**Print Referencing Domains and Targets**

Words

Discussion about words and how they relate to letters

1. **Word Identification**: Children can identify some words
2. **Short vs. Long Words**: Words have different structures and lengths
3. **Letters vs. Words**: Letters make up words
4. **Concept of Word in Print**: Words are distinct units of print different from letters, and words are separated by white spaces

Letters

Discussion about the names and functions of letters

1. **Upper- and Lower-Case Letters**: Letters come in 2 forms
2. **Names of Letters**: Each letter has a name
3. **Metalinguistic Concept of Letter**: The function of letters is to make words, and the same letter can be used in many ways

Book and Print Organization

Discussion about how print and books are organized

1. **Page Order**: Pages are read and manipulated in a specific order
2. **Author**: The role of the author
3. **Top and Bottom of Page**: Reading occurs from top to bottom of the page
4. **Title of Book**: The role of the title
5. **Print Direction**: Reading in English must occur from left to right
6. **Genre**: There are many different types/genres of writing
7. **Structural Features and Manipulation of Books**: How the book is held and how pages are turned

Print Meaning

Discussion about the act of reading and the function of literacy units in carrying or expressing meaning

1. **Print Function**: The function of print is to carry meaning – including how some print functions as visible speech or sound
2. **Environmental Print**: Words are present in the environment—including the environment depicted in some illustrations
3. **Metalinguistic Concept of Reading**: There are particular behaviors involved in the act of reading, and the function of print and books is to share information