



Concepts About Print

Overview of the Assessment

The research is very clear. Students who begin grade one with strong print awareness skills have a real advantage in learning to read. Ideally, by the time they finish kindergarten, students should be familiar with books and other printed matter and be able to recognize and write most of the alphabet. These skills are developed both at home and in preschool settings. In school, teachers must consciously teach print awareness through intentional literacy experiences throughout the day. Print awareness consists of concepts about books, concepts about print, and attitudes toward reading and writing.

(The Kindergarten Teacher's Resource Book, by Miriam Trehearne)

Expectations

By the end of Kindergarten, children will:
(Language Overall)

- B. Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- C. Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.

How to Administer the Assessment

(Note: When assessing print concepts, the teacher does the reading of the entire text. Choose a simple unfamiliar storybook with pictures. Ensure the book has: picture and title on the front cover, pictures and text on each page, appropriate print size and spacing, a narrative genre.)

1. Book Orientation

- Ask the student to open the book to where the story starts.
- Ask "Where do I begin reading?"

2. Directionality

- Ask the child "which way do I read".
- Child should point left to right, top to bottom.
- Then teacher reads the page.

3. One to One Matching

- Tell the child "point to the words while I read".

4. Concept of a Word

- Ask the child to point to one word. Child needs to "hug" the word - use fingers to frame the word.

5. Concept of a Letter

- Ask the child to point to one letter. Child needs to "hug" the letter - use fingers to frame the letter.

Mark the score in the space provided on the teacher form for each overall item/prompt observed and calculate overall total.

Resources

- The Kindergarten Program, 2006
- Kindergarten Teacher's Resource Book by Miriam Trehearne, pages 33-37, 79-80, 26
- A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, pages 5.3-5.6

