

The Complete Program for Early Literacy Success: Level Two

LESSON 1: Letter Introduction Letter Ss 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 be introduced to the concept of “word” and will explore print concepts (one-to-one correspondence, left to right tracking, match print to speech, and understand words are separated by spaces).

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Print Awareness

Can the child:

- distinguish a word from a picture Yes Needs More Exposure
- identify his/her first name in print Yes Needs More Exposure
- distinguish a letter from a word Yes Needs More Exposure

LEARNING OBJECTIVE: Children will be presented with the printed forms of the letter Ss, and will be introduced to its sound, /s/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Letter Knowledge

Can the Child:

- identify the uppercase and lowercase letter Ss and its sound Yes Needs More Exposure

COMMENTS

**LESSON 2: Clap It Slowly! Syllable 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 OBJECTIVES: Children will explore the concept of "word."
Children will identify and attempt to write their first names.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Print Awareness

Can the child:

- distinguish a letter from a word Yes Needs More Exposure
- identify his/her first name in print Yes Needs More Exposure
- print the letters in his/her first name Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify, blend, and segment syllables in a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- segment a word into syllables Yes Needs More Exposure
- blend word parts together and say the word Yes Needs More Exposure
- clap or tap once for each syllable in a word Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 3: Letter Introduction Letter Kk 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 explore the concept of "word."

Yes Needs More Exposure

Quick Check Indicator for Print Awareness

Can the child:

- distinguish a letter from a word Yes Needs More Exposure

LEARNING OBJECTIVE: Children will be presented with the printed forms of the letter Kk, and will be introduced to its sound, /k/.

Yes Needs More Exposure

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Kk and its sound Yes Needs More Exposure
- identify the letter k within a written word Yes Needs More Exposure

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letter Kk.

Yes Needs More Exposure

Quick Check Indicator for Letter Knowledge

Can the child:

- print the uppercase and lowercase letter Kk Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify, blend, and segment syllables in a word.

Yes Needs More Exposure

Quick Check Indicators for Phonological Awareness

Can the child:

- segment a word into syllables Yes Needs More Exposure
- blend word parts together and say the word Yes Needs More Exposure
- clap or tap once for each syllable in a word Yes Needs More Exposure

COMMENTS

The Complete Program for
Early Literacy Success: Level Two

LESSON 4: Kangaroo Clap Syllable 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 identify, blend, and segment syllables in a word.

COMMENTS

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- segment a word into syllables Yes Needs More Exposure
- blend word parts together and say the word Yes Needs More Exposure
- move once for each syllable in a word (clap, stomp, tap etc.) Yes Needs More Exposure

The Complete Program for Early Literacy Success: Level Two

LESSON 5: Letter Introduction Letters Ff and Yy 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 be presented with the printed forms of the letters Ff and Yy, and will be introduced to the sounds /f/ and /y/. Children will identify the initial consonant in a word.

COMMENTS

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Ff and its sound
- identify uppercase and lowercase letter Yy and its sound
- identify words that begin with the letters Ff or Yy

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Ff and Yy.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Ff
- print the uppercase and lowercase letter Yy

LEARNING OBJECTIVE: Children will identify, blend, and segment syllables in a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- segment a word into syllables
- blend word parts together and say the word
- move once for each syllable in a word (clap, stomp, tap, etc.)
- distinguish a letter from a word

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
--	-----	---------------------

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

The Complete Program for Early Literacy Success: Level Two

LESSON 7: Letter Introduction Letters Mm and Jj 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 be presented with the printed forms of the letters Mm and Jj and will be introduced to the sounds /m/ and /j/. Children will identify the initial consonant in a word.

COMMENTS

	Yes	Needs More Exposure
Quick Check Indicators for Letter Knowledge		
Can the child:		
• identify uppercase and lowercase letter Mm and its sound	<input type="radio"/>	<input type="radio"/>
• identify uppercase and lowercase letter Jj and its sound	<input type="radio"/>	<input type="radio"/>
• identify words that begin with the letters Mm or Jj	<input type="radio"/>	<input type="radio"/>

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Mm and Jj.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Mm
- print the uppercase and lowercase letter Jj

LEARNING OBJECTIVE: Children will combine onset and rime to form a one-syllable word, using pictures as support.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- combine onset and rime to form a one-syllable word, using pictures as support

The Complete Program for Early Literacy Success: Level Two

LESSON 8: What's the Word? Onset and Rime Blending 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 identify the initial consonant in a word.

