



# Concepts of Print

## PROCEDURE

1. The assessment area should be quiet and free from major distractions. Generally, a small table where the teacher can sit beside the child is sufficient.
2. Preview the prompts for the *Concepts of Print Assessment*. Mark locations in the book where you will ask specific questions. (Note: Using post-it notes labeled with question numbers will make the task easier. This will make it possible to move smoothly through the book reading the test to the child and asking the appropriate question when the opportunity arises.) Write anecdotal observations of students' behaviors as they use the book.
3. The chart *Concepts of Print – Teacher's Words* gives the teacher's words for each section of the assessment. Begin by giving a text to the student. Be sure to hold the text by the spine of the book so you will avoid guiding the student in the use of the book.
4. Place a check (✓) in the column for a correct response. Place a (●) in the column for an incorrect or no response. Record the incorrect response in the comments column.
5. If the child struggles with the tasks on the *Concepts of Print Assessment*, discontinue and finish reading the book to the child. Make the experience a positive one.
6. Total the number of correct responses and record in the score box.

**Notes:** Sometimes children become confused about book, print, and reading concepts as they are learning. Reassessing **some** children on the **entire** *Concepts of Print* assessment may be warranted, especially if a child is making slower progress than you would expect.

It is **not necessary**, however, to re-administer the entire *Concepts of Print* assessment to **every child**. For some children it is sufficient to re-administer only the sections on which the child has difficulty.

## ANALYSIS

Analyze the child's correct and incorrect responses along with your observations of the child's behavior about book features to determine Concepts of Print strengths and areas of instructional strategies. The teacher may use the *italicized* concepts to help in the analysis of the child's performance. Begin analysis by categorizing the child's response by concept. If the teacher found that a child had difficulty with the concept of letter, the next level of analysis would be to generate several questions about the child's performance. Are the errors the child made due to the form of the letters (i.e. font style or size), the language that was used in describing the letters, (i.e. capital rather than big letters), or was the difficulty in the child's understanding of the spatial positioning of the letter (i.e. first, last). Realize that the two prompts used for punctuation marks are quite different (name or function). Did the use of one prompt affect the student's performance? The grid will help guide the teacher's instructional decisions. A hierarchy in teaching concepts of print is book concepts, directionality concepts, reading concepts, concept of letter and word, and punctuation marks.

## Concepts of Print – Teacher’s Words

No.	Concepts	Prompts	Responses/Scores
1.	FRONT COVER ( <i>Book Concepts</i> )	“Show me the front of this book.”	One point for correct response.
2.	BACK COVER ( <i>Book Concepts</i> )	“Show me the back of this book.”	One point for correct response.
3.	THE TITLE ( <i>Book Concepts</i> )	“Show me the name of this book or story.”	One point for pointing to title on cover or title page.
4.	PRINT CARRIES THE MESSAGE ( <i>Reading Concepts</i> )	“Show me where I start reading.”	One point for print. Zero points for picture.
5.	BEGINNING OF TEXT ( <i>Directionality Concepts</i> )	“Show me with your finger where I have to begin reading.”	One point for pointing to the first word.
6.	LEFT TO RIGHT; TOP TO BOTTOM ( <i>Directionality Concepts</i> )	“Show me with your finger which way I go as I read this page.”	One point for moving left-to-right on page with finger.
7.	RETURN SWEEP ( <i>Directionality Concepts</i> )	“Where do I go then?”	One point for return sweep (top line to bottom line).
8.	ONE-TO-ONE MATCH ( <i>Reading Concepts</i> )	“You point to the words while I read the story.” (Read slowly, but fluently).	One point for one-to-one matching of print with spoken word.
9.	FIRST WORD ( <i>Concepts of Word</i> )	“Use your finger to show me the first word on this page.”	One point for pointing to the first word on the page.
10.	LAST WORD ( <i>Concepts of Word</i> )	“Use your finger to show me the last word on this page.”	One point for pointing to the last word on the page.
11.	WORD ( <i>Concepts of Word</i> )	“Move your fingers until I can see one word. Now, show me two words.	One point for BOTH correct responses.

