

# Print Rich Literacy Environments

## Wisconsin State Standards

Reading:  
Foundational Skills  
– Print Concepts

Grade Level  
K-5

### Purpose

Use with students to support development of print concepts: explicitly set up a print rich classroom environment

### When to Use

Before Reading  
During Reading  
After Reading

### Grouping

Whole Group  
Small Group  
Individuals

## ABOUT THE INSTRUCTIONAL PRACTICE

Creating a PRINT RICH LITERACY ENVIRONMENT in the classroom is an important component of early literacy development. Print rich literacy environments offer a plethora of accessible materials students can use as they develop their literacy skills. Print rich literacy environments include a variety of environmental print, a classroom library center, a writing center, and content area literacy centers. Creating a print rich literacy environment will help facilitate early literacy development, including print concepts, and help students develop a positive attitude towards literacy.

## IMPLEMENTATION OF THE INSTRUCTIONAL PRACTICE

- Set up your classroom with the following components:
  1. Abundant environmental print—label objects or areas of the room, post routines and charts, include a calendar, post important classroom events or news.
  2. Classroom library—create an inviting corner that offers a wide variety of both literature and informational text at various reading levels; include comfortable areas for reading and ensure that the books are physically accessible for students.
  3. Writing center—designate a writing center in a specific area that includes a table and chairs and plenty of materials necessary for writing and book making (e.g., variety of paper and writing utensils as well as hole punches and staplers). Students' writing notebooks/folders can also be stored in the writing center.
  4. Content area literacy centers—create centers unique to specific units of study (e.g., the rainforest, the weather cycle, mammals), that include books on the topic or artifacts and experiments that students can observe and record their findings/observations in journals and interact with diverse texts on the topic.
- As you teach and interact with your students, draw their attention to the print in your classroom. You can do this by following along with your finger or a pointer as you read or by indicating where you got a piece of information (e.g., "On the calendar I see that today is Wednesday.").
- Include displays of student and adult writing. This will ensure that the print rich environment will be effective in improving early literacy development. Students should be actively engaged with print.

## MEASURING PROGRESS

- Teacher observation
- Conferencing

## RESEARCH

- Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137, 267-296.
- Roskos, K. A., & Neuman, S. B. (2001). Environment and its influences for early literacy teaching and learning. In S. B. Neuman and D. K. Dickson (Eds.), *Handbook of early literacy research* (pp. 281-294). New York: Guilford Press.
- Strickland, D. S., & Morrow, L. M. (1988). Emerging readers & writers: Creating a print rich literacy environment. *The Reading Teacher*, 42, 156-157.