<input type="checkbox"/>	Yes	Needs More Exposure
--------------------------	-----	---------------------

Quick Check Indicator for Letter Knowledge

Can the child:

- identify words that begin with the letters, Mm and Jj

LEARNING OBJECTIVE: Children will combine onset and rime to form a one-syllable word, using pictures as support.

<input type="checkbox"/>	Yes	Needs More Exposure
--------------------------	-----	---------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- combine onset and rime to form a one-syllable word, using pictures as support

LEARNING OBJECTIVE: Children will identify the initial sound in a word.

<input type="checkbox"/>	Yes	Needs More Exposure
--------------------------	-----	---------------------

Quick Check Indicator for Phonemic Awareness

Can the child:

- identify words that begin with the /m/ and /j/ sounds

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 9: Letter Introduction Letters Bb and Xx 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 be presented with the printed forms of the letters Bb and Xx and will be introduced to the sounds /b/ and /ks /.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Bb and its sound
- identify uppercase and lowercase letter Xx and its sound

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Bb and Xx.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Letter Writing

Can the child:

- print the uppercase and lowercase letter Bb
- print the uppercase and lowercase letter Xx

LEARNING OBJECTIVES: Children will combine onset and rime to form a one-syllable word, using pictures as support. Children will identify two words that rhyme.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- combine onset and rime to form a one-syllable word, using pictures as support
- identify two words that rhyme

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 10: Silly Billy Rhyme 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 OBJECTIVES: Children will identify two words that rhyme. Children will produce a word that rhymes with another word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- identify two words that rhyme Yes Needs More Exposure
- produce a word that rhymes with another word Yes Needs More Exposure

LEARNING OBJECTIVES: Children will track print from left-to-right when reading. Children will match speech to print (one-to-one correspondence).

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Print Awareness

Can the child:

- track print from left-to-right when reading Yes Needs More Exposure
- match speech to print (one-to-one correspondence) Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 11: Letter Introduction Letters Rr and Dd 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 be presented with the printed forms of the letters Rr and Dd and will be introduced to the sounds /r/ and /d/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Rr and its sound Yes Needs More Exposure
- identify uppercase and lowercase letter Dd and its sound Yes Needs More Exposure

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Rr and Dd.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Rr Yes Needs More Exposure
- print the uppercase and lowercase letter Dd Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify two words that rhyme.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- identify two words that rhyme Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 12: Pair and Share Rhyme 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 OBJECTIVES: Children will identify two words that rhyme. Children will produce a word that rhymes with another word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- identify two words that rhyme Yes Needs More Exposure
- produce a word that rhymes with another word Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify and change the initial sound of a word to make a new word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- change the initial consonant of a word to make a new word Yes Needs More Exposure
- identify the initial sound in some words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 13: Phonological Awareness Review Lesson 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 combine onset and rime to form a one-syllable word, using pictures as support. Children will identify, blend, and segment syllables in a word. Children will segment, blend, and delete word parts using compound words. Children will identify two words that rhyme.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonological Awareness

Can the child:

- segment and blend syllables in words Yes Needs More Exposure
- delete a word part from a compound word Yes Needs More Exposure
- combine onset and rime to form a one-syllable word, using pictures as support Yes Needs More Exposure
- identify two words that rhyme Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify some uppercase and lowercase letters and their sounds.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Letter Knowledge

Can the child:

- identify some uppercase and lowercase letters and their sounds: Bb, Dd, Ff, Jj, Kk, Mm, Rr, Ss, Xx, Yy Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 14: Letter Introduction Letters Vv and Ww 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 be presented with the printed forms of the letters Vv and Ww, and will be introduced to the sounds /v/ and /w/. Children will identify the initial consonant in a word.

Yes **Needs More Exposure**

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Vv and its sound
- identify uppercase and lowercase letter Ww and its sound

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Vv and Ww.

Yes **Needs More Exposure**

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Vv
- print the uppercase and lowercase letter Ww

LEARNING OBJECTIVE: Children will identify the initial sound of a word.

Yes **Needs More Exposure**

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify words that begin with the /v/ sound
- identify words that begin with the /w/ sound

LEARNING OBJECTIVE: Children will identify the initial consonant in a word.

