



Section II Early Literacy

- Section Introduction
- Chapter 3: Print Awareness
- Chapter 4: Letter Knowledge
- Chapter 5: Phonological Awareness

TeachingReadingSourcebook.com

Elements of Print and Book Awareness

Functions of Print

- Print carries meaning.
- Print can be used for different purposes.
- Print corresponds to speech, word for word.



Conventions of Print

- Print is print, no matter in what form it appears.
- Printed words are made up of letters (concept of word).
- Printed words are separated by spaces (word boundaries).
- Sentences in print are made up of separate words.
- Sentences start with capital letters and end with punctuation marks.
- Text is read from left to right with a return sweep to the next line.
- Lines of text are read from top to bottom of the page.
- When one page of text is read, the story continues on the following page.

Book Conventions

- A book has a front cover and a back cover.
- A book has a spine.
- A book is held right side up.
- A book has a title and a title page.
- A book has an author; some books have pictures created by an illustrator.
- A book has pages. The left page of a book is read before the right page.
- Pages are turned one at a time in a sequence from front to back.



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Letter Knowledge

- Letter Names
- Letter Shapes
- Letter Sounds
- Letter Formation (handwriting)

Letter-Name Properties and Their Utility in Learning Letter Sounds

Useful	• Letter sound at beginning of letter name	b, d, j, k, p, t, v, z
	• Letter sound at end of letter name	f, l, m, n, r, s, x
	• Long-vowel letter sound <i>is</i> letter name	a, e, i, o, u
Less Useful	• Soft letter sound at beginning of letter name	c /s/, g /j/
	• Similar letter sound at beginning of letter name	q /k/
	• Less frequent letter sound at end of letter name	y /ī/
Not Useful	• Letter sound <i>not</i> in letter name	h, w
	• Short-vowel letter sound <i>not</i> in letter name	a, e, i, o, u
	• Most frequent letter sound <i>not</i> in letter name	c /k/, g /g/, y /y/

Based on Treiman and Kessler 2003.

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Levels of Phonological Awareness

- Word
- Syllable
- Onset-Rime
- Phoneme

Blending and Segmentation Skills Across the Levels

LEVELS →	WORD	SYLLABLE	ONSET-RIME	PHONEME
<p>Blending Given a word separated into phonemes, student combines the sounds to form a whole word.</p>	<p>Listen as I say two small words: <i>dog</i>•<i>house</i>. Can you put the two words together to make a bigger word? (doghouse)</p>	<p>Can you put these word parts together to make a whole word: <i>pock</i>•<i>et</i>? (pocket)</p>	<p>What whole word am I trying to say: /b/ .../ig/? (big)</p>	<p>What word is /b/ /i/ /g/? (big)</p>
<p>Segmentation Given a whole word, student separates the word into individual phonemes and says each sound.</p>	<p>Can you clap the word parts in <i>doghouse</i>? (dog•house) How many times did you clap? (two)</p>	<p>Can you clap the word parts in <i>pocket</i>? (pock•et) How many times did you clap? (two)</p>	<p>What is the first part of <i>big</i>? (/b/) What is the last part of <i>big</i>? (/ig/) Can you say <i>big</i> in two parts? (/b/.../ig/)</p>	<p>How many sounds are in <i>big</i>? (three) Can you say them sound by sound? (/b/ /i/ /g/)</p>

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