough (2006) discovered a significant connection between language exposure and academic success. It is hard to dispute these findings when they are evident in my own classroom.

According to Lily and Green (2003) emergent literacy begins at birth and is encouraged through adult interaction in meaningful activities. Children develop literacy

knowledge early in their lives when they are actively engaged with interesting and meaningful reading and writing experiences. Experts at the Mayo Clinic concur stating that language development begins with children listening to family members around them. Literacy vocabulary terms such as letters, sounds, words, sentences, paragraphs, and pages become easily digestible for children when they have been exposed to these concepts from infancy. Through early exposure children begin to understand why people read. They also learn appropriate reading materials and reading mechanics (Bennett-Armistead, Duke, & Moses 2007).

According to the International Reading Association (IRA) and National Association for the Education of Young Children (NAEYC), most kindergarten children begin developing what are called basic “concepts of print.” In time, children enjoy being read to and reading themselves, and they develop literacy skills such as recognizing letters and letter-sound matching, producing rhyming and beginning sounds, understanding left to right and top to bottom orientation. In turn, it is developmentally age appropriate for these kindergarten students. Over time, these literacy behaviors change and eventually become conventional (Neuman, Copple & Bredekamp, 2000). Family involvement helps support a child’s development in literacy.

Because family involvement varies, students come to school with a variety of literacy skills and concepts based on their prior knowledge (Clay, 2000). Bordrova and Leong (1996) point out that the developmental processes of language and literacy in children reflect the total cultural milieu in which they are raised. As a result, homes and communities in which the adults model and discuss reading and writing have a different perspective and approach to literacy than those adults who interact less with the tools and processes of literacy (Heath, 1982). Children who have had little or no experience in a

school setting or print-saturated environment receive minimal opportunities to learn literacy skills.

As mentioned, literacy development begins at birth (Clay, 1972; Teale & Sulzby, 1986a; Whitehurst & Lonigan 2001).

The Role of Concepts of Print

Stages of early literacy development for children include turning pages, labeling pictures, and repeating playful language and making up stories related to picture in books. Then, they take notice of rhyme and alliteration. When young readers are able to obtain meaning through reading, the child is able to show interest in letters, sounds, and divide words into syllables. In a 1999 home literacy report explained by Kathryn Chandler, activities such as reading, storytelling, and singing with young children help them gain literacy skills. Children who are read to three or more times a week were more likely to correctly identify letters of the alphabet, write their names, and demonstrate other early reading activities. Integrating these suggested activities into the classroom will determine if it will make a difference for these children.

Most importantly, starting at an early age will help children build their literacy development.

Marie Clay was a New Zealand researcher who conducted extensive research on expanding the understanding of emergent literacy. She developed and coined Concepts of Print. Concepts of Print includes knowledge of print awareness and book handling skills including understanding that there is a front/back of the book, knowing where to start reading, knowing which way to go when reading, knowing to return sweep to the left, the ability to perform word by word matching, the ability to identify upper and lower case

letters, decipher a word versus a letter, and an awareness of punctuation marks such as question mark, period, comma, and quotation marks.

Language is used to activate a child's awareness to specific Concepts of Print (Dorn, French, & Jones 1998). According to Downing and Leong (1982), if one is not attending to specific aspects of print, it hampers the development of a sound literacy processing system and leads to a state of "cognitive confusion." Undeveloped concepts in print could mean children having trouble reading and writing. Moreover, Scarborough (1998) and National Reading Panel (NRP) Report found that print-knowledge skills were one of the indicators in correlation with later reading achievement. Moreover, many of my students came to school limited with their knowledge about concepts of print.

A study conducted by Johns in 1980 found that beginning kindergarten print awareness predicted end of first-grade reading achievement. Rodgers (2005) emphasized that children who figure out how print operates are able to read more. Research shows that language in print and literacy learning is utilized in a preschool setting (Rowe, 2008). The amount of literacy exposure conducted in a classroom environment affects student development.

Why is the idea of Concepts of Print so valuable? Morrison and Roberts emphasize that learning Concepts of Print influences children's language development, phonemic awareness, phonics, word reading, and reading/writing development. According to Clay, most children have these concepts before they have been at school for six months. Clay emphasized that if children are exposed to literacy on a regular basis, then children will pick up many concepts on their own. Children who have had experiences with reading and writing outside of school are more likely to demonstrate book handling and print orientation skills prior to entering kindergarten.

As Clay (2000) put it, it is not really a question of how much they know; it is more a matter of what they do know and what they have yet to sort out about language in print (Clay, 2000). Therefore, it is important to determine what children have and have not learned and use this information to teach accordingly. She designed a Concepts of Print (C.A.P.) assessment task to help teachers observe young children's growing recognition of conventions and characteristics of a written language (Harris & Hodges, 1995). The assessment is used between 5 and 7 years of age. Concepts of Print is a reliable discriminator in literacy development (Reutzel, Fawson, Young, Morrison & Wilson, 2003). Finding a child's strengths and areas of need helps to bridge the gap of learning opportunities for children and build a strong foundation in their literacy development. Using this as part of the intervention strategy guides a child's oral and written language skills.

The importance of reading is very important and should be evident in the classroom. A published 1999 Pediatric journal article by Zimmerman concludes that improving language development requires a two-sided conversation. Moreover, the importance of reading daily and exchanging conversations with the child is very imperative for literacy development to take place.

Literacy Curriculum Framework in a Kindergarten Classroom

According to Clay (2005), when 5-year-old children enter school, they move progressively through developmental phases. Through the lens of Vygotsky, "instruction is a major contributor to children's growing consciousness and regulation of their own cognitive processes" (1978, p.88). With appropriate teaching, teachers are able to support and help children to become competent. In order for children to be successful learners, they need teachers who are knowledgeable about the literacy process and

provide constructive reading and writing opportunities to build a literacy foundation (Dorn, French, & Jones, 1990). As teachers, we need to be capable, effective, and well-prepared facilitators to guide these young children.

Hanson and Farrell (1995) discovered that the students who received and spent time in formal reading instruction in kindergarten showed superior current reading skills, had higher grades, better attendance, and received less remedial instruction, especially families from lower class status and parent education. Smith and Shepard (1998) noted that children with few experiences with language and literacy known as “school-dependent” children can accelerate through personalized instruction and not expectation.

According to McGill-Franzen (2006), “literacy instruction that is not based on careful observation of individual development will not help all children gain the ground they need to reach their potential. Through shared experiences, the teacher is able to listen carefully to the child and the teacher is able to make adjustments based on the student’s ability to contribute” (p.35). Furthermore, social interaction is very important to stimulate the child’s cognitive growth. As Vygotsky states, “cognitive development and social interaction are perceived as complementary processes that work together to promote the child’s intellectual growth.” Furthermore he suggests that learning awakens a variety of internal developmental processes that operate when the child is interacting with people in his environment and peers. It is guided participation in structured literacy activities that will help students (Rogoff, 1990). When people hear the term guided participation, they often link it to words such as scaffolding, modeling, and guidance. According to Wood, Bruner, and Ross (1976), the term scaffolding is described as a support system for helping children achieve success on a task that would be too difficult for them to accomplish on their own. The process of scaffolding involves the teacher

determining the child's zone of proximal development and using that as a resource in providing appropriate instructional strategies for the child to function cognitively. A combination of student observation, scaffolding, and social interaction should be included in designing age-appropriate lessons.

The following is a list and brief description of a balanced reading program suggested by Dorn, French, and Jones (1998). The comprehensive literacy framework listed below is the type of classroom integration and literacy framework that is occurring in my classroom. It provides a variety of opportunities for children to learn about the reading process. The National Reading Panel (NRP) concluded that developing a quality program with these following components will assist student growth in reading.

Read Aloud: As the teacher reads, the children listen and respond to the story. This allows children to hear more complex language patterns that would be too difficult for them to read by themselves.

Guided reading: The student is given a supportive text with a certain reading strategy to implement, while the teacher observes the student's reading behavior and makes necessary adjustment to support and scaffold the student if a student is having trouble reading independently. This allows children to practice effective reading strategies on texts at their instructional level with the guide of their teacher.

Rereading familiar books: There is less teacher support because the familiar text provides itself as a support system. This allows children to independently practice and apply strategy learned on familiar materials.

Shared reading: As the teacher shares an enlarged text, the teacher creates an instructional conversation that guides the children to apply their knowledge and strategies

to the reading situation. This allows children to learn important concepts about reading and to practice effective reading behavior.

Shared Reading Impacts Reading Development

Shared Reading is reading “with” children (Payne,2000). Developed by Don Holdaway in 1979, shared reading involves the teacher reading a text aloud. While the teacher reads, guidance and support is needed for the students. The children may contribute to reading along as well.

Shared Reading uses Big Books or other enlarged texts (e.g., poems, charts, songs, drawings with captions, rhymes, chants, dictated shared writing, individual or class book) and a pointer. The text must be large enough for everyone to see the print. During shared reading, students build and make predictions in their reading. Shared reading helps new readers and writers learn the relationship between print and speech, informally introduces print conventions, and provides an enjoyable learning experience and teaching sight vocabulary.

Shared Reading is an important activity that needs to be integrated in the classroom. It contributes to the child’s reading development of phonemic awareness, phonics/letter identification, builds Concepts of Print, improves fluency, and aids comprehension (Bus, Van Ijendorn & Pellegrini 1995 Show, Chandler, Lowry, Barnes & Goodman 1991; Whitehurst & Lonigan 1998). Furthermore, a study conducted by Wells in 1985 found that frequency of shared book reading in pre-school was significantly associated on tests of literacy knowledge and reading comprehension in the early elementary grades. The correlation between shared reading and literacy knowledge are evidently connected and can be conducted in a kindergarten classroom.

In the book *Art of Teaching Reading* Calkins (2001) suggests that the teacher read the whole book first and then focus on just a single page and work with the print. The process of how shared reading works is that the teacher models and points as she reads the text (e.g., modeling Concepts of Print), while the children follow the print. After reading several times, the teacher targets a specific skill needed for the students and focuses on that specific skill. As the teacher becomes the facilitator of reading, explicit teaching occurs. This is an early literacy intervention because it helps direct children's attention to specific literacy targets. "Through think aloud, teachers help students understand the thought processes needed to construct meaning" (Davey, 1983, p. 44-47).

Shared reading is not about teaching students the letters and sight words on the page. Instead, the purpose of shared reading is to help students understand how print works. Shared reading is meaningful for students when the appropriate text matches with the student's reading abilities. As Sydney Jourard writes, "The various experiences of reading can shape our essence, change us. Experience seems to be as transfusable as blood (1971)."

As McGill-Franzen (2006) affirms, "we have to know what children know in order to teach them what they need. When the kindergarten instruction matches assessment, rich literacy pushes each child's development."

Whitehurst and Lonigan (1998) proposed that the quality and quantity of shared reading enhances oral language skills and literacy knowledge. Carleen daCruz Payne (2005) suggested the following criteria for conducting a shared reading.

- Select a text that both teacher and children can enjoy is very important. The text must have instructional value for demonstrating and discussing the reading process.
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- Look at the size of the printed text is another aspect in determining what book to select.
- Look at the amount of print (single or multiple lines) and illustrations appropriate for students.
- Look at the punctuation marks involved in texts (periods, question marks, exclamation marks, comma).
- Select books based on the needs of the children and the purpose of the reading.
- Extend the shared reading.

Children who enter school with limited exposure to books and environmental print have the greatest benefits and experiences with shared reading. Shared reading is non-threatening and provides a different approach to strengthening the language skills of struggling readers. When children are familiar with the texts and hear it over and over, they are building literacy skills internally. When students are familiar with the behaviors of reading, they become proficient readers with support. Shared reading bridges students to independent reading.

Linking Shared reading and Concepts of Print: Effective Reading Instruction

Marie M. Clay emphasizes that the reason children have reading difficulties is because children are unaware of how print works and unaware of what to look at in a print display. Therefore, children can be taught how and what to look at in print (Reutzel, Oda, & Moore, 1989).

Shared Reading brings opportunities to teach print and book concepts as a whole class or a small group, depending on the children's abilities and needs. Through shared reading, the teacher can stress and model how to read, how to handle books, and discuss

parts of the book. Moreover, skillful teaching is required to ensure comprehension is not lost (Learning Media, 1996). Various materials to use when reading a text repeatedly to teach Concepts of Print are using framing cards, highlighter, color tabs, and sentence strips.