*Continued on next page.*

### Concepts of Print – Teacher’s Words *Continued*

No.	Concepts	Prompts	Responses/Scores
12.	FIRST LETTER IN A WORD ( <i>Concepts of Letter</i> )	“Show me the first letter in a word.”	One point for correct response.
13.	LAST LETTER IN A WORD ( <i>Concepts of Letter</i> )	“Show me the last letter in a word.”	One point for correct response.
14.	ONE LETTER/TWO LETTERS ( <i>Concepts of Letter</i> )	“Move your fingers and show me one letter. Now, show me two letters.”	One point for BOTH correct responses.
15.	LETTER NAMES ( <i>Concepts of Letter</i> )	“Show me three letters that you know on this page and tell me the name of each one.”	One point for pointing and correctly naming three letters.
16.	A CAPITAL LETTER ( <i>Concepts of Letter</i> )	“Use your finger to show me a capital letter.”	One point for pointing to or framing a capital letter.
17.	A SMALL LETTER ( <i>Concepts of Letter</i> )	“Use your finger to show me a small letter.”	One point for pointing to or framing a small letter.
18.	PERIOD (.) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a period means.
19.	QUESTION (?) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a question mark means.
20.	EXCLAMATION(!) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what an exclamation point means.
21.	QUOTATION (“) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a quotation mark means.
22.	COMMA (,) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a comma means.

# CONCEPTS OF PRINT

## Individual Checklist

Student Name: \_\_\_\_\_

Grade as of May, 2001: \_\_\_\_\_

District: \_\_\_\_\_

Date Administered: \_\_\_\_\_

### Recording:

- ◆ Indicate correct responses with a check (✓).
- ◆ Write (●) if the child cannot or will not give a response.

The student POINTS to:		Score	Comments
1.	the front of the book		
2.	the back of the book		
3.	the title		
4.	the text		
5.	where to begin reading the story		
6.	the direction in which to read (left to right)		
7.	where to go next at the end of the line		
8.	words one-to-one as teacher reads one page (voice-print matches)		
9.	the first word on the page		
10.	the last word on the page		
The student FRAMES:			
11.	one word/two words		
12.	the first letter in a word		
13.	the last letter in a word		
14.	one letter/two letters		
15.	The student points to and names any three letters on the page (____ _).		
The student points to OR frames:			
16.	a capital letter		
17.	a small letter		
18.	a period (.)		
19.	a question mark (?)		
20.	an exclamation mark (!)		
21.	quotation marks (“”)		
22.	a comma (,)		

**TOTAL**  
**Number Correct: \_\_\_\_\_ /22 Possible**

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

CONCEPTS OF PRINT			
<b>Book Concepts</b> 1. Front of book 2. Back of book 3. The title	<b>Reading Concepts</b> 4. The text 8. Words one-to-one	<b>Directionality Concepts</b> 5. Where to begin reading story 6. Direction in which to read (left to right) 7. Where to go next at end of the line	<b>Concepts of Letter and Word</b> 9. First word on page 10. Last word on page 11. One word/two words 12. First letter in word 13. Last letter in word 14. One letter/two letters 15. Names 3 letters on page
			<b>Punctuation Marks</b> 16. Capital letter 17. Small letter 18. A period 19. A question mark 20. An exclamation mark 21. A comma 22. Quotation marks

## Section III

# Concepts of Print

### *Rationale*

This assessment helps teachers understand what individual children know specifically about book concepts, directionality, concepts of letters and words, as well as concepts of punctuation. **Teachers' observations will be crucial and critical factors to inform their decisions about who and when to assess.**

### *Definition*

Concepts of Print is the knowledge of print awareness and book handling skills.

### *Assessment Guidelines*

#### *Materials*

Select an emergent level book that has the features listed below. The book should be developmentally appropriate and reflect the child's interests and literacy experiences.

The book should contain examples of the following features:

- Print and illustration on a single page or two consecutive pages
- Multiple lines of text on a single page
- A variety of punctuation marks (periods, question marks, exclamation marks, quotation marks, and commas)

