

**Construct Progressions, Performance Descriptors,  
Rationale, and Alignment to Standards  
(NC Preschool Standards and NC Standard Course of Study)**

**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**

Book and Print Awareness

**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:** Book and Print Awareness

**BOOK ORIENTATION**

| Understanding  | Skills   | Performance Descriptors   |
|--|--|---|
| <p>PLEASE<br/>SEE<br/>NOTE<br/>AT<br/>RIGHT.</p>   | <p>PLEASE<br/>SEE<br/>NOTE<br/>AT<br/>RIGHT.</p>   | <p><b>For the purposes of the progression on Book Orientation and the one on Print Awareness, the following applies for the term “early learning book or text”:</b></p> <p>An early learning book is characterized as one that contains two to six lines of text, utilizes familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences but may periodically include longer sentences that include high frequency words and possibly dialogue. Note: Punctuation increases with the increase in sentence structure and content. Punctuation may include periods, commas, quotation marks, exclamation marks, question marks, and ellipses (Fountas and Pinnell, 1996).</p>   |
| <p>Children understand that books have pages that may contain pictures and/or words.</p> | <p>A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.</p>         | <p>When handed an early learning book with the spine facing toward the child, the child opens the book from back to front and possibly upside down. The child flips the pages randomly but does not stop long enough to see what is on the pages. When the child gets to the last page or set of pages being turned, the child closes the book.</p> <p>After selecting a book from one of the classroom book baskets, the child examines the book’s front and back covers, then opens the book from the back, randomly flips pages, and finally closes the book, and returns it to the basket. Another book is selected and the child opens this book from the front and holds it upside down. This is repeated with several books before the child moves to another area in the classroom.</p> |
| <p>Children understand that books contain pages of print that represent language</p>     | <p>B. Holds the book in random ways and may flip pages from front or back. May change the position of the book to better</p> | <p>When given the opportunity to explore an early learning book, the child opens the book right side up or upside down and/or back to front, randomly flipping pages until the pictures and/or print capture the child’s attention. Then, the child turns the book upright to correct the orientation of picture or print.</p>  |

**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:** Book and Print Awareness

|   |  |  |
|---|--|--|
| and sometimes there are pictures that help us know what the words describe. | view the picture or print.   | When observing a child sharing an early learning book with a reading buddy, the teacher notices that the child flips the pages front and back and that the child eventually changes the position of the book to upright.   |
|   | C. Holds the book upright, opens it from the front cover, and turns pages (not always one by one). | The teacher hands the child an early learning book with the spine facing the child. The teacher says, "Show me how you would open the book and read it to a friend." The child holds the book upright, opens the book from the front, and begins turning the pages but not always one by one.<br><br>When visiting the school library the teacher observes the child "reading" a book, holding the book upright, opening from the front, and turning a few pages at a time.  |
|   | D. Holds the book upright, turns the pages in order, starting at the front (one page at a time).   | After the teacher selects an early learning book or a child self-selects a book of interest, the teacher says to the child, "Help me read this book." The teacher asks, "Where do I start reading?" Once the child opens the book upright and opens the book at the front, the teacher asks, "What do we do next to read the book?" The child turns the pages one at a time.<br><br>When provided an opportunity to engage in a classroom library or centers, the child selects a book and models reading to oneself or to an audience which may include stuffed animals, peers, dolls, or an imaginary audience. The child holds the book upright and turns pages from front to back, one page at a time. |
| <b>PRINT AWARENESS</b>  |  |  |
| <b>Understanding</b>  | <b>Skills</b>  | <b>Performance Descriptors</b>   |
| Children understand that books have pages that may                          | A. Attends to pictures as the only source of information.  | While looking at an early learning book, the child attends only to the pictures. For example, during small group or one on one, the teacher may say, "I am going to read a story and I want you to help me." The child points to or looks at the   |