During shared reading, the teacher is able to use the text to reinforce concepts of word and directionality. Modeling and interacting with the students are very important strategies in showing the students the process of how to read. It allows the students to experience vicariously the process of reading. According to Collins (1989), “a conceptual model gives the child an advanced organizer for planning and performing a complex skill, a structure for making sense of the teacher’s feedback, hints and corrections, and an internalized guide for supporting independent practice” (p.456). It is advised that during shared reading, the teacher does not rely on observing the students repeating the phrases from a familiar book. Rather, observing the students on what they are really doing as they read will help further assist them on the next steps in directing the students to understand how print works. According to Vygotsky (1978), cognitive development and social interaction are two complementary processes that help build child’s intellectual growth.

After shared reading, extending the reading is very important. Either through independent reading or writing will help integrate the skills learned during shared reading. As Slywester (1995) describes, “when objects and events are registered by several senses (seeing, hearing, and touching), they can be stored in several interrelated memory networks. A memory stored in this way becomes more accessible and powerful than a memory stored in just one sensory area, because each sensory memory checks and extends the others” (p.14).

Over time, these concepts are learned gradually through reading and writing activities during the first two years of formal schooling (Clay, 2000). When exposure and daily practice occurs in the classroom, children rehearse the process of being a reader, and therefore, translating to become a reader. And that is our goal! To have our students become lifelong readers.

Impact for School Education

Teachers teach children to become critical thinkers and life-long learners. From Vygotsky's point of view, instruction leads into development. When we allow children to become knowledgeable about these concepts, it opens doors to literacy. As Marie Clay stresses that a teacher who knows where each child is starting from is better prepared to observe gradual change as it takes place. Everyone begins a different path in literacy, but at the end everyone has the same goal: to become meaningful readers.

When a teacher finds herself in a situation where there are struggling readers, her role in the classroom and teaching ensures the success of the student. Lupart (1995) stresses not only does the teacher facilitate learning, but also provides a transfer of knowledge and strategies for the student to engage in a new situation for different purposes.

In turn, the teacher helps children to eventually become self-regulated readers with strategies for independent reading (Dorn, French, & Jones 1998), which is a necessary life-long skill. If literacy is taught in this way, our students become skilled, passionate, habitual, and critical readers (Atwell, 2007).

Impact for Professionalism Education

Professional development, quality planning and practice are processes for effective reading instruction. Research documents that when teachers are flexible and

sensitive in planning, teachers base their plans on research-supported methods, and teachers implement individualized instruction, it affects students skill level (Conner & Tidemann, 2005).

According to McGill-Franzen (2006), “equipping kindergarten teachers with reliable literacy assessments is one of the single most powerful professional development tools that we can hand to attain this goal” (p.10). It shows greater student gains.

Observing is only one aspect to assessing student skills, but having students actively engaging in purposeful reading and writing task helps to explain tremendously where our children are and where they are headed in literacy.

Overall, children become successful when teachers are knowledgeable about the literacy process and provide reading and writing opportunities that helps students in building literacy. It is crucial that the teacher’s responsibility and role to help guide the children builds their literacy development. When teachers are aware of the process and implement the process of teaching literacy, then we can see the results of effective teaching and learning from the students. When the children are involved and become part of the process, it stimulates cognitive growth and awareness. When we incorporate appropriate developmental literacy lessons and assessments according to the child’s literacy development, only then can we help target important concepts as a life-long skill. Shared reading and Concepts of Print are important lessons that benefit our children because they can apply these needed skills everyday in their lives. Let’s teach reading in an interactive way!

CHAPTER 3

PROJECT METHODOLOGY

Overview of the Study

This action research study applied a constructivist approach to collecting data, identifying and making connections to the categories, and forming a theory (Charmaz, 2006). Conducted in a period of six months from the start of the school year August 2010 to the end of January 2011, this research assessed kindergarten children's concepts of print after participating in shared reading activities. The study was conducted at an elementary school. As part of the study, designed and implemented lessons that were age-appropriate early literacy experiences (Rowe, 1998) for my 4-5 year old students.

School Setting

This elementary school is a Honolulu District school located in a commercialized business area, surrounded by small homes, and situated near low income housing. A majority of students are English Language Learners (ELL) and come from disadvantaged low-income families.

According to the 2009-2010 School Status Report, there are 623 students from Grades K through 5. Out of the 668 students, there are 33.1% English Language Learners (ELL) at the school. The population comprises of 66.5% Filipino, 10.4% Part-Hawaiian, 5.3% Samoan and 18% Others. There are 72.6% out of the student population who are free and reduced lunch.

Compared to the Hawaii state average of \$49,820 household income, medium household income averages \$44,822. More than 7 percent of the school population is receiving public assistance for income. An average of 11.2% of the students live in poverty.

Participants

The study includes 15 students in my kindergarten classroom. Their age ranges from four to six years of age. Out of the 15 students, there are 8 students who are English Language Learners (ELL). The English Language Learners receive daily assistance through my differentiated teaching and remain in the classroom throughout the whole day.

Out of the 15 students in my classroom, only three students attended pre-school. Upon entering kindergarten in the beginning of August 2010, my observation on the first week of school was that most of the students were unfamiliar how to hold a book upright. According to the beginning of the year kindergarten school assessment, only two students were very proficient in their alphabet recognition and no students were familiar with alphabet sounds.

To better understand my students' needs, I have selected three students based on their scores on their Concepts of Print test (Clay, 2000) at the beginning of the year. At the beginning of August, Student H scored 13 out of 19 in the Concepts of Print assessment. In the assessment, he held the book upright, moved his finger to show how to read, and knew letters and showed some awareness of letters and words. He recognized and could name all his letters. He did not know any alphabet sounds.

At the beginning of August, Student M scored 10 out of 19 in the Concepts of Print assessment. She could hold the book the right way, showed how to move her fingers when reading, and had some concepts of letters and words. She entered at the end of 1st quarter, which is October. She was able to recognize 25 letters. However, she did not know any alphabet sounds.

At the beginning of August, Student L scored 3 out of 20 in the Concepts of Print assessment. He knew how to hold the book upright and where the first line of the story begins. He came in the beginning of second quarter, which is October. He was able to recognize 10 letters. He was unable to do alphabet sounds because he had just arrived from the Philippines and speaks English as a second language.

Literacy Curriculum (Classroom Setting)

In my kindergarten classroom, literacy instruction includes read-alouds, guided reading, independent reading, our grade level Standards Based Integration Units, literacy centers, and shared reading. My goal is to create a balance of reading to, with, and by children (Mooney, 1990). When students become engaged in the learning process and are given experiences to practice and engage in literacy, students will feel that it is worth and valued (Payne, 2005).

In the following sub-section, I will explain the literacy environment in the classroom.

Morning Business:

At the start of the school day, my students conduct morning business. Morning business involves having the students sing the phonics alphabet, the school song, the days of the week, and months of the year. When the students sing these songs, they each have a folder that contains the lyrics. The students track, point, and read the song words. Then, the teacher and the class review the schedule of the day by reading what is written on the board. It is a way for students to see how reading can be applied in different settings. At the end of morning business, we read a morning message and students apply the reading strategies that they know.

Read Alouds:

During read alouds, the children gather on the carpet to read a book for enjoyment. At the beginning of the year, I select books that are picture books or an easy reader book because of the students' attention span and students' interest. During the second quarter, I select books that can be read as long as 15 minutes to children. We have intermediate school students who come once a day in the month to read books selected.

The read aloud provides some prior background knowledge for students in preparation for a concept being taught that day. During read-alouds, I read to the students with no interruption for asking questions. I check student comprehension at the end of reading the story. While I read the book, the children notice the illustrations, infer and share their thoughts.

The read alouds' purpose is to help students enjoy reading and share their thoughts and the main purpose of the book. Students listen to a variety of genres and different author styles of writing (Mooney, 1990).

Guided Reading:

I conduct guided reading three times a week. I meet with the group once during the week. Guided reading is done with a small group of 3-5 students depending on the targeted skill or reading strategy I wanted to work with that particular group. I work with a group for approximately 15 minutes. The selection of the book is determined through a reading miscue analysis to determine what reading level is "just right" for them. The first five minutes is introducing the book and the skill. The next five minutes is modeling the skill together through the book. The final five minutes includes having them read the book independently. At that time, I monitor the student's reading behavior to observe if

they are able to pick up on the strategy or observe further areas that they might need further assistance. By the end of the week, students are tested independently to see if they are able to apply the targeted skill and be able to read the book back to me. The lessons target specific student needs. The rest of the students work on word study such as sorting pictures or words by the beginning sound letter that they hear or their journal writing. Guided reading serves as an opportunity for students to practice the skills they have learned and see the child's competency in reading, while the teacher provides scaffolding support for the student as the student reads the level reader book independently (Mooney, 1990).

Independent Reading:

After lunch, students read for 10 minutes independently or with a partner. Students read for enjoyment and can select any genre of books in our reading center. Also, big books are available during this time block. There is a big pointer and little pointers that they children can use to track their reading. Teacher monitors students without providing any assistance unless child asks for help to figure out a word. Students also can select their independent reading books from the guided reading groups to read during this time.

Standard-Based Integration Units:

Our science, math, and social studies units integrate reading. Our program is called CCLD (Content for Context Literacy Development), where our approach to reading is a meaning-emphasis and code-emphasis based text. Students with reading disability need a combination of meaning-emphasis and code-emphasis to help them on the road to proficiency (Spear-Swerling & Sternberg, 1996).

Students are provided a teacher created text and students follow along to read. Comprehension is first targeted to give the students the main idea of the purpose to their reading. Then, after discussing the text passage, I provide the spectrum of teaching reading strategies, moving from whole to parts of the sentences in decoding. This is done throughout the day during the selected time period. Each time period lasts for 30-45 minutes a day. It benefits for students who learn best holistically.

Literacy Centers:

When students are completed with their assigned seatwork, they are able to go to literacy centers. The literacy centers change every week focusing on a specific skill. Students stay in a literacy center for 20 minutes. We have a writing center, reading center, puzzle center, home center. Centers involve having students draw and use hands on manipulatives to work on specific skills that I noticed needed more practice during the whole group. They expose students to awareness of print and becomes integrated to their daily life.

Shared Reading:

I conduct shared reading once a week. In the beginning of the year, I did not select a specific reading skill or strategy. I select one book per week and read the book at least three times. By the end of the week, the students are already familiar with the book. I select books that involve two lines per page at the beginning of the year. Students are able to read and follow along at the end of the week and become participants by being involved in reading the story. Through modeling, it helps the students to see how reading is works. I use shared reading to think aloud my thoughts with the students.

Another reason I use shared reading is to share a variety of reading strategies and to teach concepts of print. For example, I can't figure out a word, what should I do?

Teacher will provide the skill and in due time, students are able to help figure out a word through the different strategies learned during shared reading. We work together to read at the start of the book to the end of the book. Shared reading has a lot of emphasis to attend to the awareness of print and the students become aware of how print is printed on a page.

Shared reading's purpose is to have students "read along with" instead of being the main reader taking full responsibility in reading. Students enjoy and become part of the reading process and feel more motivated (Mooney, 1990).

Moreover, more investigation and application is focused on shared reading for this study because I have limited lessons on focusing Concepts of Print. Furthermore, it will also align to the Common State Standards, where teaching the concepts of print in Kindergarten is very important.

I segmented my lessons into two major concepts. One category is teaching the students book and directionality concepts. The second category is teaching the students reading concepts, concepts of letter and word, and punctuation marks.

Developing and utilizing these lessons helped me to observe what areas really helped the students and whether it made a difference for the three individual students that I qualitatively analyzed.

Data Collection and Data Analysis

At the beginning of August 2010, I tested all my students on the C.A.P. (Concepts of Print) Assessment Task. I sat down one to one with each individual student. When I asked the students to perform Concepts of Print tasks, I made sure that my questions were consistent with all the students. However, the ELL students, who could speak Ilokano and Tagalog were given the question according to their translation. I used the book, *Polar*

Bear Polar Bear What Do You Hear? by Eric Carle as part of the assessment task. When I asked questions, the students needed to demonstrate the Concepts of Print task. I asked a total of 19 questions. If they were correct, they would get a check mark. If they were unable to do the task, they would be marked with an X. See Appendix A (page 47) for the comprehensive questions asked for each student.

