

**Intentionality**  
**Early Literacy Practices and Components Working Together**

**Practice: Reading**

Early Literacy Component	Examples (You can add more)	Your Book: Title/Author
<p><b>Phonological Awareness</b>  <i>Ability to hear and play with the smaller sounds in words</i></p> <p>Environmental sounds, singing, clapping syllables, rhyming, beginning sounds</p>	<p>Animal sounds/environmental sounds in books            Books with onomatopoeia            Pointing out rhymes in rhyming books            Books with alliteration and point out beginning sounds            Nursery rhyme books            Use songbooks or sing all or part of a book</p>	
<p><b>Print Awareness/ Concepts</b>  <i>Knowing that print has meaning</i></p> <p>Environmental print; how to handle a book; direction of print; author/title</p>	<p>Run finger under words in title            Run finger under words in repeated phrase            Hold book upside down as you start to read            Point out the title—the title of our next book is . . .            Point out names of author/illustrator and what they do            Call attention to the print in a picture or to a word with an interesting font</p>	
<p><b>Letter Knowledge</b>  <i>Same letter can look different; letters have names and represent sounds</i></p> <p>Shapes, visual similarities and differences, visual matching, letter names, letter recognition</p>	<p>Talk about shapes in book illustration            Read a shape book            Compare how illustrations of two objects or characters look similar or different            Point out a letter and look for more            Point out upper and lower case of a letter            Read alphabet book, preferably one with a good story            Share alphabet book, not necessarily whole book</p>	

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<p><b>Vocabulary</b>  <i>Recognizing words and knowing the meanings of words including names of objects, feelings, concepts, actions, and ideas</i></p> <p>Hearing new words  Learning the meanings of new words</p>	<p>Add interesting words to a simple book  Read books with unfamiliar words  Read books with familiar words and add an unfamiliar word, a synonym  Share factual book  Discuss how two words with similar meaning are alike and different  Use books with words for feelings or put feeling words to characters' expressions</p>	
<p><b>Background Knowledge— Conceptual Thinking</b>  <i>Prior knowledge</i></p> <p>Abstract thinking-- sequencing, predicting, problem solving, etc.  Includes but is broader than specific concepts such as shapes, colors.</p>	<p>Share concept books or talk about concepts in books  Share cumulative books/stories  Relate what is happening in the book to their own experiences  Ask, What do you think will happen next?</p>	
<p><b>Background Knowledge— Content Knowledge</b>  <i>Prior knowledge</i>  Factual information</p>	<p>Share factual books—in whole or in part  When reading stories, add factual information to theme or topic  Pair a factual book with a story book</p>	
<p><b>Background Knowledge— Book and Story Knowledge</b>  <i>Prior knowledge</i>  Print motivation—enjoyment around books and reading  Story structure—how stories “work”</p>	<p><u>Print Motivation</u>  Choose books you enjoy and tell them why  Use books with flaps, etc. to keep infants and toddlers engaged  Make book interactive for engagement  Have children say a repeated word, phrase  Have children retell story—can use book, props, flannelboard, puppets</p> <p><u>Story Structure</u>  Have children say a repeated word, phrase  Have children retell story—can use book, props, flannelboard, puppets  Share cumulative books/stories  Point out what happened first, next, then, last</p>	