**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:** Book and Print Awareness

|                                       |   |  |
|---------------------------------------|---|--|
| <p>contain pictures and/or words.</p> |   | <p>pictures and gives information about the book based on what is shown in the illustrations. The child makes no attempt to “pretend to read” the print on the pages.</p> <p>When examining a self-selected book, the child flips through the pages, looking at and commenting only on the pictures. The child may identify objects or actions seen in the illustrations. The child’s eyes scan only the pictures. The child appears not to notice the text.</p> <p>The child is sitting beside the teacher while the teacher reads a book. As the teacher reads, the child points to the pictures on each page. When there is a page with only text, the child turns pages until finding a picture.</p> |
|                                       | <p>B. Indicates that books can have pictures and/or print by pointing to either.</p>  | <p>After the teacher selects an early learning book or a child self-selects a book of interest, the child is prompted to point to print or pictures on a page. For example: The teacher may say, "Show me the pictures ... [child points] ... Now show me the words." The child points to a picture and points to the print on a page.</p> <p>The teacher is using the interactive white board to read a book and asks the child to point to a picture and then to the words. The child comes to the white board and points to the picture and words.</p>  |
|                                       | <p>C. Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.</p> | <p>When sitting one on one with a child, the teacher asks the child, “Where should I start reading?” and the child points to text at the top of the page. When the teacher asks, “Where do I read after this?” the child indicates with a hand/finger, moving top to bottom and may move from the left side of the page to the right side when going down the lines of print.</p> <p>When listening to a taped story, the child follows the print by pointing, beginning at the top and moving to the bottom and may run from the left-hand side of the</p>  |

**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:** Book and Print Awareness

|  |  |  |
|--|--|--|
|  |  | <p>page and move to the right.</p> <p>When the child is “reading” a book of a known story to others, the child points to the top of the page and traces the words top to bottom and left to right across the page, while paraphrasing the story to the other children who are listening.</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. | D. Points in the general area of printed words when prompted to show where we read words.        | <p>After the teacher selects an early learning book or the child self-selects a book of interest, the teacher asks the child, “Show me where we read words on the page.” The child indicates by pointing or using a hand to show the general area of printed words. Child can find words in different areas of the page.</p> <p>When reading a book, the teacher comes to a page with text and pictures and asks the child to point to the words. The child uses a finger and touches the text – not the pictures – on the page.</p>   |
|  | E. Points to the first word on the page when asked where to begin reading.                       | <p>During center time, the teacher brings the child an early learning book and a stuffed animal or puppet “friend.” After the teacher introduces the child to her “friend,” the teacher asks the child to show the “friend” where to begin reading the book. The child holds the book right side up, opens to the beginning of the book, and points to where the first word is located on the page.</p> <p>A child sitting in the reading center is “reading” a familiar book to another child. After joining the group, the teacher asks the child holding the book to point to where to begin reading. The child uses a finger and points to the first word on the page.</p> |
|  | F. Points to one or two words on a page when prompted and can point to one letter when prompted. | <p>During small group time, several children and the teacher are reading a big book. The teacher says, “Show me a letter” and the child points to one letter. Next, the teacher says, “Show me a word” and the child points to one word.</p> <p>The teacher joins a child who is “reading” a book during center time. She asks the</p>   |

**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:** Book and Print Awareness

|  |   |   |
|--|---|---|
|  |   | child to point to one letter and then asks the child to point to one word. The child does both.   |
|  | G. Uses one-to-one correspondence while pretending to read. | <p>While reading an early learning book out loud to a student, the teacher points to the first word on a new page. Before reading, the child is asked by the teacher to "Point to each word as I read this line." The child can follow along and match each word on the page with each word that the teacher reads. The child moves a finger from left to right, one word at a time, as the teacher reads.</p> <p>A child interacts with an early learning big book that has one line of large printed text at the bottom of a page. The teacher hears the child "reading" the book and walks over to sit with the child. The teacher may ask the child to point to each word as the child is "reading." (The child may "pretend" to read the text with incorrect language but is able to point to one word at a time as the child is "reading" the text on the page.) Note: For every word that is called, there should be a shift in the child's pointing that goes from left to right and from one word to the next.</p> |

**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:** Book and Print Awareness

## ADDITIONAL INFORMATION

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

**Alignment to Standards** (NC Foundations for Early Learning & Development and the NC Standard Course of Study [Common Core & Essential Standards])

### Preschool

Goal LDC-10 Children develop book knowledge and print awareness.

### Kindergarten

CCSS RF.K.1 Demonstrate understanding of the organization and basic features of print.

**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:** Book and 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.

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/>