After testing all the students, I added their scores. Then, I compiled a table graph of which concepts the students knew and did not know. This helped me determine which lessons or skills that the students needed. I specifically chose the skills that the majority of the students did not know for my lesson plans. However, I still integrated all the Concepts of Print skills into the lessons. The following are the lessons that were focused. Each lesson lasted for 15-30 minutes.

Week	Lesson	Concepts of Print Focus
1	Wiggly Worm by Jill Eggleton	Book concepts and directionality
2	How To Make Mudpie by Rozanne Lanczak Williams	Book concepts and directionality
3	Mrs. Wishy Washy by Joy Cowley	Book concepts, directionality, and punctuation marks
4	Buzz Said the Bee by Wendy Cheyette Lewison	Reading Concepts
5	Twinkle, Twinkle, Little Star Song Chart	Reading Concepts
6	To Town by Joy Cowley	Directionality and reading concepts
7	Hairy Bear by Joy Cowley	Concepts of Letter and Word, Directionality, Punctuation Marks
8	Good Morning Isabel by Nette Hilton	Book Concepts, Directionality, Reading Concepts, Concepts of Letter and Word, Punctuation Marks

After each lesson, I would reflect on my teaching skills, write down students' comments and reactions, and write down how the students did with their student work for that particular day. See Appendix B (pages 48-68) for the eight detailed comprehensive lessons.

After the eighth lesson, I conducted a post-test C.A.P. (Concepts of Print) Assessment Test to see whether the students gained any skills during shared reading. Then, I compiled their total scores. I also looked at the three selected students' writing journals and compared to how they wrote at the beginning of the school year and took down notes of what was observed.

CHAPTER 4

Findings

Quantitative Analysis

Figure 1.1 shows each individual student's Concepts of Print pre-assessment (taken in August) and post-assessment (taken in January) score. Next to the assessment scores, I noted which specific concepts of print the student missed to determine the lessons needed for that individual student. After conducting 8 shared reading and Concepts of Print lessons, each student's scores improved. There were positive results from the shared reading to help aid students' Concepts of Print.

Using this data, I was able to see the levels of prior knowledge these students entered with at the beginning of kindergarten. Reading daily and discussing books helped students' literacy development. The personalized instruction helped the students. Extended reading opportunities included a hands-on activity, an independent study reading practice, and socializing during the lessons. As Vygotsky (1978) emphasized, social interaction stimulates student cognitive ability, which was noticed during the lessons as the students responded.

As each lesson progressed, I observed what the students were learning and where they needed further assistance. That is how each lesson progressed based on student independent practice.

Figure 1.1

Student	Pre Assess.	Missed Concepts	Post Assess.	Missed Concepts	Difference Improvement
Student 1	6	3,4,5,6,7,8,9,10,12,13,14,18,19	15	13,14,16,19	+9
Student 2	12	3,5,6,7,8,18,19	19	none	+7
Student 3	14	5,6,7,18,19	19	none	+5
Student 4	7	2,3,6,7,8,9,12,14,15, 17,18,19	15	12,13,14,19	+8
Student 5	7	2,3,6,7,8,9,10,14,15, 17,18,19	13	5,6,11,14,18,19	+6
Student 6	3	2,3,6,7,8,9,10,11,12, 13,14,15,16,17,18,19	17	3,5	+14
Student 7	11	5,6,7,10,14,15,18,19	19	none	+8
Student 8	9	1,2,3,6,7,10,13,14,18,19	19	none	+10
Student 9	9	2,3,5,6,7,8,10,15,18, 19	18	6	+9
Student 10	8	3,4,5,6,7,8,10,12,15, 18,19	18	6	+10
Student 11	10	2,3,6,7,9,10,15,18,19	19	none	+9
Student 12	11	4,6,7,9,14,15,18,19	19	none	+8
Student 13	4	2,3,5,6,7,8,9,10,12,13,14,15,17,18,19	14	6,12,14,15,19	+10
Student 14	9	6,10,12,13,14,15,16, 17,18,19	15	6,14,18,19	+6
Student 15	8	3,5,6,7,10,12,15,16, 17,18,19	18	6	+10

Figure 1.2 shows the Concepts of Print skills that I analyzed for each student. Column 1 describes the specific tasks on which the students were assessed. I chose these specific tasks because these are skills my students should know by the end of January. Analyzing this data helped me to see what progress students had made by the end of January and which skills needed more focus.

Column 2 and Column 4 describe the total number of students who understood the concept. Column 3 and Column 5 give the percentage out of 15 students in the class that took the test. The last column explains the amount the students gained after the eight lessons.

I noticed that there was an increase in student awareness for each concept of print. Concepts of Letter and Word and Punctuation Marks were still low at the end of the post assessment, which is okay because punctuation marks and concepts of letter and word takes time to gradually learn. My lessons weren't focused too much on punctuation marks. Concepts of Letter and Word were introduced on lesson 7 and lesson 8. The students were beginning to learn punctuation marks and concepts of letter and word towards the end of the lessons. More exposure and experience with the punctuation marks and concepts of letter and word will help them become familiar.

Directionality Concepts increased because each lesson consisted of meaningful reading and writing experiences as mentioned by E. Lily and C. Green (2004). As mentioned, if students are read to 3 or more times a week, they are able to identify letters and demonstrate early reading activities. The 8 lessons that were conducted consisted of reading a book more than 3 times in a week and extended activities were conducted at the end of each lesson, which could have contributed to the increase in the post-test.

Students were able to see the relationship between print and speech, as well as print conventions. The modeling and interacting helped the students.

Figure 1.2

	PRE- TEST	Percentage	POST- TEST	Percentage	Difference
Book Concepts					
1. Right way to hold book	14 students	93%	15 students	100%	+1
2. Front Cover	8 students	53%	15 students	100%	+7
3. Title	5 students	33%	14 students	93%	+9
Reading Concepts					
4. Part that tells the story	12 students	80%	15 students	100%	+3
5. Story begins	6 students	40%	13 students	87%	+7
6. Story Ends	0 students	0%	9 students	60%	+9
Directionality Concepts					
7. Someone starts to read	2 students	13%	13 students	87%	+11
8. Moving from left to right	8 students	53%	15 students	100%	+7
9. Move after finishing line	10 students	67%	15 students	100%	+5

10. Move after end of page	4 students	27%	15 students	100%	+11
Concepts of Letter and Word					
11. Letter on page	13 students	87%	15 students	100%	+2
12. Show a word	7 students	47%	13 students	87%	+6
13. First letter in word	10 students	67%	14 students	93%	+4
14. Last letter in word	6 students	40%	10 students	67%	+4
15. Capital letter	2 students	13%	14 students	93%	+12
16. Lowercase letter	12 students	80%	14 students	93%	+2
17. Letters on page (at least 3)	9 students	60%	15 students	100%	+24
Punctuation Marks					
18. Period	0 students	0%	13 students	87%	+13
19. Comma	0 students	0%	10 students	67%	+10

Qualitative Analysis

Two concepts that needed more focus were beginning and ending of a story. If I expanded more on the lessons on beginning and ending of the story, it would help the children understand it more. I noticed it was the ELL students that were struggling with this concept.

I chose three students to follow-up on their Concepts of Print. Students complete journal writing everyday and word sorting. Since studies show that reading and writing go hand in hand, I wanted to find out more information on their application of Concepts of Print.

Student H: Student H scored a 14 on the pre-assessment and scored a 19 on the post assessment. Based on the 8 lessons, Student H responded a majority of the time and contributed by coming up in front of the classroom and modeling how to read. Student H was able to decode words and participate during the shared reading when the book was read the second and third time.

In the beginning, Student H had some basic idea of letters and a mixture of upper and lower case writing. Student H knew that letters convey meaning. As the lessons progressed, student H would move his finger to show me how to read. Student H had some familiarity of directional reading from left to right even though he created strings of letters. After several teacher and student conferences, we discussed spacing and sounding out his words as he writes. Student H started becoming familiar with sight words he had seen from readings and started to sound out his words, but did not show spacing in his writing. Then, I discussed with him that spaces show the reader and writer the beginning and ending of a word. The last few journal entries, he began to show more of his spacing and correct use of upper and lower case letters. Student H also knew to

use capital letters appropriately in writing. He was expanding his ideas more in his journal writing. He had a good grasp knowledge of Concepts of Print. His pre-assessment test showed that he had skills of holding a book, showing that words tell a story, moving his finger to read words, and deciphering a word vs. letter. At the end of the lessons, Student H was more aware of the use of punctuation marks and capital letters in reading and writing. He had some previous experiences with reading and writing and therefore, and he was making good progress. A lot of parental involvement helped as well.

In word sorting, I noticed that he had some basic concepts of first letter and last letter in the word. Student H was in the emergent phase of reading and writing. Another word sorting activity the student was able to understand was the meaning and concept of letter, one word, and two words.

Appendix C (pages 69-72) shows the progression of this student writing from August to January.

Student M: Student M scored 10 on the pre-assessment and scored 19 on the post-assessment. Although Student M is very shy, she participated during the lessons.

Student M came up and modeled to the class how to read.

Student M knows her upper and lower case letters, but is unfamiliar with applying the letters to the sounds. Student M has some exposure to print, therefore, her writing shows she writes strings of letters. After several exposures to the various shared reading lessons, the progression of Student M's writing showed that there was spacing evident in the last few journal entries, and she was more aware of capital letters and punctuation marks.

In word sorting, she showed some understanding of first letter and last letter in the word. She is in the emergent phase of reading and writing. This particular student was

able to understand the concept of letter, one word, and two words. Appendix D (pages 73-76) shows the progression of this student writing from August to January.

Student L: This student is an ELL student. Student L scored a 3 on the pre-assessment and scored a 17 on the post-assessment. The pre and post assessment were given in English. Because I understood and spoke the foreign language as Student L, I provided the opportunity to do language code-switching on explaining the concepts of print terms, which meant I translated the English word into the Filipino word for Student L to understand and grasp the meaning. Student L needed more guidance, but Student L still participated and came up in front of the class and modeled how to read. I needed to guide him with the word to word matching, but after several practices, Student L was able to pick up on the process.

At the beginning of the school year, his writing was by dictation only. After several lessons, Student L started to write strings of letters paying attention more to consonant sounds. His word spacing needed more work. Towards the end of the lessons, he began to notice word to word matching print. Student L was able to read back his sentence. He would read from left to right.

Because student L was struggling with word spacing, I modeled for him. By drawing a line for each word, student L was able to see that each word had a beginning and ending. After several demonstrations, the student was able to pick up on this Concept of Print. Student L would need to continue to implement this process daily in his writing.

During word sorting, student L was able to hear and write beginning and ending sounds of the word. This activity really helped student L with his writing. When sorting letters, one word, and two words, student L was able to complete the assignment and it

helped with his journal writing after this activity. Appendix E (pages 77-81) shows the progression of this student writing from August to January.

Overall Findings

Through my experiences with these lessons, I noticed a progression with my students. I compared what they knew before school started to the end of January. The students were able to pick up on the reading process of reading from left to right and being able to sound out their words as they write. By the end of January, it was natural for them to read and pick up on the Concepts of Print. Less guiding and scaffolding was needed in January. Students applied what they learned to their journal writing and students were beginning to write on their own.

All three students improved on their concepts of print. Student H and Student M knew all their concepts of print at the end of the study. Student L benefited the most because he was able to understand the reading terms that I asked him to do. It could be that he was unfamiliar with the terms at the beginning of the year. Therefore, defining the reading vocabulary terms through modeling, and scaffolding, he was able to show me and understand what I was asking for at the end of the post-assessment. The reading vocabulary terms had meaning to him. At the end of the study, all three students were able to write at least one sentence. Student H and Student M were able to write independently and apply concepts of print. They were able to point and read the words they wrote. Student L needed more guidance with writing his sentence, but was able to read them back. Student L had a big increase in score because it may have been the language code-switching that might have helped him. Independent practice, scaffolding, teacher-student writing conferences, and daily journal writing helped these three students.

CHAPTER 5

Recommendations and Conclusions

Limitations and Recommendations

Based on the literature review and evidence collected during this research, I would recommend the implementation of shared reading to build Concepts of Print. All students were able to increase their Concepts of Print knowledge. I would recommend kindergarten teachers assess their students first to see what concepts they know and on which concepts the students need for further assistance. Knowing this information can help in determining appropriate lessons creating a more effective use of instructional time.

