

Inventory of Concepts About Print

Adapted from *The Early Detection of Reading Difficulties* by Marie M. Clay

Student _____ Grade _____ Birth Date _____

General Education Teacher _____ Date _____

Assessor _____

This inventory is designed to be used to gather information about a student's concepts about print. It is not a normed or standardized instrument and is not intended to be formally scored.

Select a book appropriate for the student with whom you are working. Use different pages for the various tasks, if possible.

◆ Orientation of Book**NOTES**

Pass book to student holding it vertically by outside edge, spine toward student.

Say: Show me the front of this book.

◆ Concept That Print Carries Message

Say: I'll read this story. You help me. Show me where to start reading. Where do I begin to read?

(Read text.)

◆ Directional Rules

Say: Show me where to start.

Say: Which way do I go?

Say: Where do I go after that?

◆ **Word by Word Pointing**

NOTES

Say: Point to it while I read it.

(Read slowly, but fluently.)

◆ **Concept of First and Last**

Say: Show me the first part of the story.

Show me the last part.

◆ **Inversion of Picture**

(Present open book upside down.)

Say: Show me the bottom of the picture.

◆ **Response to Inverted Print**

(Present book upside down.)

Say: Where do I begin?

Which way do I go?

Where do I go after that?

◆ **Line Sequence**

Say: What's wrong with this?

(Read immediately the bottom line first,
then the top line. Do not point.)

◆ **Page Sequence**

(Open book to left and right pages of print.)

Say: Where do I start reading?

◆ **Word Sequence**

NOTES

Say: What's wrong on this page?

(Point to page number. Read text slowly backward, as if correct.)

◆ **Meaning of Punctuation**

Say: What's this for?

(Point to a question mark, period, comma and quotation marks.)

◆ **Capital and Lower Case Correspondence**

Say: Find a letter like this.

(Point to an upper case "T" and demonstrate by pointing to a lower case "t" if the child does not succeed.)

Say: Find a letter like this.

(Point to "M" and "H" in turn.)

◆ **Reversible Words**

(Read the text.)

Say: Show me "was."
Show me "no."

◆ **Letter Concepts**

NOTES

(Have two cards like notecards that the student can slide easily over the text. Demonstrate the movement of cards.)

Say: This story says (read a short sentence).
I want to push the cards across the story like this until all you can see is just one letter.

(Demonstrate the movement of cards again.)

Say: Now show me two different letters.

◆ **Word Concepts**

Say: Show me just one word. Now show me two words.

◆ **First and Last Concept**

Say: Show me the first letter of a word.
Show me the last letter of a word.

◆ **Capital Letter Concepts**

Say: Show me a capital letter.

Summary of Student's Skills with Print Concepts: