

Intentionality
Early Literacy Practices and Components Working Together

Practice: Reading

Early Literacy Component	Examples (You can add more)	Your Book: Title/Author
<p>Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i> 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>Print Awareness/ Concepts <i>Knowing that print has meaning</i> 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>Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i> 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>	
<p>Vocabulary <i>Recognizing words and knowing the meanings of words including names of objects, feelings, concepts, actions, and ideas</i> 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>	

See next page

Early Literacy Component	Examples (You can add more)	Your Book: Title/Author
<p>Background Knowledge— Conceptual Thinking</p> <p><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</p> <p>Share cumulative books/stories</p> <p>Relate what is happening in the book to their own experiences</p> <p>Ask, What do you think will happen next?</p>	
<p>Background Knowledge— Content Knowledge</p> <p><i>Prior knowledge</i></p> <p>Factual information</p>	<p>Share factual books—in whole or in part</p> <p>When reading stories, add factual information to theme or topic</p> <p>Pair a factual book with a story book</p>	
<p>Background Knowledge— Book and Story Knowledge</p> <p><i>Prior knowledge</i></p> <p>Print motivation—enjoyment around books and reading</p> <p>Story structure—how stories “work”</p>	<p><u>Print Motivation</u></p> <p>Choose books you enjoy and tell them why</p> <p>Use books with flaps, etc. to keep infants and toddlers engaged</p> <p>Make book interactive for engagement</p> <p>Have children say a repeated word, phrase</p> <p>Have children retell story—can use book, props, flannelboard, puppets</p> <p><u>Story Structure</u></p> <p>Have children say a repeated word, phrase</p> <p>Have children retell story—can use book, props, flannelboard, puppets</p> <p>Share cumulative books/stories</p> <p>Point out what happened first, next, then, last</p>	