Although it takes time to test each individual student's concepts of print and requires time to analyze their assessment scores, it helps the direction of lesson planning. Lesson planning can take time, but if the teacher focuses on a specific Concept of Print, it will help the student at the end.

Another recommendation that I would like to focus on is to see whether there is a correlation with the level of help for the parents in teaching them concepts of print and what parents can do to help their child.

One limitation to this project was that there were limited Big Books in my classroom. I tried going to the public library and bookstores, but they did not have any Big Books. It would be great if more Big Books were available to borrow and purchase at public libraries and bookstores. However, my classroom and school libraries were the only resources I was able to use for this particular research. Investing Big Books in the classroom would be a benefit, especially for kindergarten classrooms.

In the future, I am planning to purchase some Big Books for my classroom. They will be used to teach Concepts of Print through shared reading. With the impact it made for the students this year, it will be a great investment for student education. For the next school year, I would like to see a comparison from the start of the school year to the end of the school year to determine the impact of shared reading on students' concepts of print.

As mentioned, shared reading is only one of the component parts to a literacy curriculum framework. The rest of the components in the literacy framework may have contributed to the increase score of Concepts of Print.

It would have been interesting to see how the children would have done by the end of the school year. Conducting an end of the year assessment on Concepts of Print would have helped me to see what concepts of print students gained and what students needed more work on. Comparing how they did this year to next year would also be interesting.

Conclusion:

When we read, we read naturally. We do not tell ourselves to start from left to right or top to bottom. It becomes automatic. Moreover, we need to realize that these experiences with reading begin somewhere. Reading is an integral part of our lives and the skills that come along with reading need to be taught.

At the start of my project, I was very perplexed on how to help my students learn about Concepts of Print. My purpose was to determine whether shared reading would help develop students' awareness and knowledge of Concepts of Print by having the students engaged and interactive with the text. The results of the project showed that

through purposeful instruction and lessons geared toward the needs of the students, teachers can improve students' Concepts of Print.

All of the students were actively engaged and had the opportunity to conduct independent practice with the Concepts of Print. At the beginning, many of the students were somewhat aware of book concepts and directionality concepts. Towards the end of the lessons, a majority of the students were able to pick up on reading concepts, concepts of letter and word, and the knowledge of punctuation marks.

Frequent exposure and natural shared reading helped my students. Modeling how to read, specifically pointing out certain concepts of print, and scaffolding the students with mini-activities helped them to build their reading vocabulary terms such as letter, word, front cover, and punctuation marks.

From these experiences, I have found that providing my students with purposeful shared reading lessons that are geared toward their needs made them more interested and willing to learn. They were able to apply what they learned from the lessons into their own natural reading environment.

Kindergarten teachers should invest in using Big Books in the classroom. Big Books provide great benefits for students and the teacher. It has made an overall impact and increase on student's concepts of print scores. The teacher is able to model and scaffold in a whole and small group setting because of the print size of the pages and all the students are able to see how print works. Students seem more interested and engaged when the print is enlarged. Big Books are manageable in the lessons and are effective teaching materials that will help kindergarten students understand concepts of print.

In a possible future research, creating a parent education program that involves teaching the parents how to work with their children on teaching concepts of print will

determine to see if it will make a difference in students' awareness and understanding to concepts of print. Using parent workshops, open house, student orientation are some possibilities in getting parents, teachers and students involve in this collaborative process.

Overall, shared reading is an effective way to teach Concepts of Print in a natural reading environment. Students pick up on the Concepts of Print when they are modeled by the teacher. Using a familiar book they have already read helps them to focus more on the necessary concepts. It is a great benefit for students. The lessons presented were engaging and meaningful for the students. Although it is time consuming to analyze students' strengths and areas of need, it helps the teacher design lessons that will really help the students with what they need to learn. Let's transform these students into critical, habitual, and lifelong readers.

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APPENDICES

Appendix A: Concepts of Print Assessment Sheet (Pre and Post Test) given to each student.

Student Name:

Question	(August)	(January)
1. What is the right way to hold the book?		
2. Show me the front cover of the book.		
3. Point to the title.		
4. Show me the part that tells the story		
5. Where does the story begin?		
6. Where does the story end?		
7. Point to the place on this page where someone would read next?		
8. Move your finger to show me the words that someone would read next.		
9. Move your finger to show me where to go after I finish reading this line?		
10. When I get to the end of this page, where will I find the next line?		
11. Point to a letter on this page.		
12. Show me a word.		
13. Point to the first letter in the word.		
14. Point to the last letter in the word.		
15. Point to a capital letter.		
16. Point to a small lowercase letter.		
17. Which letters on this page do you know (know at least 3)		
18. What do you call this mark? (period)		
19. What do you call this mark? (comma)		

Appendix B: The 8 Concept of Print Shared Reading Lessons with teacher reflections and observations.

LESSON PLAN #1 Concepts of Print (Book Orientation/Directionality)

Students' Needs:

Book Orientation

Directionality

Focus Area (Strategies/Skills):

Book Orientation- front of book, back of book, locating title

Directionality-where to begin the story, direction to read from left to right, where to go next at end of the line.

Book Title: Wiggly Worm by Jill Eggleton

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Ask students their prediction by using the picture clues.

-Teacher reads the title and asks for additional predictions.

-Teacher writes ideas on chart paper.

-Teacher models by showing how I point the words from left to right and top to bottom.

-Teacher asks comprehension questions of what the book is about, the characters and setting of the book.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

A. Identifying Front and Back Cover

Teacher asks students, "How would I hold a book to start reading?"

Teacher asks students, "Before we even start to read a book, what do you look in the front cover?" Teacher says, "The front cover has the title, author, illustrator, and picture." Teacher asks students, "How does the title help us?" Teacher says, "The title will give us a hint of what the book is about."

B. Identifying Directionality

Teacher asks students, "When we open the book and turn the pages, where would we start to read?" Teacher says, "This is the top of the book. This is the bottom of the

book.” If the students are not familiar with how to orient a book and read from left to right teacher tells them exactly what to do. “Watch me as I point from left to right and top to bottom.” Teacher will use the green sticker dot on each page to locate where the first word on the page will be. Students will come up and post the green dot to show where to begin reading on the page.

Make a big chart list of things we learn to do today with reading a book (holding a book and reading from left to right)

Day3: Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students get their own independent level reading books and have them practice holding book and reading from left to right.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble with holding a book and reading from left to right.

Evidence of Student Learning:

-Students will be able to retell information from the story.

-Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students will create their production booklet. They will come up with one idea of what they want to write about. Students will create the front cover and back cover of their book.

Reflection Day 1:

Before reading the title of the book, students already had predictions of what the book might be about. It appears the students are using the pictures to give them picture clues.

Here is a list of the following predictions:

- Worm is trying to find the mom and dad.
- Worm looking for food.
- Worm misses his mom.
- Worm finding his home.
- Worm finding his home.
- Worm find his baby.
- Worm going to sleep.
- Snake is big.

Afterwards, when I read the title of the book, here are several responses the children predicted:

- Bird eats baby worm.
-

-The worm might eat the crab.

One student mentioned snake before reading the title, but when I mentioned the title, most students predicted about what the worm would do or what would happen with the worm. Students appear to be engaged because all students had the opportunity to share what they think the story might be about. I mentioned to the students to observe and watch the way I will be reading such as pointing to the words. I used a magic finger pointer to help all students follow along with the reading and pointing process. During reading, students silently followed along while I read aloud and point to each word making sure students observed tracking from left to right and how I turned the pages. During reading, students predictions started to change and they paid attention to the story. Students were trying to comprehend what the story was about. After reading, we went back with our predictions and validate our findings. The students were able to come up with the main idea and made inferences that the worm was trying to get away from the animals and find a safe place to hide.

Reflection Day 2:

I emphasized four to five times what the front cover contains. I mentioned that there is title, the author is the one who writes the book, and the illustrator who draws the picture. To make sure that the students were able to understand, I asked students to recall what is in the front cover. Students responded, “the title, author, and picture”. We compared how the front cover and back cover looked similar and where the spine was located. I asked the students to look at the title and to notice the title. Students discovered the title words seem to be bigger than the author’s name. A half of the students were unfamiliar of what author meant and what the illustrator does. I had one student come up and use the yarn to circle the title of the book. It appears all students seem engaged and attentive looking at what the boy was doing. Afterwards, I discussed that we “turn the page” to see what might happen next. I modeled using a green sticker post it note to show students where to begin. I told them if there is no words at the top of the page, look at the bottom of the book and always start reading and pointing from left to right. I placed the arrow on the first letter of the first word on the line of the page. I modeled for the students several pages on how to find where the words are located and placed the green sticker post it note on the first word on that page. I had one student come up for each page and point to the first letter of the first word that they see on the page. All students had the opportunity to come to the front and try to locate it. I observed which students were able to understand the concept. All students could point to where the first word on the page was to start reading.

Reflection Day 3:

The next day we discussed on a big chart a list of things that we do when we read. During independent reading, students were able to locate the front cover, read the title, and point from left to right, top to bottom when reading according to their reading level. When each student was given an arrow post it note individually, they were able to physically manipulate the post it note and place it on the correct direction from left to right. Students knew that they had to start from the left page then go to the right page and place their post it note on the first letter of the word that they see on the page. I walked around and monitor students who needed help with reading from left to right. All students were able to hold their book upright based on students finding the title and author of the book.

Next Steps: Students did create their own booklet and designed a front cover and back cover with a special title that they wanted to write about. The students appeared to know the front cover and back cover. Students were able to write the title and author name on the front cover. One student was a little bit confused on how the booklet worked, so I had to redirect and coach student of how the pages faced and turned.

Lesson Plan #2 Concepts of Print (Book Orientation and Directionality)

Students' Needs:

- 1) Book Orientation
- 2) Directionality

Focus Area (Strategies/Skills):

Book Orientation- front of book, back of book, locating title

Directionality-where to begin the story, direction to read from left to right, where to go next at end of the line.

Book Title:How To Make A Mudpie by Rozanne Lanczak Williams

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Teacher reads the title and asks for predictions.

-Teacher writes ideas on chart paper.

-Teacher models by showing how I point the words from left to right and top to bottom.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

A. Identifying Front and Back Cover

Explained to the students just like the book Wiggly Worm, where is the title and how do we know that is the title? Emphasized that the title looks bigger, and the author and illustrator is located in the front cover of the book.

B. Identifying Directionality

-Refreshed the students' memory of where to begin reading a story. Explained to the students to find the page that has words. When reading words, you start from left to right and top to bottom.

After reading, we discussed what the story was about to build comprehension skills. I discussed about how we read is how we write as well from left to right.

Day3: Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students get their own independent level reading books and have them practice holding book and reading from left to right.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble with holding a book and reading from left to right.

After reading, the students wrote in their journal books reminding them that when we write, we go from left to right.

Evidence of Student Learning:

Students will be able to retell information from the story.

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students wrote in their journal books. Observed if students wrote from left to right as they wrote.

Reflection Day 1:

Before reading the title of the book, students already had predictions of what the book might be about. It appears the students are using the pictures to give them picture clues.

Here is a list of the following predictions:

- The kids laughing.
- The kids will make something.
- The kids cooking.

Students were basing their predictions based on the picture clues and not the title. Reviewed again with the students that the title gives us information of what the book

might be about. During reading, I used the magic finger pointer to read from left to right and top to bottom. After reading, we went back with our predictions and validate our findings. The students were able to sequence how to make a mudpie. I asked them what was first and what happen next and what happen last.

Reflection Day 2:

Students were able to explain that the title looks bigger. I explained that the picture tells a story, but the words on the page give more information of what the story is about. I told the students to take notice of where I find the page that has words and where to look for it. I start from the top of the page to the bottom of the page. I explained that when I find the words, I read from left to right. After 2 pages of reading, I had students come up to the Big Book and point where to start reading on each page. I selected the students who had trouble locating where to begin reading a story and students were able to locate where to read.

Reflection Day 3:

Students were given a different independent reading level. They had the opportunity to practice reading their books and attend to reading and pointing to the title of the book and where to start reading using their fingers. As I walked around, the students were able to find and read the title. They were able to locate on each page where to start reading. Students read from left to right.

Next Steps: The students wrote in their journals. The class knew to write from left to right and top to bottom. However, some students are not on the stage of phonetically spelling their words, but that did not stop the students from inventive spelling. Students knew to write from left to right. As the students read back their story to me, they were pointing from left to right.