Yes **Needs More Exposure**

Quick Check Indicators for Phonics

Can the child:

- identify words that begin with the letter Vv
- identify words that begin with the letter Ww

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 15: Listen! Listen! Initial Sound 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 identify the initial sound of a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify words that begin with the /v/ sound Yes Needs More Exposure
- identify words that begin with the /w/ sound Yes Needs More Exposure

LEARNING OBJECTIVES: Children will identify the initial consonant of a word. Children will write the initial consonant in a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonics

Can the child:

- identify words that begin with the letter Vv Yes Needs More Exposure
- identify words that begin with the letter Ww Yes Needs More Exposure
- write the initial consonant of some words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 17: What's That Sound? Initial Sound 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 identify the initial sound of a word.

Yes Needs More Exposure

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify words that begin with the /l/ sound Yes Needs More Exposure
- identify words that begin with the /h/ sound Yes Needs More Exposure

LEARNING OBJECTIVES: Children will identify the initial consonant in a word. Children will write the initial consonant in a word.

Yes Needs More Exposure

Quick Check Indicators for Phonics

Can the child:

- identify words that begin with the letter Ll Yes Needs More Exposure
- identify words that begin with the letter Hh Yes Needs More Exposure
- write the initial consonant of some words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 18: Letter Introduction Letters Zz and Cc 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 be presented with the printed forms of the letters Zz and Cc and will be introduced to the sounds /z/ and /k/.

Yes Needs More Exposure

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Zz and its sound
- identify uppercase and lowercase letter Cc and its sound

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Zz and Cc.

Yes Needs More Exposure

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Zz
- print the uppercase and lowercase letter Cc

LEARNING OBJECTIVE: Children will identify the initial sound of a word.

Yes Needs More Exposure

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify words that begin with the /z/ sound
- identify words that begin with the /k/ sound

LEARNING OBJECTIVE: Children will identify the initial consonant in a word.

Yes Needs More Exposure

Quick Check Indicators for Phonics

Can the child:

- identify words that begin with the letter Zz
- identify words that begin with the letter Cc

COMMENTS

LESSON 19: What's the First Sound That You Hear?

Initial Sound 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 identify the initial sound of a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify words that begin with the /z/ sound Yes Needs More Exposure
- identify words that begin with the /k/ sound Yes Needs More Exposure

LEARNING OBJECTIVES: Children will identify the initial consonant in a word. Children will write the initial consonant in a word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonics

Can the child:

- identify words that begin with the letter Zz Yes Needs More Exposure
- identify words that begin with the letter Cc Yes Needs More Exposure
- write the initial consonant of some words Yes Needs More Exposure

COMMENTS

Child's Name: _____

Teacher: _____

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

LEARNING OBJECTIVE: Children will be presented with the printed forms of the letters Nn and Pp and will be introduced to the sounds /n/ and /p/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Nn and its sound Yes Needs More Exposure
- identify uppercase and lowercase letter Pp and its sound Yes Needs More Exposure

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Nn and Pp.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Nn Yes Needs More Exposure
- print the uppercase and lowercase letter Pp Yes Needs More Exposure

LEARNING OBJECTIVE: Children will combine body-coda to form a one-syllable word, using pictures as support.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- combine body-coda to form a one syllable word, using pictures as support Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify the final sound in a three-phoneme word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonemic Awareness

Can the child:

- identify words that end with the sounds, /n/ or /p/ Yes Needs More Exposure

LEARNING OBJECTIVE: Children will identify the final consonant in a three-phoneme word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonics

Can the child:

- identify words that end with the letters Nn or Pp Yes Needs More Exposure

COMMENTS

LESSON 23: Letter Introduction Letters Tt and Gg Skill Development Checklist

Child's Name: _____

Teacher: _____

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

LEARNING OBJECTIVE: Children will be presented with the printed forms of the letters Tt and Gg and will be introduced to the sounds /t/ and /g/.

Yes Needs More Exposure

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Tt and its sound
- identify uppercase and lowercase letter Gg and its sound

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Tt and Gg.

Yes Needs More Exposure

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Tt
- print the uppercase and lowercase letter Gg

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

LEARNING OBJECTIVE: Children will combine body-coda to form a one-syllable word, using pictures as support.

Yes Needs More Exposure

Quick Check Indicator for Phonological Awareness

Can the child:

- combine body-coda to form a one-syllable word, using pictures as support

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

LEARNING OBJECTIVE: Children will identify the final sound in a three-phoneme word.

Yes Needs More Exposure

Quick Check Indicator for Phonemic Awareness

Can the child:

- identify words that end with the sounds, /t/ or /g/

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

LEARNING OBJECTIVE: Children will identify the final consonant in a three-phoneme word.

