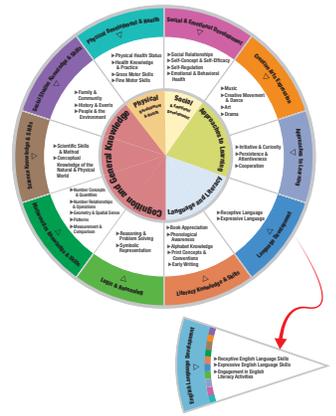


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

LITERACY KNOWLEDGE AND SKILLS: PRINT CONCEPTS AND CONVENTIONS



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Steps to Success Facilitator Guide Unit 2, Module 2: Supporting Alphabet Knowledge(TVI)	Video	Mentor coaches and teaching teams can see examples of ways to promote alphabet knowledge via sensory recognition or by integrating words and letters from a child’s home language.
Teaching about Letters	Article–Excerpt	Teaching teams can review how to document a sequence of emerging skills important to alphabet recognition.

REFERENCES FOR EVIDENCE-BASED PRACTICES

- Justice, L. M., & Pence, K.L. (2005). Building Print Knowledge: Supporting Early Print Discoveries. In *Scaffolding with Storybooks: A guide for enhancing young children’s language and literacy achievement* (13-25). Newark, DE: International Reading Association.
- Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.
- Zucker, T. A., Ward, A. E., & Justice, L. M. (2009, September). Print referencing during read-alouds: A technique for increasing emergent readers’ print knowledge. *The Reading Teacher*, 63(1), 62–72.