Lesson Plan #3 Concepts of Print (Book Orientation, Directionality, Punctuation Marks)

Students' Needs:

Book Orientation

Directionality

Punctuation Marks

Focus Area (Strategies/Skills):

Book Orientation- front of book, back of book, locating title

Directionality-where to begin the story, direction to read from left to right, where to go next at end of the line.

Punctuation Marks –period, comma, exclamation mark

Book Title:Mrs. Wishy-Washy by Joy Cowley

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Teacher reads the title and asks for predictions.

-Teacher writes ideas on chart paper.

-Teacher models by showing how I point the words from left to right and top to bottom.

-Teacher models by showing where to go next at the end of the line.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

A. Identifying Front and Back Cover

Students can locate the title and give the students the chance to sound out the title.

B. Identifying Directionality

On the first page, discussed that there are two lines on this page. Explain to students as I reach the end of the line, to go back to the next line and read from left to right.

After each page, I'll explain the different punctuation marks such as a comma and a period and exclamation mark. I'll explain to the students that a period tells that the end of the idea of a sentence. I'll explain to the students that an exclamation mark gives an expression/feeling of being happy, excited, surprised.

After two pages of modeling to the students where to go next at the end of the line, have different students come up and point the words using the magic finger stick as we read the book as a whole class. Remind students of how their friends are pointing from left to right as they read.

Day3: Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students get their own independent level reading books and have them practice holding book and reading from left to right.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble with holding a book and reading from left to right.

After reading, the students wrote in their journal books reminding them that when we write, we go from left to right. Explain to students if they don't have room when they finish writing one line, they go to the next line.

Evidence of Student Learning:

Students will be able to retell information from the story.

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students wrote in their journal books. Observed if students wrote from left to right as they wrote and if they were able to get the concept of where to go next at the end of the line. Take notice if students were able to place a punctuation mark at the end of their single sentence.

Reflection Day 1:

Before reading the title of the book, students already had predictions of what the book might be about. It appears the students are using the pictures to give them picture clues. Here is a list of the following predictions:

-Mrs. Wishy-Washy washes.

-Mrs. Wishy-Washy washes the animals.

Students were basing their predictions based on the picture clues and the title. Because the illustration was limited, the students who were able to predict that Mrs. Wishy-Washy washes the animals, further explained that they read it before.

During reading, I used the magic finger pointer to read from left to right and top to bottom and where to read next at the end of the line.

After reading, we went back with our predictions and validate our findings. The students were able to discuss what happen at the beginning of the story and at the end of the story. I further explained where to find the beginning of the book by locating where the story starts and what was happening. I explained the ending of the book is how the story ends or finishes.

Reflection Day 2:

Students read the title of the book by sounding out the words. I asked students to take notice of the words. It now has two lines and explained to them after reading the first line, where do I go next? I explained to the students after I finished reading this line, I go back to reading from left to right.

As several struggling students came up to practice with the whole class, they were able to use the magic pointer to read from left to right and where to go to the next line. Some students that were pointing are not at the stage of noticing the difference between a word and letters and that there are spaces between words. The students who could read noticed that words are separated by spaces.

Reflection Day 3:

Students were able to practice with their journal writing. I discussed that the first letter word starts with a capital letter.

Next Steps: The students wrote in their journals. The students continued to write from left to right and top to bottom. Students knew to write from left to right. As the students

read back their story to me, they were pointing from left to right. The students are picking up on putting punctuation marks at the end of the sentence.

Lesson Plan #4 Concepts of Print (Reading Concepts, Letter, Words)

Students' Needs:

Reading Concepts

Focus Area (Strategies/Skills):

Reading Concepts – letters versus words (voice print matching: one to one voice correspondence and written words)

Letter (one letter vs. two letters)

Words (one word vs. two words)

Book Title: Buzz Said the Bee by Wendy Cheyette Lewison

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Sounds out letters and reads one-syllable words

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Ask students their prediction by using the picture clues.

-Teacher reads the title and asks for anymore predictions.

-Teacher writes ideas on chart paper.

-Teacher models by pointing to the words from left to right and top to bottom.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

A. Identifying Words One to One

Teacher explains to students, “This is a space. Words are separated by spaces so that we know where each word begins and ends.” **Select some students to come up and show word spacing and place a post-it note to help students visually see word separation.**

Teacher shows and explains to students that words convey meaning. Teacher will explain and ask students how many words do they see and have students clap each time they say a word as the teacher points to a new word. **Count the words in a line of print or clap for each word spoken to help develop the children’s concept of word**

Show students beginning, middle, end of a word. Have 3 students come up and hold a letter and discuss what is the beginning, middle, end of a word.

Day 3: Shared/Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students pair up with a partner and one student reads and the other student points to the words. Level a higher level reader with a low level reader.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble doing 1:1 voice print matching.

Evidence of Student Learning:

Students will be able to retell information from the story

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students will write in their journal and see if they have spacing between their words.

Reflection Day 1:

The students' predictions were about the animals. One said that the chicken is running away. Another student commented the animals are looking at the bee. It appears that they are looking at the pictures and that the story has to do something with the bee.

As I was reading and pointing to the words individually, the students were following with their eyes. The students who had a good grasp of letter alphabet recognition and sounds were able to see sight words and decode cvc words in this book. They started to read along with me during the first time I was reading.

Reflection Day 2:

For the first few pages, I modeled and showed students that there are spaces between the words. I explained briefly that several letters make up words. Some students understood and some students were a little puzzled. The students that were puzzled were the ones who did not know their alphabets. I used magnetic letters to show each individual letter and when I put the several letters together, I explained that it makes a word. The use of hands on manipulatives helps visual learners.

On one page, I said to the students how many words do I see and I count it by the number of spaces between them. I count the number and then I clap while I say each word.

Students were a little confused by my explanation, but I kept demonstrating how it worked. I explained that every time I see a space and jump to the next word, I clap. The

students started to pick up after several demonstrations. It seems the children need more practice on this area.

I picked CVC words to show beginning, middle, and end of the word. I used the words hen, sat, cow, and pig. I had the three students come up and they hold each letter. I discussed that beginning means the first letter in the word, the end means the last letter in the word, and middle is in between the first letter and last letter of the word. The students really enjoyed doing this. After they were familiar with beginning, middle, and end of a word, the students and I conducted a guided practice on how to stretch and blend the words. The students need more work on this. The students who are familiar with alphabet sounds and alphabet letters are able to stretch and blend the words. The students who had trouble in the shared reading and decoding beginning, middle, and end of a word, I worked with them during guided reading.

Reflection Day 3:

We read the book *Buzz Said the Bee* and we practice pointing to the words noticing that there are spaces between the words. Then, I allowed the students to come up and point to the words as well.

The students read to each other their individual books. The students seem to accurately point to the words as I monitored around the classroom.

Next Steps:

Students drew and wrote in their journal books. Almost all students, except 5 students had trouble with their writing and spaces between the words. Therefore, I worked one-to-one with each student on thinking of what was their sentence, then counting how many words in the sentence, and drawing a line for each word in their journal notebooks to notice the spaces between the words and how to do beginning, middle, end of a word. More exposure and practice needs to be done.

Lesson Plan #5 Concepts of Print (Reading Concepts, Letter, Words)

Students' Needs:

Reading Concepts

Focus Area (Strategies/Skills):

Reading Concepts – letters versus words (voice print matching: one to one voice correspondence and written words)

Letter (one letter vs. two letters)

Words (one word vs. two words)

Book Title: Twinkle, twinkle, little star

Approximately: 1 day

Standards/Benchmarks:

- Recognizes that spoken words correspond to printed words; read left to right & top to bottom
- Sounds out letters and reads one-syllable words
- Makes predictions using pictures and titles
- Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher asks the students, “Do the words on this big chart look familiar to you? Do you know some words on this chart? What do you think it is about? Look at the picture clues and sound out some of the words. It might help you figure it out.”

TEACHER/STUDENTS SHARED PRACTICE

Just like Buzz, Said the Bee, have the students notice the spaces between the words. Teacher explains to students, “This is a space. Words are separated by spaces so that we know where each word begins and ends.” **Select some students to come up and show word spacing and place a post-it note to help students visually see word separation.**

Teacher shows and explains to students that words convey meaning. Teacher will explain and ask students how many words do they see and have students clap each time they say a word as the teacher points to a new word. **Count the words in a line of print or clap for each word spoken to help develop the children’s concept of word.**

Teacher will **cut one sentence into individual words from the book and have students come up and put the sentence together.** Students will look at the beginning of the first word/letter and last word/letter. Teacher will have students highlight the first letter of each word or put a dot on the beginning letter of the word on the cut stripped sentence. For example, **The dog is big.** It will help the students see the comparison of just one letter and using several letters to make a word.

Then, the teacher cuts all the sentences and the students help the teacher put it back together.

Each student gets a single word and students come up and put up the word that comes next. This is conducted whole class. Students can do this during free center time.

Evidence of Student Learning:

Students will be able to retell information from the story.

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students completes the worksheet beginning, middle, and end of the word. Students write in their journal notebooks and remind students to put spaces between their words.

Reflection Day 1:

I asked the students to guess what song is up on the big chart. The students were able to select some words on the chart such as star, sky. The students who were able to decode and notice sight words could recognize the word little, I what, you, are. Then, one of the students shouted that the song was called Twinkle, twinkle little star. The students started to sing the song while they looked at the words. As they were singing and being engaged, I decided to point to the words as they sang. We sang the song three times. Since the students were familiar with the song, it was easier for the students to clap the words and get the skill down since comprehension and decoding wasn't a problem. We worked on each line without singing the words. We clapped to each word. The students then noticed the spaces between the words. After we went through each line, the students started to sing and clap at the same time. The timing and pacing of the song was a little bit difficult for the students because there were some parts that were fast and some parts that were slow. Therefore, I told the students to sing slowly. Then, I cut one strip of sentence so that the students could clap it once more. Then, I had the students look at the beginning, middle, and end of each word, so that they could notice the beginning sound and ending sound to the word. Some students picked it up, while the other students need more help. The other students who need more help, I will see them during guided reading time.

Next Steps:

During journal writing time, I let the students who were familiar with spacing their words to independently write in their journal. The other students who needed more help with spacing and counting of their words needed more scaffolding. I continued to scaffold the students by drawing the lines for each word and I helped them stretch and sound out the word and the students wrote down the letter while they listen to the sound. After the students were done writing their words, I had them read back their sentence to me by pointing to each word.

Lesson Plan #6 Concepts of Print (Reading Concepts, Letter, Words, Directionality)**Students' Needs:**

Reading Concepts

Directionality

Focus Area (Strategies/Skills):

Reading Concepts – letters versus words (voice print matching: one to one voice correspondence and written words)

Letter (one letter vs. two letters)

Words (one word vs. two words)

Directionality (where to begin reading the story, direction in which to read, where to go next at end of the line)

Book Title: To Town by Joy Cowley

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Sounds out letters and reads one-syllable words

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Read the title and ask students what the story might be about.

-Teacher writes ideas on chart paper.

-Teacher models by pointing to the words from left to right and top to bottom.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

A. Identifying Words One to One

Teacher explains to students, “This is a space. Words are separated by spaces so that we know where each word begins and ends.” **Select some students to come up and show word spacing and place a post-it note to help students visually see word separation.**

Teacher shows and explains to students that words convey meaning. Teacher will explain and ask students how many words do they see and have students clap each time they say a word as the teacher points to a new word. **Count the words in a line of print or clap for each word spoken to help develop the children’s concept of word.**

Teacher asks students where do I go after the end of the line. Students will need to respond to go to the next line.

Day3: Shared/Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students pair up with a partner and one student reads and the other student points to the words. Level a higher level reader with a low level reader.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble doing 1:1 voice print matching.

Evidence of Student Learning:

Students will be able to retell information from the story.

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students will write in their journal and see if they have spacing between their words.

Reflection Day 1:

Students made predictions, but had difficulty understanding what town meant. One of the students asked and I clarified it with them explaining that it is a type of community. The students talked about the houses, the trucks driving. Students silently listened to the story as it was being read aloud. After several pages, the students started to pick up and read the pattern phrases, "I will go to town in my". The students used picture clues to decode the rest of the words and the students looked at the beginning and ending letters of the word to decide what the word might be about.

