

Curriculum Mapping for Reading (Mapping a Content Category)

Revised 4.19.06

Reading Content Category: Concepts of Print

Grade Level: Early Childhood and Pre-Kindergarten

ESSENTIAL QUESTIONS

How does knowing about books, words, and letters help me become aware of reading?

CONTENT

Concepts of Print

Conventions of Print

SKILLS

Conventions of Print

- Differentiates between letters and words
- Recognizes their own name in print
- Naming and recognizing letters of their own first name in print
- Identifies parts of a book(cover, where print begins and ends on a page)
- Knows that print moves left to right across the page and top to bottom
- Recognizes and reads environmental print
- Recognize that print represents spoken language and conveys meaning (such as his/her own name and signs such as Exit)

ASSESSMENTS

Informal classroom observation/assessments of students demonstrating concepts of print

End of year report card first name-letter assessment

RESOURCES

Sounds in Action by Yvette Zgonc

Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills by Jo Fitzpatrick

Enhancing Literacy Development of your Preschoolers and Kindergartners by Cecile Mielenz

Story Stretches: Activities to Expand Children's Favorite Books by Shirley Raines and Robert J. Canady

Once Upon a Theme from publisher of The Mailbox magazine

Whole Language Literature Activities for Young Children by Mary A. Sobut and Bonnie Neuman Bogen

Hands on Reading by Jane Kelly and Teresa Friend

Hands-on Reading-Classroom Classics by Jane Kelly and Teresa Friend

Phonemic Awareness: Songs & Rhymes by Kimberly Jordano and Trisha Callella