



PRINT AWARENESS

Construct Progression

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

This document was developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department and you should not assume endorsement by the U.S. Federal Government or the North Carolina State Board of Education.

Copyright © 2017. The North Carolina Department of Public Instruction. All Rights Reserved. Licensed for free access and use, to be studied, copied, and distributed. Please do not modify from its original version without the express written consent of the NC Department of Public Instruction. Permission to copy not required. Distribution encouraged.

Domain: Language Development and Communication

Claim: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

Construct: Print Awareness

Background Information

The purpose of this progression is to assess the skills children need to identify the features of print (i.e., pictures and text); it is not about taking meaning from text but rather the precursor skills that allow children to interact with books in a meaningful way. It's important to assess precursor skills like **book orientation** and **print awareness** because they are among early literacy skills highly correlated with later reading achievement as reported by the National Early Literacy Panel in 2009 (NELP Report, 2009). In addition, these constructs are aligned with early learning and development standards in many states. For example, here are related preschool and kindergarten standards from one of the Consortium states:

- Preschool: Children develop book knowledge and print awareness.
- Kindergarten: Children demonstrate understanding of the organization and basic features of print.

Assessment of these skills consequently helps to inform instruction that is aligned with state standards.

Note that these skills are often assessed in state- or district-mandated literacy screens and pre-literacy assessments. Results from such assessments can be used as one source of evidence to place children on this progression.

Rationale

Based on young children's home and early school experiences with print (bedtime stories and read-aloud books, big book shared reading, shared writing and their very independent adventures with pretend reading and writing), they come to kindergarten and even first grade with different understandings about the conventions that we use to communicate meaning in print.

Each child develops his/her level of understanding, and sometimes misunderstandings of these conventions and assessing this understanding can help teachers know what their students are attending to in print and what still needs to be learned. This knowledge enables teachers to design instruction that will meet the needs of individuals regarding how print works. Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word? These are important literacy understandings that can develop through quality hands-on experiences with books and print.

Based on the research of Clay, M. M. (2000). *Concepts About Print: What have children learned about printed language?* Portsmouth, NH: Heinemann

Domain: Language Development and Communication

Claim: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

Construct: Print Awareness

Print Awareness			
Understanding	Skills	Performance Descriptors	Examples
Children understand that books have pages that may contain pictures and/or words.	A. Attends only to pictures and <u>ignores text</u> .	Child attends only to the pictures by looking at, pointing to and/or commenting on the pictures.	<p><i>When Jonah and Sara are both looking at an early learning book with pictures and text, Jonah looks at, points to and/or comments only on the pictures.</i></p> <p><i>When sitting beside the teacher and reading an early learning book together, the teacher asks Ellie, "Tell/show me what you see on this page?" Ellie then points to or describes only the pictures.</i></p>
	B. Indicates the general area of text and/or where we read words (<u>making a distinction between pictures and text</u>).	Child indicates both pictures and text by pointing to and/or commenting about the text.	<p><i>A teacher observes Jason looking at an early learning book [with pictures and text]. She says, "Show me the pictures," and Jason points to the pictures and then talks about the words.</i></p> <p><i>Maddie is sitting beside the teacher and reading an early learning book together, and the teacher asks Maddie "What is on this page?" Maddie points to or describes both the pictures and the text.</i></p>
Children understand that books contain pages of print that represent language and that there are sometimes pictures that help us know what the words describe.	C. Indicates where to begin reading and that lines of text are read from top to bottom (where reading begins, <u>top to bottom directionality</u>).	Child indicates that reading begins on the first word of the page by placing a finger/pointer on the first word of the page to show where reading begins.	<p><i>When Paige and Sam are both beginning to look at an early learning book with pictures and text, Paige places a finger/pointer on the first word of the page to indicate where reading begins.</i></p> <p><i>When preparing to read a book aloud to Ariel, the teacher says, "I am going to read this book to you. Can you show me where I should begin reading?" Ariel indicates the first word on the page.</i></p>
	D. Indicates that lines of text are read from left to right (e.g., tracking text) (<u>left to right directionality</u>).	Child sweeps finger/pointer from left to right to indicate that readers read text from left to right.	<i>When Jaime and Elijah are both looking at an early learning book with pictures and text, Jaime sweeps his finger from left to right as he moves across a line of text.</i>

Domain: Language Development and Communication

Claim: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

Construct: Print Awareness

Print Awareness			
Understanding	Skills	Performance Descriptors	Examples
			<i>The teacher says to Aaron, "I am going to read this book to you. Tell me how I should read the text on this page. Aaron tells the teacher that she should read from left to right.</i>
	E. Indicates that lines of text are read from left to right; and at the end of each line, returns to the beginning of the next line of text (e.g., tracking text) (<u>return sweep</u>).	Child sweeps finger/pointer from left to right to indicate that readers read text from left to right and, at the end of the line the child makes a return sweep with the finger/pointer to the beginning of the next line of text.	<i>When Tonia and Pat are both looking at an early learning book with pictures and text, Tonia sweeps a finger from left to right and, at the end of the line, return sweeps her finger to the beginning of the next line of text.</i> <i>The teacher says to Alice, "I am going to read this book to you. Show me which way I should read the words on this page. Alice sweeps her finger from left to right and moves finger to the beginning of the second line.</i>
	F. <u>Distinguishes between a letter and a word</u> on a page of text (excluding the words a, A, and I).	Child indicates a letter in text, then indicates a word in text.	<i>When sitting beside Ernest and reading an early learning book together, the teacher says, "Show me a letter" and Ernest points to one letter. Next the teacher says, "Show me a word" and Ernest points to one word.</i>
	G. Indicates <u>one word on the page for each word read aloud</u> . (concept of word).	Child indicates each word in text as it is read aloud, moving from left to right (but child does not necessarily have to indicate the exact word being read).	<i>When teacher reads an early learning book with pictures and text to a small group, Ruth indicates each word in text as it is read aloud, moving from left to right (but child does not necessarily have to indicate the exact word being read).</i> <i>While reading an early learning book aloud to Maurice, the teacher says, "Show me each word as I read." Maurice follows along and indicates each word on the page, moving from left to right with each word the teacher reads (but child does not necessarily have to indicate the exact word being read).</i>

Domain: Language Development and Communication

Claim: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

Construct: Print Awareness

Resources

Clay, M. M. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

Clay, M. M. (2002). *An observation survey of early literacy achievement*. Auckland, N.Z: Heinemann.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading, good first teaching for all children* (1st ed.). Portsmouth, NH: Greenwood Press.

K – 3 North Carolina Think Tank. (2013). *Assessment for learning and development in K – 3: A report by the K – 3 North Carolina think tank*. Raleigh, NC: Author.

Morrow, L. (2009). *Literacy development in the early years: Helping children read and write*. Boston, MA: Allyn & Bacon.

Pinnell, G. & Fountas, I. (2011). *Literacy beginnings: A prekindergarten handbook*. Portsmouth, NH: Heinemann.

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh, NC: Author

North Carolina Department of Public Instruction. (2013). *Quick reference guides*. Retrieved from <http://www.ncpublicschools.org/curriculum/links/reference-guides/>