Reflection Day 2:

I selected only three pages to do the spacing between the words to get the students familiar with the spacing. The students placed a dot sticker between the spaces. After putting the dots between the spaces, the students clapped on how many words they saw on the page. The students would read the words as I point to the words. As we put the dot sticker between the spaces, the students knew where to go at the end of the line. After several practices, I had some students come up and point to the words as we read the book together. The students took notice of the spaces between the words and were able to use the magic pointer finger to point to the accurate words.

Reflection Day 3:

Students practiced individually with their reading level books at pointing to each word with their fingers. Students are picking up on the spacing between the words and paying attention to the beginning and ending letters and sounds to the words. I needed to work with the 5 students who needed more additional help on the sounding out words. We shared one book and each student took turns pointing to the words on each page.

Next Steps:

Students wrote in their journal books and the spacing between their words are more evident in their writing. The students who needed scaffolding in the beginning are starting to pick up on the process, but still needs some help from me. The students are now aware of spaces between the words.

Lesson Plan #7 Concepts of Print (Reading Concepts, Letter, Words, Directionality, Punctuation Marks, Book Concepts**Students' Needs:**

Reading Concepts

Directionality

Punctuation Marks

Book Concepts

Focus Area (Strategies/Skills):

Reading Concepts – letters versus words (voice print matching: one to one voice correspondence and written words)

Letter (one letter vs. two letters)

Words (one word vs. two words)

Directionality (where to begin reading the story, direction in which to read, where to go next at end of the line)

Punctuation Marks (period, comma)

Book Concepts (front cover, illustrator, author)

Book Title: Hairy Bear by Joy Cowley

Approximately: 3 days

Standards/Benchmarks:

-Recognizes that spoken words correspond to printed words; read left to right & top to bottom

-Sounds out letters and reads one-syllable words

-Makes predictions using pictures and titles

-Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

-Ask the students how to hold the book and validate how did they know which was the front cover.

-Teacher reads title and asks for student prediction.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

-After several practices, the teacher uses the magic pointer finger to point to the words as we read whole class. Allow students to follow, read, along and listen to the story.

Day 3: Shared/Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students pair up with a partner and one student reads and the other student points to the words. Level a higher level reader with a low level reader.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble doing 1:1 voice print matching.

Students ask each other where the beginning and ending of the story.

Evidence of Student Learning:

Students will be able to retell information from the story

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students will take their created book and write a beginning, middle, and end to their story. Students will be reminded the directionality of writing their sentences and punctuation marks.

Reflection Day 1:

Some students were familiar with this story and their predictions were correct. The students mentioned that the parents heard something, but it was the kids. I asked the students to validate their predictions and they said that they heard this story before. The other students who did not hear this story mentioned that the bears are sleeping. Students started to join along the reading when they were familiarize with the word Hairy Bear, Hairy Bear. After reading, we discussed what had happen in the story. The kids were listening to the story and mentioned that the mother bear thought it was the robber. I asked the students to locate the beginning and ending of the story.

Reflection Day 2:

I had several students come up and use the dots to put the spaces between the words and point to the words as I read the story. The rest of the students read the story with me as well. The students that came up to point were able to notice that there were spaces between the words because of the dots between the words. The students could clap to each word as we read the story. The five students are still having a little trouble, but are still able to clap with the rest of the students. After this session, I worked with the five students in guided reading groups and did the same process of using one book and taking turns pointing to the words on each page. At the end of the page, the students had to put a different color dot on the punctuation marks (comma, period). The students could easily locate where the period and comma ended.

Reflection Day 3:

Students did independent reading with their books paying attention to spaces. The students were pointing to each word as they read to each of their partners.

Next Steps:

Students wrote in their journal books and the students are still continuing to do spaces between their words. The students who needed help sat by me and we did the same process of thinking how many words are we going to write, draw the lines and sound out each word. The students who were struggling prior to this lesson is picking up on the process. I did not need to remind students to put punctuation marks at the end of their story. The students were able to write their sentences naturally without forgetting to put the period at the end of their story.

Lesson Plan #8 Concepts of Print (Reading Concepts, Letter, Words, Directionality, Punctuation Marks, Book Concepts)**Students' Needs:**

Reading Concepts

Directionality

Punctuation Marks

Book Concepts

Focus Area (Strategies/Skills):

Reading Concepts – letters versus words (voice print matching: one to one voice correspondence and written words)

Letter (one letter vs. two letters)

Words (one word vs. two words)

Directionality (where to begin reading the story, direction in which to read, where to go next at end of the line)

Punctuation Marks (period, comma)

Book Concepts (front cover, illustrator, author)

Book Title: Good Morning Isabel by Nette Hilton

Approximately: 3 days

Standards/Benchmarks:

- Recognizes that spoken words correspond to printed words; read left to right & top to bottom
- Sounds out letters and reads one-syllable words
- Makes predictions using pictures and titles
- Retells information from oral and printed sources

Instructional Process (HOW):

Day 1: TEACHER MODELS

Teacher reads the book for enjoyment.

- Ask the students how to hold the book and validate how did they know which was the front cover.
- Teacher reads title and asks for student prediction.

Day 2: TEACHER/STUDENTS SHARED PRACTICE

-After several practices, the teacher uses the magic pointer finger to point to the words as we read whole class. Discuss with the students that you will be reading from left to right and top to bottom. Allow students to follow and read along to the story. Teacher models the process of pointing to each word. Ask students, “what do we do when we come across a word we do not know.” When students and teacher get stuck on a word, use the strategy of sounding it out and modeling and guiding the students the strategy.

-Discuss the quotation marks means that someone is saying something. Have students take notice the comma and period at the end of the sentences. Ask students what punctuation mark on certain pages.

Day3: Shared/Independent Practice

Refer back to big chart list and remind students to keep these skills in mind when they read.

Review front cover, back cover, title, and pointing from left to right.

Have students pair up with a partner and one student reads and the other student points to the words. Level a higher level reader with a low level reader.

Teacher monitors and makes necessary coaching/guidance/correction to the students who are having trouble doing 1:1 voice print matching.

Students ask each other where the beginning and ending of the story.

Evidence of Student Learning:

Students will be able to retell information from the story.

Students will conduct independent practice (book orientation and directionality) according to their reading level. Teacher will observe and take notes on students holding the book correctly and reading using their fingers to track their read from left to right.

Next Steps:

Students will take their created book and write a beginning, middle, and end to their story. Students will be reminded the directionality of writing their sentences and punctuation marks.

Reflection Day 1:

I showed the students how I held the book by showing the back cover. The students were laughing and saying, "That is not how you read! Turn it around." "I said, how do you know?" The students said, the title is in the front and the author's name is in the back. I asked if anyone could read the title? One of the students said, "Good Morning Isabel". I asked students predictions and a lot of them mentioned that the girl is sleeping, the girl is going to school. When we finished reading the story, I asked comprehension questions of who was the character, where is the setting, and what was happening in the story. The students responded that the girl was the character and that they are in the house and girl was trying to wake up everybody, but she went back to sleep.

Reflection Day 2:

When I asked the students, what do you do when you come across a word you do not know? The kids mentioned that you have to sound out your words. Students were very familiar of what to do when a reader reaches the end of the line. They said you have to go to the next line. The students were able to follow along as we read and we practiced the strategy of sounding out the word we did not know. Students were familiar with periods and commas when I stop to ask them.

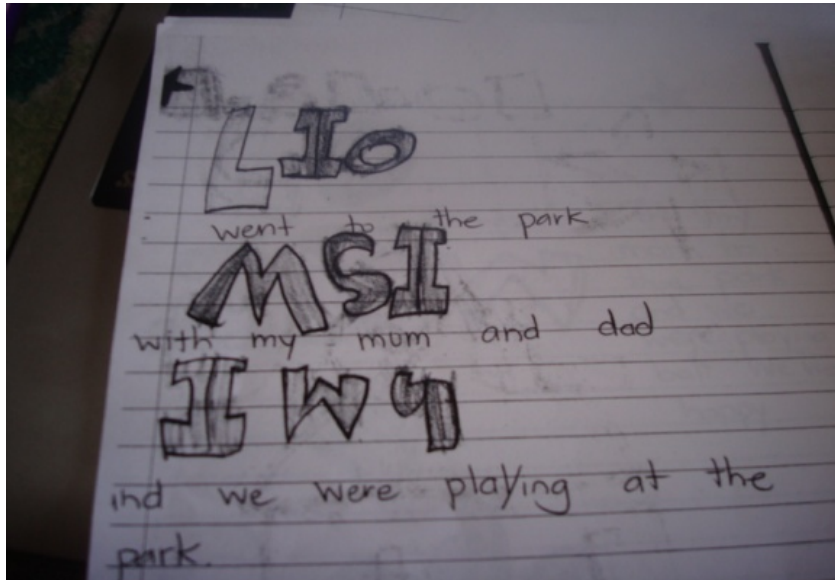
Reflection Day 3:

Students practiced with their independent books and shared with each other the beginning and ending of the story in the books.

Next Steps:

The students were able to get their own created books back. The students designed a beginning, middle, and end to their story book. The minimum is writing one sentence for beginning, middle, and end. The students were able to write from left to right and put punctuation marks at the end of their sentences. After everyone was done with their books, we celebrated their writing by reading as a whole class. The individual student came up and read to the whole class their created book. The students pointed to their words as they read out loud to the class. The 5 students who struggled writing their sentences needed help with reading their book. The students who had one-to-one assistance in the previous lessons to create a one sentence did it independently with this book. One student forgot to put spaces between her words because she was focusing on sounding out the words and did a conference with her and she said she did make spaces. Therefore, I told her to make it a little more obvious because it looks very close to each other. Overall, the students really enjoyed reading their stories and they said they wanted to bring it home to read it to their parents.

Appendix C: Writing Progression for Student H from August 2010 through January 2011.



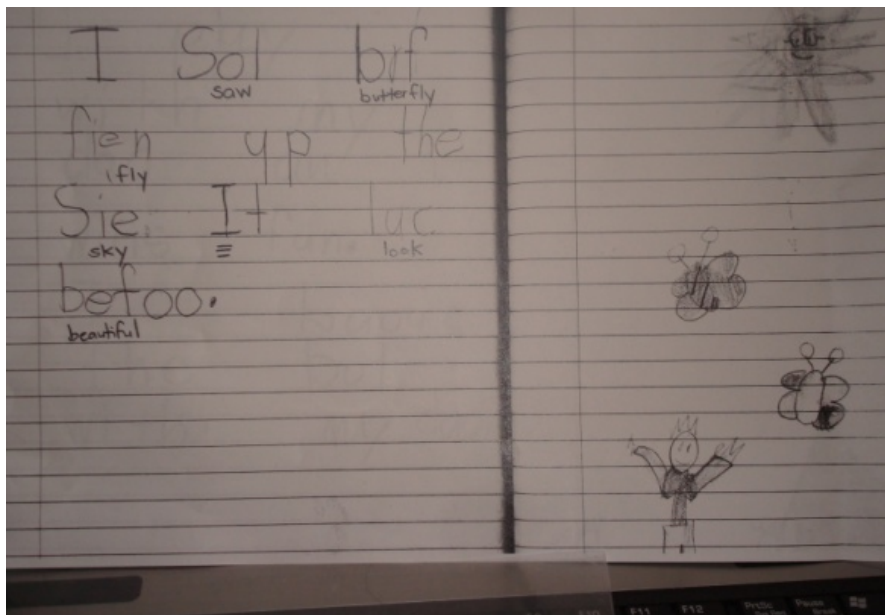
Beginning of August (Sentence: I went to the park with my mom and dad and we were playing at the park.)



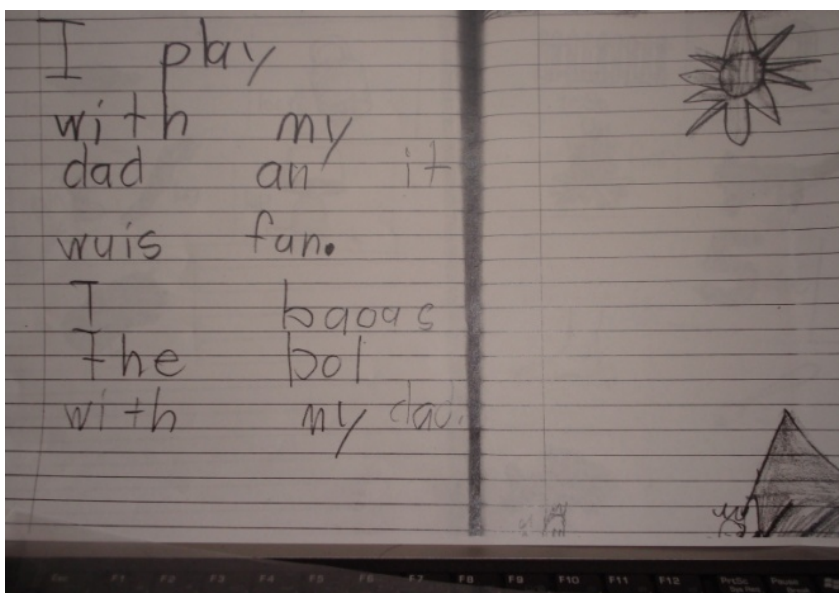
Beginning of October (Sentence: I am pulling the grass.)



