

THANK YOU for downloading *Concepts of Print*
that I created **FREE** for you.

As students move through the levels, they are introduced to increasingly more difficult concepts of print. In the beginning, children learn to distinguish between a space and a letter. In the higher levels, students learn to determine literary elements. This chart will help you as you plan your lessons by letting you know which concepts of print are introduced in each book level.

In return, I ask that you...

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that you let me know
by emailing me at
khaag@liketowrite.com**



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my materials with their students.
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**Please feel free
to email with questions ☺**

**Sincerely,
Karen Haag**

Concepts of Print to Teach

Concepts of Print:

Emergent (Levels 1-8)

Directionality (demonstrates)

- Left-to-right page sequence
- Left-to-right in sentence
- Return sweep
- Reading top to bottom
- Starting at beginning of book
- Finishing at end of book

Reading Concepts (points to)

- Text (print tells the story)
- Each word (one-to-one

correspondence)

Book Concepts (can identify)

- Cover of book
- Title
- Title page

Words/Letters (can identify)

- A letter
- A word
- The first word on a page
- The last word on a page
- A first letter
- A last letter
- A capital letter
- A small letter
- Names of some letters
- Key words in isolation

Punctuation (can identify)

- Question mark (?)
- Period (.)
- Comma (,)
- Quotation marks (“”)

Strategies Used

- Relies on memory for reading
- Uses pictures to tell story in own words
- Uses pictures to help with words
- Uses language patterns
- Uses structure knowledge
- Uses beginning letter sounds
- Uses many letter sounds
- Uses background experience

Concepts of Print:

Early Fluency/Developing
(Levels 9-15)

Semantics (meaning) (can identify)

- Opposites
- Compound words
- Homophones
- Synonyms
- Vocabulary
- Main Idea
- Words in languages other than English
- Idioms

Syntax (grammar)

Can identify in books and use in writing:

- Naming words (nouns)
- Proper nouns
- Action words (verbs)
- Linking words (conjunctions)
- Describing words (adj. and adv.)
- Prepositions (location words)
- Plurals
- Pronouns
- Word endings and purposes
- Simple sentences
- Paragraphs

Graphophonics (sounds and symbols)

Can identify in books and use in writing: Initial and final consonants and their sounds

- Letter combinations and sounds
- Short vowel sounds
- Long vowel sounds
- Word families and their sounds
- Rhyming words

Punctuation Can identify and give purpose of:

- Period (.) Question mark (?)
- Exclamation point (!)
- Quotation marks (“”)
- Comma (,) Apostrophe (’)
- Ellipses (. . .) Dash (-)
- Unusual typeface (bold, italic)

Language Strategies

Uses semantic cue system:

- Story sense
- Logic
- Background experience
- Pictorial and graphic resources

Uses syntactic cue system:

- Structure knowledge
- Language patterns
- Word ending

Uses graphophonetic cue system:

- Beginning sounds
- Ending sounds
- Medial sounds
- Letter combinations
- Short and long vowel sounds
- Rhyming sounds

Cross-checks (makes predictions using more than one cue system)

Concepts of

Literature:

Early Independent
(16-24)

Fluent – Independent
(25-32)

Story Structure (can identify)

- Beginning, middle, and end
- Characterization
- Story climax
- Sequence of events

Literary Terms (can identify)

- Character
- Hero/villain
- Setting
- Problem
- Solution
- Point of view
- Dialogue
- Author/illustrator
- Stage directions
- Genre: Fiction
- Nonfiction
- Diary/journal
- Biography
- Drama/play
- Poetry

Literary Devices (can identify)

- Similes
- Metaphors
- Alliteration
- Onomatopoeia
- Exaggeration
- Word play

Literary Strategies

- Uses table of contents
- Skims for facts
- Uses dictionary/encyclopedia
- Summarizes
- Retells
- Compares and contrasts
- Questions

from The Wright Group