Introduction

Learning print concepts is an early preparation for children’s language development and emergent reading success (Birchard & Vaziri, 2008). According to the National Reading Panel (2000), children’s sensitivity and knowledge toward print concepts is an important predictor of literacy achievement and a first step towards reading success. Print concepts refer to book and print awareness—the functions and use of print.

Concept of print knowledge:
• Strengthens children’s phonological awareness abilities (Morris, Dykstra, & Fontana, 2007).
• Influences language development, phonics, reading, writing, and writing development (Birchard & Vaziri, 2002).
• Helps children connect new reading information to familiar background knowledge of environmental print (Birchard, Fox, Young, Montgomery, & Wilkins, 2007).
• Influences good and poor readers at the end of first grade (Feyereis, 1982).

Children learn print concepts:
• From their environment (signs, logos, cereal boxes).
• Through seeing and hearing adults model reading and writing (Feyereis, 1982).
• By participating in whole-group and small-group reading sessions that extend their experiences with print.
• Through repeated exposure to books and various types of print (Strickland & Schickendanz, 2004).

Curriculum Development

The Print Concept Initiative (PCI) was a research-based, print concept intervention, that was initiated by the PCI Curriculum Development Committee in 2005. The purpose of the study was to investigate the impact of PCI on children’s emergent literacy and language development. The PCI was designed to help children learn print concepts and knowledge toward print concepts. The print concept intervention included a print concept classroom kit and procedures for using the kit. Following the kit and procedures, teachers observed children in small groups, they were able to ensure that each child understood the specific instruction, and teachers monitored children’s understanding, motivation, and interest in the material.

Sample of Intentional Instructional Strategies Included in the PCI Activities

A variety of instructional strategies were developed to focus instruction and ensure active participation of all children. For example, teachers were asked to provide books for each child during small-group instruction which match their level of experience with print. As teachers observed children in small groups, they were able to ensure that each child understood and learned the practiced concept. Children were taught to:
• Attach environmental labels throughout the classroom.
• Implement activities with small groups of children (two to six children).

Print Concepts: BUILDING A STRONG FOUNDATION FOR FUTURE READING SUCCESS

Purpose

The purpose of the study was to investigate the impact of PCI on children’s emergent literacy and language development. The PCI was designed to help children learn print concepts and knowledge toward print concepts. The print concept intervention included a print concept classroom kit and procedures for using the kit.

Methodology

The PCI was designed to help children learn print concepts and knowledge toward print concepts. The PCI was designed to help children learn print concepts and knowledge toward print concepts. The PCI was designed to help children learn print concepts and knowledge toward print concepts.

The Study

Fall 2002 to Spring 2006

• The growth rate for Letters ranged from 28 to 41 percentage points; however, the pre- and post-measure of content areas reflected different ranges of growth.
• The growth rate for TERA-3 Conventions of Print scale was 8-to-9 percentage points.
• The growth rate for TERA-3 Conventions of Print scale was 8-to-9 percentage points.

Fall 2006 to Spring 2007

• Fall 2006 scores were similar to fall scores for other years, and the spring 2007 scores for TERA-3 Meaning scale and Letters were similar.
• The growth rate for TERA-3 Conventions of Print scale was 8-to-9 percentage points.
• The growth rate for TERA-3 Conventions of Print scale was 8-to-9 percentage points.

Results

Conclusions

• The growth rate for the TERA-3 Conventions of Print scale achievement during 2006-2007 was different than the historical trend.
• The difference represents the effect of PCI.
• The TERA-3 Conventions of Print scale was 8-to-9 percentage points.
• The TERA-3 Conventions of Print scale was 8-to-9 percentage points.

Therefore, we can state that:
• PCI caused the higher than normal year-end achievement and higher growth rate measured in the TERA-3 Conventions of Print scale.

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