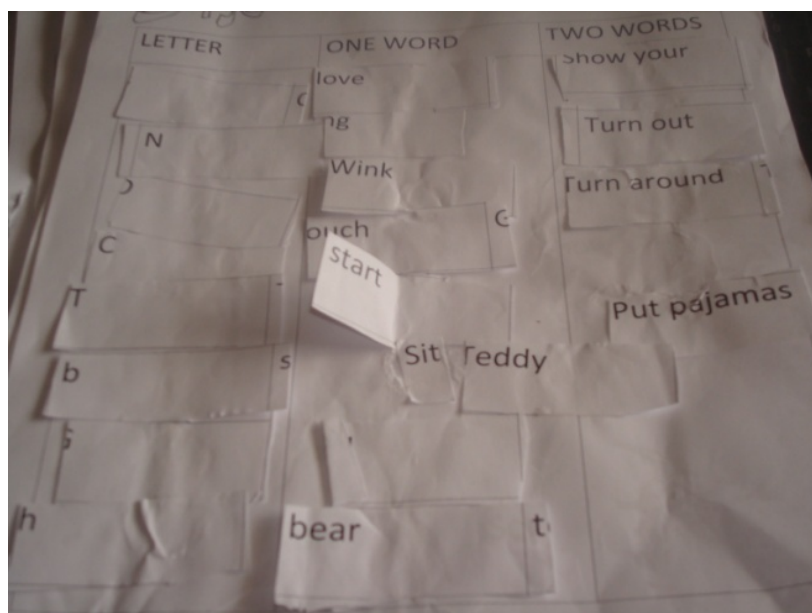
Beginning of November (Sentence: I am playing basketball with me and mom.)



Beginning of December (Sentence: I saw butterfly fly up the sky. It look beautiful.)

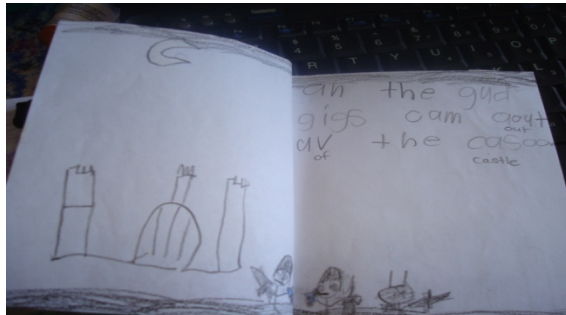


Beginning of January (Sentence: I play with my dad and it was fun. I bounce the ball with my dad.)

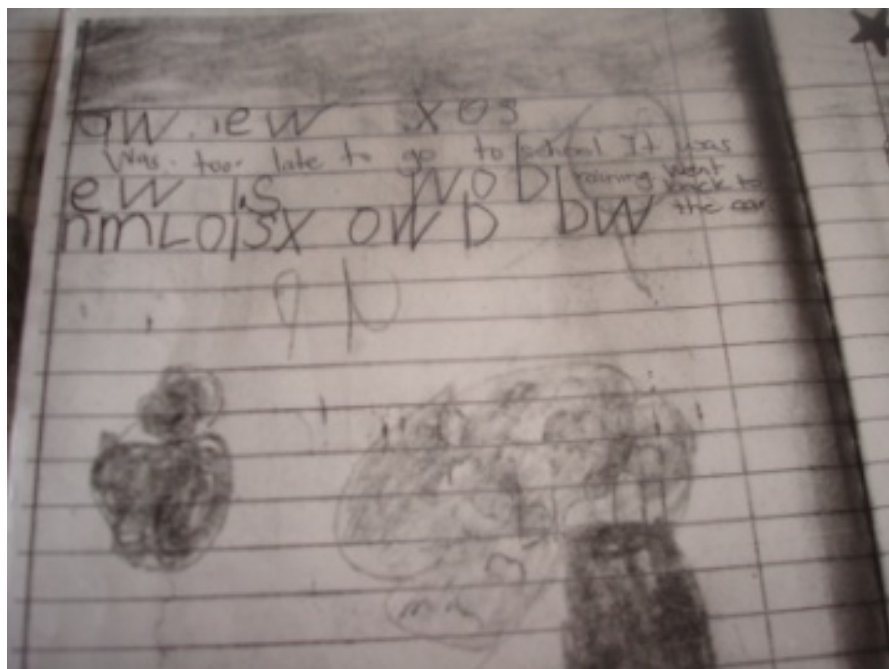


Work Sample of Word Study

Work Sample of Beginning, Middle, End of Book



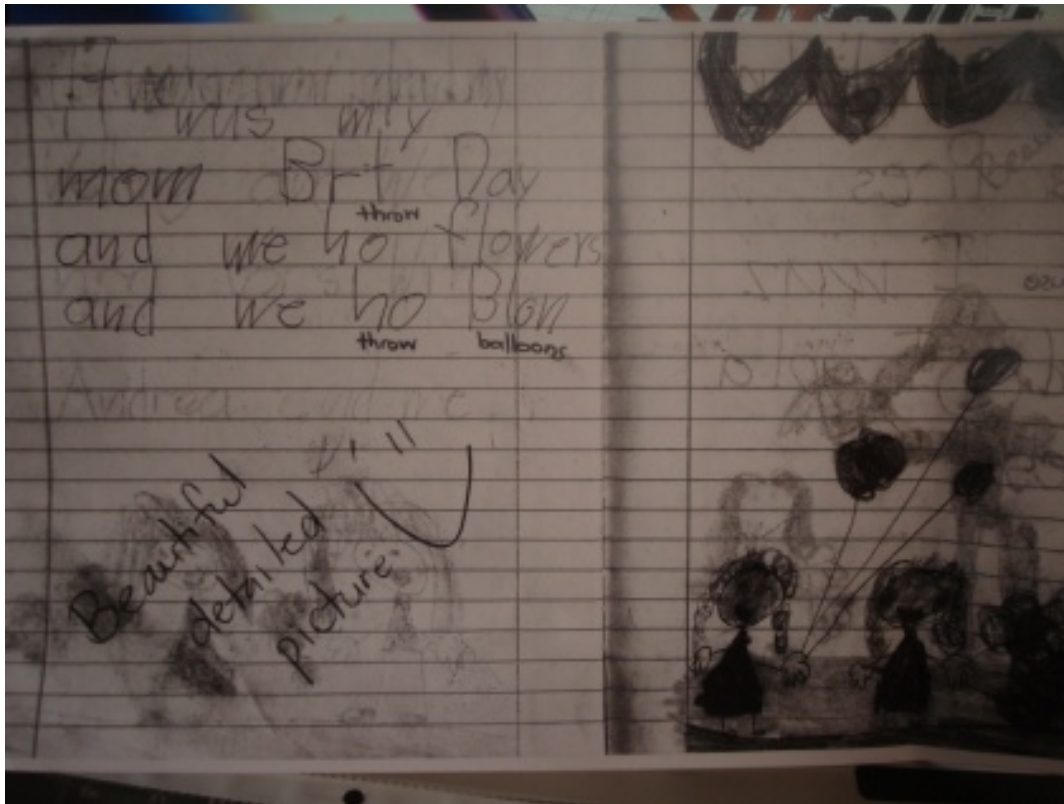
Appendix D: Writing Progression for Student M from August 2010 through January 2011.



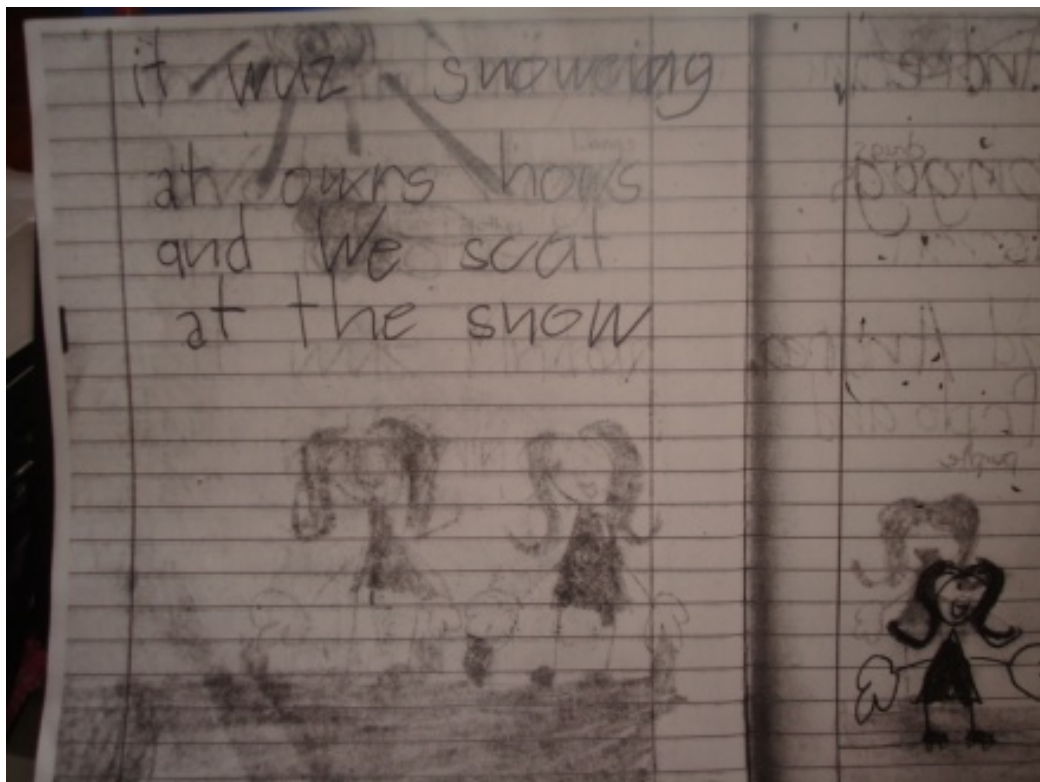
Beginning of August (Sentence: I was too late to go to school. It was raining. Went back to the car.)



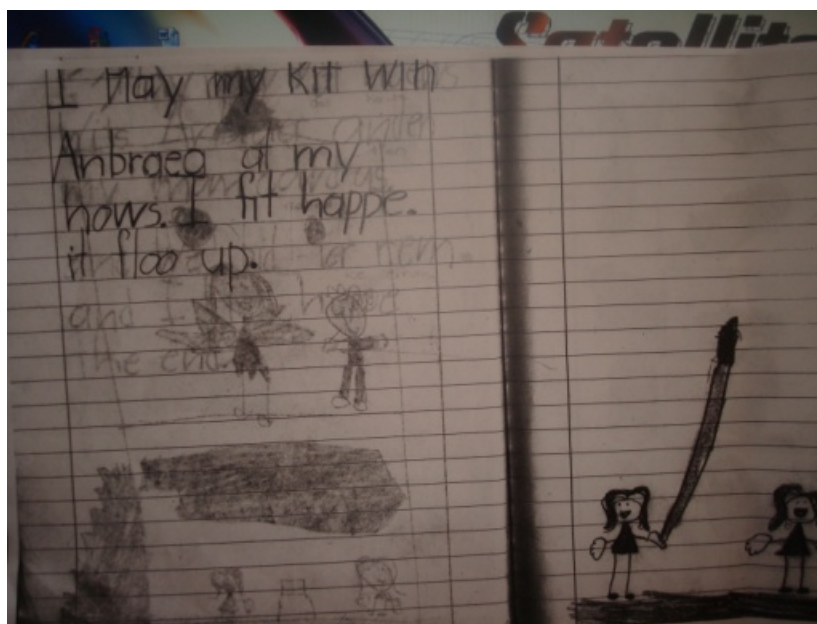
Beginning of October (Sentence: Me and Andrea is little mermaid.)