## Concepts of Print Instructional Strategies

### ***Suggestions for Teachers:***

1. Provide the child with daily opportunities to participate in shared reading.
2. Encourage children to bring books from home to share.
3. Talk about the children's own writing and drawings to help them.
4. Model as you read that the message is in the print, demonstrating the one-to-one correspondence between spoken and written words.
5. Make references to words, spaces, letters, lines of print, left to right, top to bottom, direction of print, in big books that you have read and as you model writing.
6. Use environmental print to make references to words, spaces, letters and lines of print.
7. Develop the concept of "left to right" by sticking a green dot on the left-hand top corner of the child's desk to act as a reminder.
8. Have children suggest where the teacher should start when transcribing stories or beginning to read their big books.
9. Provide opportunities for paired reading. Ask an older student to read while a younger child follows along with his/her finger.
10. Count the words in a line of print or clap for each word spoken to help develop the children's concept of a word.
11. Write a child's news sentence onto sentence strips. Cut one sentence into individual words and encourage children to match words to the sentence strip, specifically using "first word," "last word."
12. Use name cards, nursery rhymes, room item labels, etc., to help children recognize words that are important to them.
13. Build up a bank of words frequently written or recognized by children. Display and refer to them when appropriate. Encourage children to refer to them when they are "writing."
14. Use a variety of incidental activities to develop the concept of letter, e.g., play with letter cars, magnetic letters, plastic letters and alphabet games. Demonstrate and discuss that letters go together to make words.
15. Display an alphabet chart and talk about letters in other contexts, making sure the children can see that a letter is different from a word.
16. Make available capital and lower case letters of the alphabet for children to use and manipulate.
17. Model the use of conventions such as full stops, questions, pauses, etc., in context while modeling reading and writing.
18. Make use of quality book and tape sets so that children can hear different interpretations of the print.
19. Use elbow macaroni to "make sentences" with quotations and commas.
20. Have student's highlight (specific) punctuation.

## Concepts of Print Instructional Strategies

### ***Suggestions for Parents:***

1. Read books to your child on a daily basis making it a pleasurable experience.
2. Sit beside your child or hold him/her on your lap. Hold the book yourself or ask your child to hold the book so he/she can learn how to properly handle a book. Occasionally, you may want to preview the book by holding it closed and discussing the front cover. Refer to it as “the front cover.” Ask your child to discuss the picture and make predictions about the story. Turn the book to the back cover and discuss it. Refer to it as the “back cover.” Turn back to the front cover and read the title. Refer to it as “the title” and move your finger under each word as you read the title.
3. When you see your child looking through a book occasionally you may want to ask him/her to show you the cover, point to the title, talk about the book as he/she pages through it, and finally to show you the back cover.
4. Point to words when reading with your child to show that print carries a message.
5. Point to words when reading with your child to show left to right movement.
6. Periodically ask your child to show you where to begin reading on a page.
7. Have your child follow along with his/her finger as you read a story.
8. Point to words on a sign at a store as you read the sign.
9. On occasion, have your child point to first/last word or letters in a story you are reading.
10. When your child has learned to recognize words such as “dog,” “the,” “friend,” the name of your city, etc., make a game out of looking for that word in a newspaper or magazine.
11. Read alphabet books to your child.
12. Make alphabet cookies and refer to them by name as they get eaten.
13. When eating alphabet shaped cereal or soup, point out the letters you eat, particularly the letters in the child’s name.
14. Make or purchase alphabet letters and encourage children to play with them.
15. Occasionally have your child find examples of specific punctuation marks in a newspaper, magazine, or story.
16. Model using punctuation marks in your writing. For instance, when you are writing a note to leave for someone, say something like, “I should put a question mark at the end of that word.” Read your note to your child and point to the words and punctuation.

### ***Concepts of Print Resources***

Cowley, Joy. *The Hungry Giant's Soup*. Wright Group.  
ISBN 0-7802-0729-7

Randall, Beverley. *Ben's Teddy Bear*. Rigby PM.  
ISBN 0-4350-67486

Cowley, Joy. *Come for a Swim!*. Wright Group.  
ISBN 1-55624-802-4

Beck, Jennifer. *BMX Betty*. Rigby PM.  
ISBN 0-7901-1202-7

Jane, Lesley. *Lizard*. Wright Group.  
ISBN 0-7802-3361-1

Cowley, Joy. *Where is Miss Pool?*. Pacific Learning Co.  
ISBN 0-477-04054-3

Cowley, Joy. *What Would You Like?*. Wright Group.  
ISBN 0-7802-4945-3

*The Monster's Party*. Wright Group.  
ISBN 0-7802-7481-4

*Jen Stays Inside*. Troll. Curriculum.  
ISBN 0-8167-6492-1

*Bumper Cars*. Rigby PM.  
ISBN