

The Complete Program for Early Literacy Success: Level Two

LESSON 6: Really, Really Big Words Compound Word Awareness Skill Development Checklist

Child's Name: _____

Teacher: _____

Date Completed:	Absent	Make-up	# of Children in Group
Lesson delivered in (circle one):	One Session	Two Sessions	Three Sessions

Notes: _____

LEARNING OBJECTIVE: Children will segment, blend, and delete word parts using compound words.

COMMENTS

	Yes	Needs More Exposure
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Quick Check Indicators for Phonological Awareness

Can the child:

- segment a compound word into two words, using pictures as support Yes Needs More Exposure
- combine two words to create a compound word (blending) Yes Needs More Exposure
- delete a word part from a compound word, and say the part that is left, using pictures as support (elision) Yes Needs More Exposure

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LESSON 27: Make-A-Word: Short Vowel Sounds /ă/ or /ĩ/ Skill Development Checklist

Child's Name: _____

Teacher: _____

Date Completed:	Absent	Make-up	# of Children in Group
Lesson delivered in (circle one):	One Session	Two Sessions	Three Sessions

Notes: _____

LEARNING OBJECTIVES: Children will identify the initial, medial and/or final sounds in some CVC words. Children will segment individual phonemes in a three-phoneme word. Children will blend individual phonemes in a three-phoneme word, and say the word.

	Yes	Needs More Exposure
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Quick Check Indicators for Phonemic Awareness

Can the child:

- segment CVC words into individual phonemes Yes Needs More Exposure
- blend individual phonemes and say the word Yes Needs More Exposure
- identify the initial and/or final sound in some CVC words Yes Needs More Exposure
- identify the short vowel sounds, /ă/ or /ĩ/, in some CVC words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 30: Make-A-Word

Short Vowel

Sounds /ĕ/ or /ŏ/

Skill Development Checklist

Child's Name: _____

Teacher: _____

Date Completed:	Absent	Make-up	# of Children in Group
Lesson delivered in (circle one):	One Session	Two Sessions	Three Sessions

Notes: _____

LEARNING OBJECTIVES: Children will identify the short vowel sounds, /ă/, /ĕ/, /ĭ/, or /ŏ/, in some CVC words. Children will segment individual phonemes in a CVC word. Children will blend individual phonemes in a three-phoneme word and say the word. Children will identify the initial, medial, and/or final sounds in some CVC words.

Yes **Needs More Exposure**

Quick Check Indicators for Phonemic Awareness

Can the child:

- segment CVC words into individual phonemes Yes Needs More Exposure
- blend individual phonemes and say the word Yes Needs More Exposure
- identify the initial, medial, and/or final sound in some CVC words Yes Needs More Exposure

COMMENTS

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LESSON 33: Make-A-Word Short Vowel Sounds Skill Development Checklist

Child's Name: _____

Teacher: _____

Date Completed:	Absent	Make-up	# of Children in Group
Lesson delivered in (circle one):	One Session	Two Sessions	Three Sessions

Notes: _____

LEARNING OBJECTIVES: Children will identify the short vowel sounds, /ă/, /ĕ/, /ĭ/, /ŏ/, or /ŭ/ in some CVC words. Children will segment individual phonemes in some CVC words. Children will blend individual phonemes in a three-phoneme word, and say the word.

Yes **Needs More Exposure**

Quick Check Indicators for Phonemic Awareness

Can the child:

- segment CVC words into individual phonemes
- blend individual phonemes and say the word
- identify the initial, medial, and/or final sound in some CVC words

COMMENTS

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Print Awareness Checklist

Child's Name: _____

Teacher: _____

Instructions:

- Gather a Teacher's Copy of a Nemours BrightStart! Predictable Book.
- Record the date and book title at the top of the column, each time the checklist is administered.
- Observe a child as you ask him/her to perform specific print awareness tasks using the book.
- Place a checkmark in the box when the child can complete the task correctly. Leave the box unmarked if the child is unable to complete the task.
- Once a child demonstrates understanding of all skills, the checklist no longer needs to be administered.

					COMMENTS
<p>Before Reading</p> <ul style="list-style-type: none"> • Place the book sideways or upside down in front of the child. 					
<ul style="list-style-type: none"> • Ask the child to do the following: <i>Pick up this book. How do you hold this book when you read?</i> <i>Turn to the back cover of the book.</i> <i>Turn to the front cover of the book.</i> <i>Touch the title of the book.</i> 					_____
<p>During Reading</p> <ul style="list-style-type: none"> • Ask the child to do the following: <i>Turn to the first page that you read.</i> <i>Where do you start reading on this page? Touch the first word.</i> 					_____
<ul style="list-style-type: none"> • Read the words on the first page to the child. Touch each word as you read. Say: <i>Watch how I read these words.</i> 					_____
<ul style="list-style-type: none"> • Turn the page. 					_____
<ul style="list-style-type: none"> • Ask the child to touch and read each word on the page. <i>Now, you try.</i> 					_____
<ul style="list-style-type: none"> • As the child reads observe the following behaviors: <ul style="list-style-type: none"> • tracking left to right • one-to-one correspondence • spoken word matches printed word 					_____
<p>After Reading</p> <ul style="list-style-type: none"> • After reading the book, turn to a page in the book and ask the child to do the following: <i>Touch a word on this page.</i> <i>Count the words on this page.</i> <i>Tell me the name of this (punctuation mark).</i> 					_____

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Developmental Writing Checklist

Child's Name: _____

Teacher: _____

Instructions:

- Observe the child drawing or writing.
- Record the date of your observations next to the characteristic(s) the child exhibits.
- Place a checkmark in the box when the child exhibits the behavior. Leave the box unmarked if the child does not.
- Administer the checklist after completing the Name Writing and Self-Portrait in Lessons 2 and Lessons 35. Additional observations can be made after completing the emergent writing Journal Page in lessons 13, 20, 25, 27, 30, and 33 at the teachers discretion.

					COMMENTS
Does the child:					
• show a hand preference when writing? If yes, which hand? _____					_____
• show a preferred pencil grip? If yes, describe grip? _____					_____
• tell about his/her writing?					_____
• draw a picture about a given topic?					_____
• re-read the "words" he/she wrote?					_____
• write from left to right?					_____
• write a punctuation mark at the end of the sentence?					_____
Emergent Writing Development					
Identify the stage of writing the child displays each time the checklist is administered.					
• scribble for writing					_____
• draw pictures for writing (no letters or letter-like shapes)					_____
• write letter-like shapes					_____
• write strings of letters					_____
• write the beginning sounds of words					_____
• use inventive spelling					_____