Beginning of November (Sentence: It was my mom birthday and we throw flowers and we throw balloons.)



Beginning of December (Sentence: It was snowing at our house and we skate at the snow.)

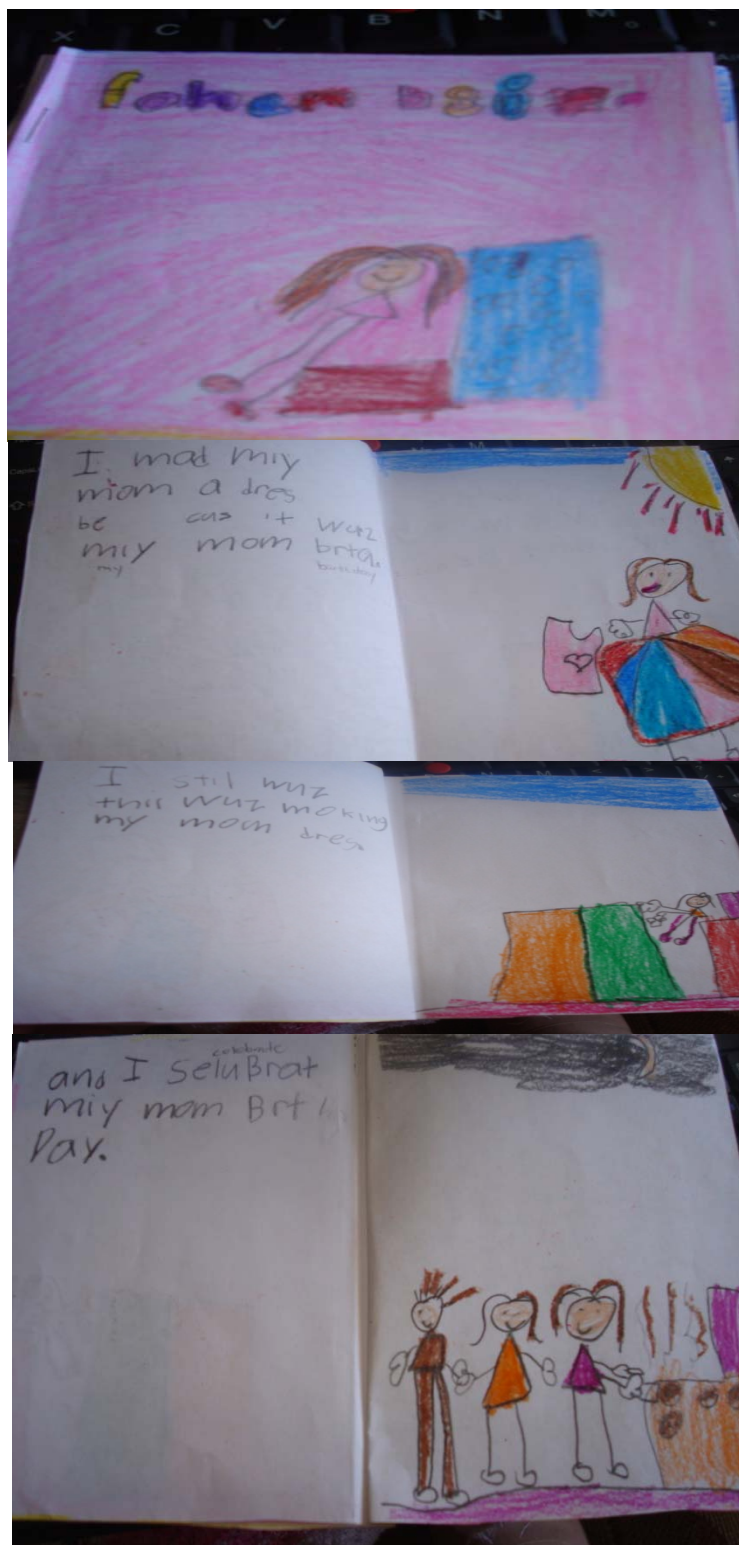


Beginning of January (Sentence: I play my kite with Andrea at my house. I felt happy. It flew up.)

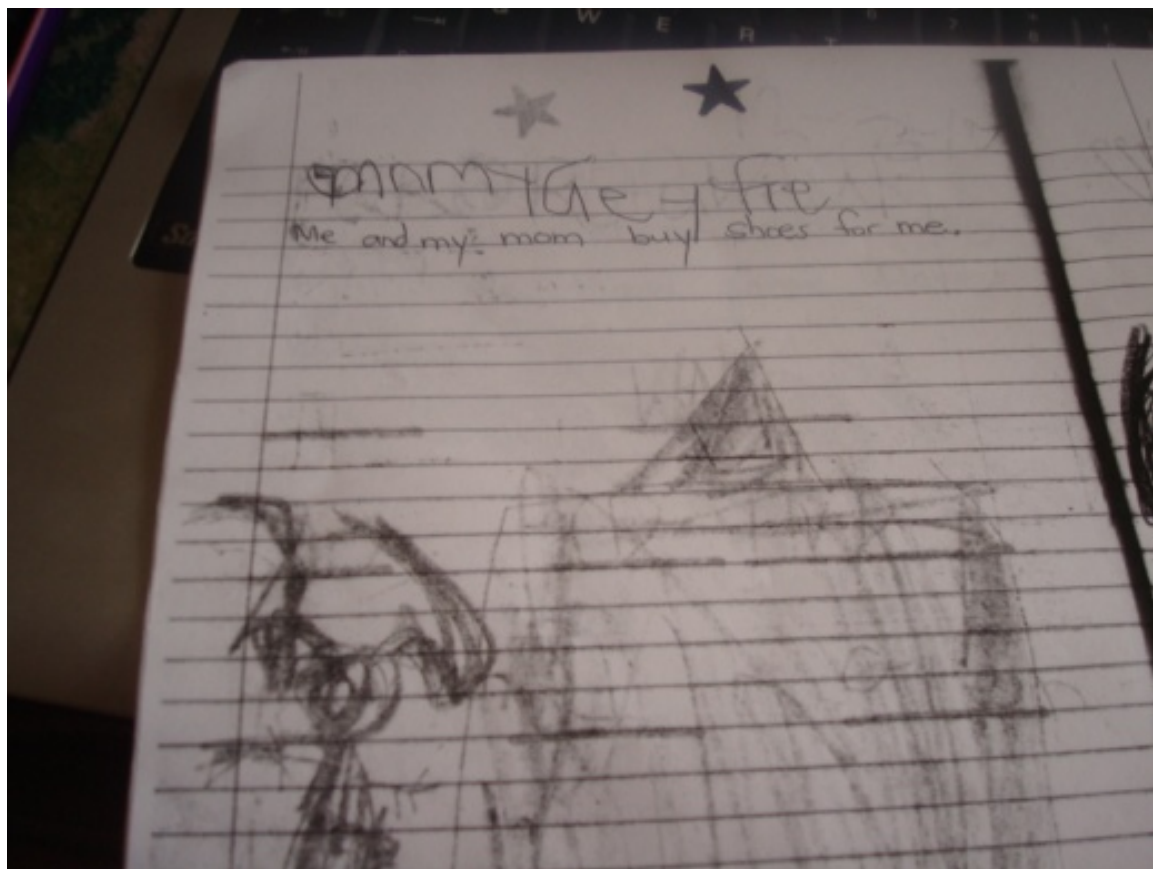


Work Sample of Sound/Letter Sorting

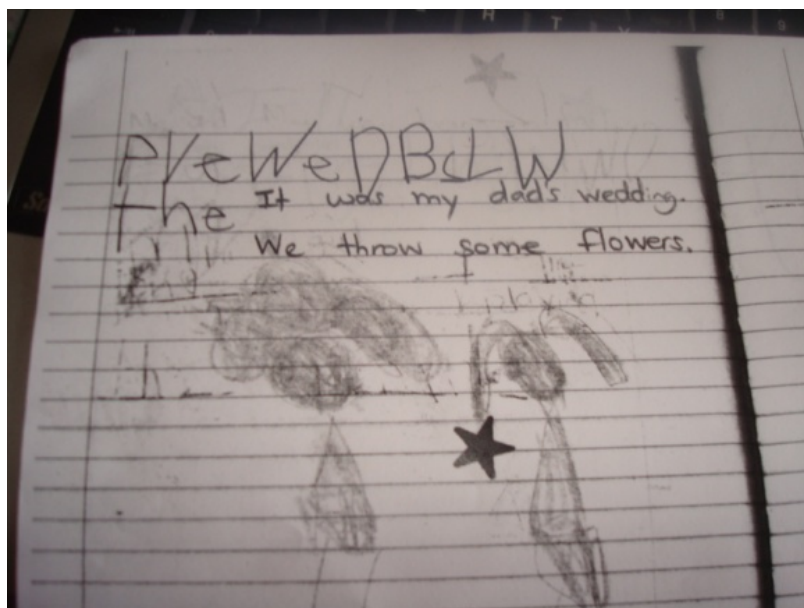
Work Sample of Beginning, Middle, End of Book



Appendix E: Writing Progression for Student L from August 2010 through January 2011.



Beginning of August (Sentence: Me and my mom buy shoes for me.)



Beginning of October (Sentence: It was my dad's wedding. We throw some flowers.)



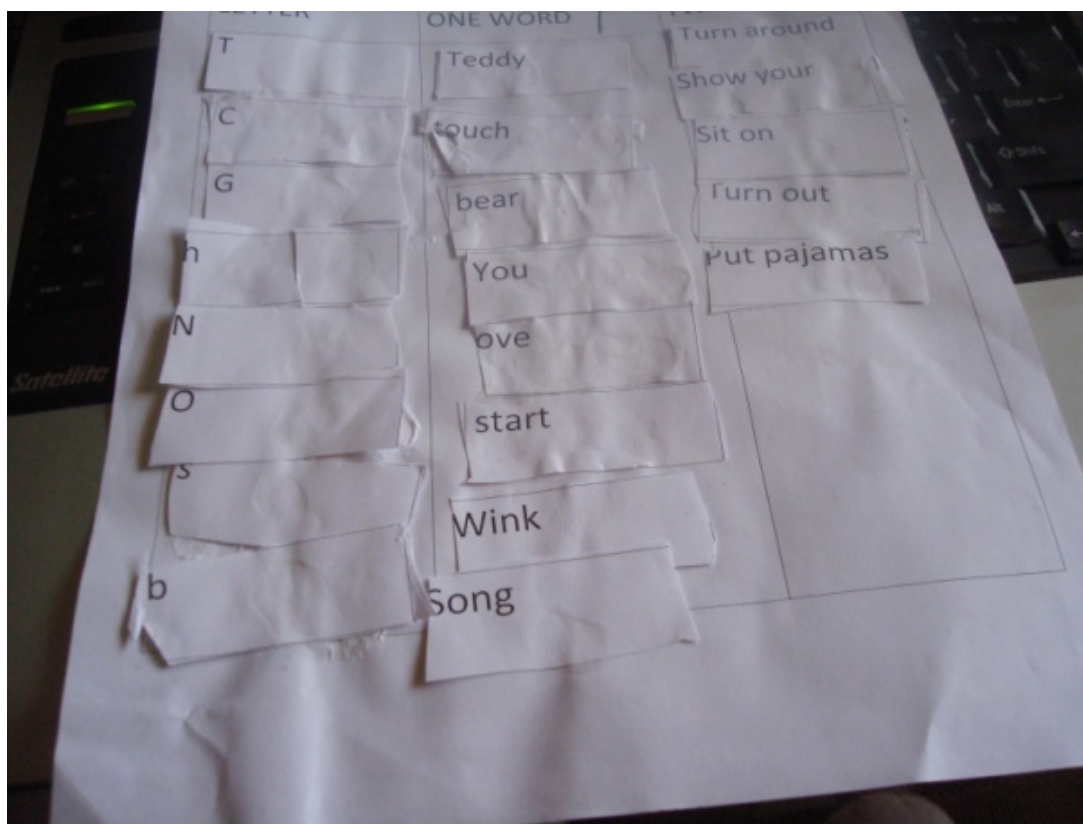
Beginning of November (Sentence: Me and mom went to Ala Moana to buy shoes.)



Beginning of December (Sentence: Me and Mia was playing.)



Work Sample of Letter/Sound Sorting



Work Sample of Word Sorting

Work Sample of Beginning, Middle, End of Book

