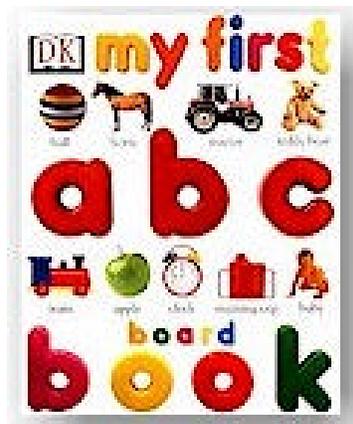


Concepts About Print



Concepts About Print

Definition:

Concepts about print can be divided into three distinct and different print aspects: 1) the functional aspects of print, 2) the mapping aspects of print, and 3) the technical aspects of print. Concepts about print is a global term that includes concepts related to conventions, purpose, and functions of print. They are the fundamental understandings that support reading acquisition.

Concepts About Print

- Where to begin writing or reading, going from left to right
- Where to go after the end of the line (return sweep)
- The print, not the picture, carries the message
- The relationship between print and the spoken word - Word by word pointing (one-to-one correspondence)
- Concept of a letter, word, sentence
- Concept of first and last part (of the word, sentence, story)
- Letter order in words is important
- There are first and last letters in words
- Upper and lower case letters have purpose
- Different punctuation marks have meaning
- The different forms of print – signs, newspapers, books, etc.
- The purpose of print – that it carries meaning
- How to hold a book
- The parts of the book
- Directionality – how to read left to right, top to bottom

www.nwrel.org/learns/trainingopps/training/tutor_14.html

Assessment Tools

Concepts about Print Test

Reading Environmental Print

Mow Motorcycle Task

Metalinguistic Interview

The Burke Reading Interview

Bader Reading and Language Inventory – 3rd edition

Basic Reading Inventory – 7th edition

Fox in a Box

Phonological Awareness Literacy Screening

Reading and Oral Language Assessment

Texas Primary Reading Inventory

Wisconsin Tests of Reading Skill Development

Concepts of Print and Writing

Group Reading Assessment and Diagnostic Evaluation

Observation Survey

Test of Children's Language

Test of Early Reading Ability – 3rd Edition

Informal Assessment Descriptions

Concepts about Print Test – was designed by Marie Clay to assess children's, mapping and technical aspects of print knowledge. Utilizes four booklets that are viewed and read by a teacher and an individual student together, allowing for a pre and post-test in both kindergarten and first grade. Books are irregular and the child is supposed to find the unusual features and explain them to the examiner.

Materials – *The Concepts about Print: What have children learned about the way we print language* and the four books: *Sands, Stones, New Shoes and Follow me, Moon*

Reading Environmental Print – This task is designed to assess students' ability to read commonplace or highly frequent print accessible in their local and daily environment. The examiner prepares thirty index cards displaying traffic signs or informational logos found on roads and in public buildings, logos of restaurant and national store chains, and food product logos. The child's responses to the cards are classified according to response category.

Mow Motorcycle Task – This task taps students' awareness of the basic mapping relationship between speech and print (that longer the printed word, the longer the spoken word). Ten word pairs are prepared, each beginning with the same letter and differing according to spoken and written length. The examiner reads one of the words aloud and asks the student to identify it by pointing to the proper card.

Metalinguistic Interview – This is a set of questions designed to assess children's understanding of academic/instructional language, including concepts like alphabet/ABC's, directionality, punctuation,

upper and lower case letters, and parts of a book (front, back, pages). Simply give the child a book with both pictures and print and administer the interview.

The Burke Interview – This is an interview that helps the examiner understand what students understand about the reading process and the strategies students use to unlock unknown words and construct meaning. Tape record responses so that they may be extensively examined and consequent instruction determined.

<http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/print/concepts.html>

Procedure:

For this assessment, sit with the student in a quiet place, and use a short picture book from your classroom. The print should be large enough and the words spaced far enough apart that you can easily see where a child is pointing. The book should also have a variety of punctuation marks.

1. Show me the front of the book. (front of the book)
2. I will read this book to you. Show me where to read. (print carries the story, not picture)
3. Point to where I start reading. (directionality)
4. Which way do I go? (print is read from left to right)
5. Where do I go after that? (at the end of a line, go back to the next line)
6. Point to the words as I read. (one-to-one match with voice to print)
7. show me the first part of the story. Show me the last part of the story. (concept of first and last)
8. Where do I start reading? (read left page before right page)
9. Point to a question mark and say, What is this for? (meaning of a question mark)

Recommendations / Instructional Strategies

Environmental Print Reading – Allows children the opportunity to read familiar print drawn from the world around them they are likely to have seen. Helps to bring print closer to the classroom and build the child's confidence in their ultimate ability to read. A child creates an "I Can Read" book using labels, etc.

Language Experience Approach: Creating Group Experience Charts – The children participate in a shared experience, the teacher and children discuss the experience, the children dictate the story while the teacher transcribes the dictation onto chart paper, teachers and children share in reading the chart story, and the chart can be used to teach about print concepts, words, and other important language concepts.

Language Experience: Creating Individual Language Experience Stories – Children tell their stories into a tape recorder and listen to them. After oral editing, the children's stories are transcribed into book form.

Voice Pointing – The teacher points to the print while reading. This helps the children understand that the print tells the story. This helps children understand that the print rather than the picture carries the message of the reading, the beginning, ending, and directionality of the print, how the spoken language of the reader is represented or mapped onto print on the page and the technical concepts of print such as word, letter, or punctuation.

Framing Print – Is a strategy that helps readers acknowledge that a given word is the same every time it appears in print. Highlight aspects

of written language by pointing and framing a word or words using a simple frame.

Masking – Highlighting Print – teachers can use highlight tapes of differing colors to highlight selected print concepts or stick-on notes of differing sizes to mask selected print concepts. Can also use masking to create cloze passages.

Thinking Aloud – This is an effective teaching strategy for concepts of print. Simply say aloud concepts about the book, etc. while reading. Example – “The cover of the book gives me a lot of good information about the story. It tells me the title and who wrote the story and who drew the pictures.”

Print Context Transfer – In the earliest stages of reading acquisition, students’ recognition of print concepts, words, and letter are context bound; they do not generalize to all settings. This can be accomplished by reading an enlarged text selection with children and copying words or sentences onto cards. You can ask the children to match the sentence, word, etc., with the same one in the story. It is recommended to avoid using structure or function words and instead focus on concrete nouns, action words, descriptive words that are easy to see in the mind’s eye.

Error detection – This strategy helps children to look closely at text to match what is on the page with what is said. Children need to learn to inspect words visually to see if they look right in relation to what is said when the text is read aloud. This type of close reading helps students develop self-correction strategies. In order to do this, teachers can substitute words for the words in the original text. Children will be forced to focus on print details to determine which words have been switched in the text and how such word play can change the author’s message.

Verbal Punctuation – The students and the teacher share a common text for reading aloud. Each punctuation mark is assigned a silly noise. Initially, the teacher reads aloud modeling each noise as appropriate. Next, the children and the teacher re-read the text together, making the sounds of each punctuation mark in the text.

Shared reading – For teachers and children to share a book together, the print needs to be enlarged so that every child can see it and process it together under the guidance of the teacher. As the teacher reads, he or she models aspects of the reading process for an entire group of children, rather than an individual child.

Letter Manipulatives – Can be used to match or copy words in a text, allowing children to discover the concept of letter as compared with the concept of word, as well as the concept that print carries the message in a text.

Classroom Practices that Support the Acquisition of Concepts of Print for Emergent Readers:

- Have class helpers search for distinguishing features of the **front** of books as they clean up the class library and arrange them properly in book display racks.
- Model **directionality** and **one to one matching** by pointing to words while using enlarged text in a big book, pocket chart, poem, or song chart. With repeated readings the language of the text is learned and the children can practice following along or eventually match the words they say with the print on the page independently. They may practice by pointing to words with their finger or any number of homemade pointers (chopsticks, dowels with pom poms on the ends, rubber witchy fingers, etc.)
- Leave multiple pieces of familiar text (songs, poems, rhymes, etc.) posted in the room at a child's eye level to be available for students to "read around the room" independently.
- Write a brief, familiar rhyme or poem on individual word cards and assemble them on a pocket chart. Construct and reconstruct the text on the pocket chart with the children developing an awareness of directionality, one to one matching of the print to spoken words, spacing conventions, punctuation, etc.
- Have children search familiar text to locate an upper or lowercase letter, a known word, punctuation, etc. Highlighting tape, sticky notes, wikki sticks and children's fingers can be used to isolate and locate a variety of conventions of print in a piece of familiar text.
- Use interactive writing to provide opportunities for constructing text with children. Model, share and support the writing task for emergent writers. As the teacher "thinks aloud" throughout the task children have the opportunity to hear about a variety of print concepts and practice using them. (e.g. Should we put our first **word** at the **top** or the **bottom**? Will the first letter go on the right or the left? Should the **M** in **Mark** be **upper** or **lowercase**? What goes at the end of our sentence?)
- Use magnetic letters, word tiles or even name cards to complete sorts emphasizing similarities and differences between words and letters. (e.g. Put all the **uppercase** letters in this pile. Find all the **words** that have the **letter B**.)
- Create a pocket chart activity using a few known sight words, children's name cards and periods, exclamation marks and question marks. Practice reading simple sentences like the examples below. Students can develop an understanding of the importance of punctuation as it alters the reading of such simply constructed texts as:

M

a

r

y

c

a

n

j

u

m

P

.

I

c

a

n

Filename: concepts_about_print
Directory: C:\Documents and Settings\helpdesk\My Documents\Cook
Template: C:\Documents and Settings\helpdesk\Application
Data\Microsoft\Templates\Normal.dot
Title: Concepts About Print
Subject:
Author: Administrator
Keywords:
Comments:
Creation Date: 3/23/2003 3:24 PM
Change Number: 3
Last Saved On: 3/23/2003 3:36 PM
Last Saved By: Administrator
Total Editing Time: 2 Minutes
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As of Last Complete Printing
Number of Pages: 10
Number of Words: 1,765 (approx.)
Number of Characters: 10,063 (approx.)