
Print awareness is the initial stage of literacy in which emergent readers begin to connect the language they understand and are learning to speak to the symbolic representations of letters and words, such as those written on a page in a book, on the screen of a computer or smartphone, or on a sign posted in a restaurant or shop. Print awareness involves an understanding that print has different functions depending on the context in which it appears: a menu lists food choices; a book can tell story; a sign can announce a favorite restaurant or warn of danger; a card or letter can convey thanks or good wishes. Print awareness includes understanding that print is organized in a particular way—for example, knowing that print in English, Spanish, and other languages is read from left to right and top to bottom.

Print Concept Skills

Knowing that print represents spoken language.

Understanding print organization (text reads left to right, top to bottom, and page by page; printed words are strings of letters separated by blank space).

Recognizing and naming lower- and upper-case letters in the alphabet

Recognizing features of a sentence (first word, capitalization, ending punctuation).

Phonological awareness is the general appreciation of the sounds of speech being distinct from their meaning. The finer-grained ability to notice, identify, and ultimately manipulate the separate sequence of sounds in spoken words is called phonemic awareness. These skills involve only auditory processes. Scientific evidence now confirms that having difficulty discriminating the sounds of spoken language is the causal factor of most reading difficulties, including dyslexia. The good news is that this difficulty can often be corrected or significantly improved with intensive and targeted intervention (Snow, Burns, & Griffin, 1998).

Phonological awareness skills include:

Recognizing rhyming words.

Counting, pronouncing, and segmenting syllables into phonemes (e.g., hunt > /h/ /u/ /h/ /t/); blending individual phonemes, consonant blends, onsets, and rimes into words (e.g., /d/ /o/ /g/ > dog; /t/ /r/ /u/ /ck/ > truck; /s/ + /um/ > sum, /g/ + /um/ > gum, /dr/ + /um/ > drum).

Isolating and pronouncing initial, medial, and final phonemes in spoken, single-syllable words; replacing individual phonemes to make new words (e.g., hat > sat; cop > cap; grip > grit).

Distinguishing long from short vowel sounds in short spoken words.

Phonics involves knowing which letters symbolize the sounds in a printed word and using that knowledge to sound out or decode words. Phonics is also referred to as the alphabetic principle. Phonics involves a reader using both auditory and visual (or tactile) processes.

mfnv{x nyf ymz, }kji sy-x, -ekn€ , qr€rz, '€ € }y € n'sy€s-đi w'x ni ysqv~ -tx kzv-zo{ }sy€ sy€ -zx n€ syq'x ni ysqo v i ym{z€ny€ w'x nx z}i kv , -no v'i ymnytz ti kv 'W/z}m}α} -€ my€-€ x i -€}€ n'n--ny€ vα, ymi €zyi v-usw-α} }ni m'q nool €fn'sy-€ , l €zy'x , -€kn' { }z fsmm' -usw w' m'ny€ €mi€ 'x nn€€ n'fi }smjynn-m-zo-€ my€ 'a€, qqsyq }ni m}-, sw€ {đi w'ynnmx , l r'x z}n' n. {đ € € }qn€mq, smm{ }i l € n'€ 'x i -€}€ n'α, ymi €zy' -usw-€ i y' -zx n'zoe nđ { }nn} -z' l i }n' -rz, vmi v-z' kn'€ uny'k' t' €ni l rn} -€ m' l n'y, ' rđ r' -€ my€ -ynnmi m' €zyi v i { }z { }đ € i ymi nool €fn'sy€}fny€zy' i ~, nwi ~, rny'i ymirz, '€ { }z fsm' €nool €fn' i ymin' s'ny€t

References

Nv] € ski 'a ' Pzyyz} P [' Szz}x i y 'O 'alri € r y n s m} P ' T}n, vđ r 'Z ' 'asnn} 'X 'S' '\$!! + ' Wny€t syq' i ymi sy€}fny€syq, € knqsyysq }ni m}-, rz' i }ni €}s-u'α} m' -v.đ ' ^n} -{nl €fn-z'y' v' yq, i qn' i ymi v€}i l t % & # % #

Nv] € ski 'a ' 'S, l r - 'O ' \$!! (' e rz' i }n € n' t z, yq' l r s m} n'y' α}, rzx 'kn-€ { }i l € n -s'y' }ni m' q i }n' s y nool €fn 'Ny n. { }n} x ny€ v i ym' z y q € m' y i v -€ m' 'Xz, }y i v z o Zni }y s y q Qs i k s € ~ '% + ' ' & # & % #

Nv] € ski 'a ' 'bz}qn-ny 'X' '\$!!) ' Rool € -đzx 'sy€ny-sfn-€ ymi }m' s' nm' us' ym} q i }ny' i ymi } -€ q i m' sy€}fny€zy-α} € n { }n'fny€zy' z o }ni m' q m' o o , v € n - 'W' a ' 'Xs' n} -zy ' [' Y O, }y - ' N [' di y Qn} V n t m' y ' Rm - ' Vi y m k z z u z o }n - { z y - n -€ ' sy€}fny€zy' b' r n' - l s y l n i y m { } i l € n z o i --n--x ny€ i ym' sy€}fny€zy' { { '\$\$ \$\$\$ ' \n, 'gz}u' a { }s y q n }

N} l r n} 'N 'Z ' 'V, q r n - 'P 'N ' '\$! # # 'R. {đ € sy-€ , l €zy' nool €fn' i ymin' s'ny€€ni l r syq ' \ g ' T, swα} m' ^} n --

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S n m' y q 'Z ' Y n } } \ ' ' z -s n } ^ ' '\$!!) ' Nyy, i v T } z, ' € ' α } ' N w a € m y € - P i € r c { ' T } z, ' € ' α } ' b' r z -n' e r z ' N } n ' O n r y m' Y n y n, 'đ u' b' r n' \ n, 'S z, y m i € z y ' ^} n --

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Xz -rs' ' 'b}n s i y ' ' 'Pi } } n u n } 'a ' ' [z i € -Z ' '\$! ! * '\$! ! + ' e sy€} ' b' r n' } n i v x i qđ ' z o - { n v s y q ' W { } z f s y q ' } n i m' y q i y m i, } s y q ' N x n }đ i y ' R m l i € } + ' r € , , , , i € z } q -€ n - m o , v € o n - { n } s m i v - t z - r s { m o { # ' Z n i } y s y q ' Sđ -€ N w s y l n ' X, y n ' # + * ' R f n } t l r s m } n i m' y q ' Ny' i l € z y ' { v' y i y m i n f n } t l r s m } n i m' y q ' i { } z o --s y i v m f n v { x n y € q, s m } n f ' α q q l r s ' Ny' ' S ' i l # ' j