Yes Needs More Exposure

Quick Check Indicator for Phonics

Can the child:

- identify words that end with the letters Tt or Gg

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 24: Listen! Listen! Final Consonant 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 OBJECTIVE: Children will combine body-coda to form a one-syllable word, using pictures as support.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- combine body-coda to form a one-syllable word, using pictures as support

LEARNING OBJECTIVE: Children will identify the final sound in a three-phoneme word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonemic Awareness

Can the child:

- identify the final sound in some three-phoneme words

LEARNING OBJECTIVES: Children will identify the final consonant in a three-phoneme word. Children will write the final consonant of a three-phoneme word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonics

Can the child:

- name the final consonant in a three-phoneme word
- write the final consonant in some three-phoneme words

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 25: Phonemic Awareness Review

Final Sound Awareness

Skill Development Checklist

Child's Name: _____

Teacher: _____

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

LEARNING OBJECTIVE: Children will identify and/or print some uppercase and lowercase letters.

<input type="radio"/>	Yes	Needs More Exposure
-----------------------	------------	----------------------------

Quick Check Indicator for Letter Knowledge

Can the child:

- identify some uppercase and lowercase letters such as Bb, Cc, Dd, Ff, Gg, Hh, Jj, Kk, Ll, Mm, Nn, Pp, Rr, Ss, Tt, Vv, Ww, Xx, Yy, Zz

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

LEARNING OBJECTIVE: Children will combine body-coda to form a one-syllable word, using pictures as support.

<input type="radio"/>	Yes	Needs More Exposure
-----------------------	------------	----------------------------

Quick Check Indicator for Phonological Awareness

Can the child:

- combine body-coda to form a one-syllable word, using pictures as support

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

LEARNING OBJECTIVE: Children will identify the final sound of a three-phoneme word.

<input type="radio"/>	Yes	Needs More Exposure
-----------------------	------------	----------------------------

Quick Check Indicator for Phonemic Awareness

Can the child:

- identify final sounds in some three-phoneme words

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

LEARNING OBJECTIVES: Children will identify the final consonant in a three-phoneme word. Children will write the final consonant in a three-phoneme word.

<input type="radio"/>	Yes	Needs More Exposure
-----------------------	------------	----------------------------

Quick Check Indicators for Phonics

Can the child:

- identify final consonants in some three-phoneme words
- write the final consonant of some three-phoneme words

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 26: Letter Introduction Letters Aa and Ii Skill Development Checklist

Child's Name: _____

Teacher: _____

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

LEARNING OBJECTIVE: Children will be presented with the printed forms of the letters Aa and Ii and will be introduced to the sounds /ă/ and /ĩ/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Aa and its short sound Yes Needs More Exposure
- identify uppercase and lowercase letter Ii and its short sound Yes Needs More Exposure

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Aa and Ii.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Aa Yes Needs More Exposure
- print the uppercase and lowercase letter Ii Yes Needs More Exposure

LEARNING OBJECTIVES: Children will identify the medial sounds, /ă/ or /ĩ/. Children will segment and blend individual phonemes in a CVC word.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify the medial sound in some CVC words Yes Needs More Exposure
- segment and blend individual phonemes in a CVC word Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

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**

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 28: Change the Word Phonemic Awareness and Phonics Practice 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 CVC words with the short vowel sounds, /ă/ or /ĭ/. Children will segment and blend individual phonemes in some CVC words. Children will identify the initial, medial, and/or final sound in some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

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

LEARNING OBJECTIVE: Children will spell some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonics

Can the child:

- spell some CVC words Yes Needs More Exposure

LEARNING OBJECTIVE: Children will draw and write about a specific topic.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- draw or write about a specific topic Yes Needs More Exposure

COMMENTS

The Complete Program for
Early Literacy Success: Level Two

LESSON 29: Letter Introduction Letters Ee and Oo
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 be presented with the printed forms of the letters Ee and Oo and will be introduced to the sounds /ĕ/ and /ŏ/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Ee and its short sound
- identify uppercase and lowercase letter Oo and its short sound

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Ee and Oo.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Ee
- print the uppercase and lowercase letter Oo

LEARNING OBJECTIVES: Children will identify the short vowel sounds in some CVC words. Children will segment and blend individual phonemes in some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify the medial sound in some CVC words
- segment and blend individual phonemes in a CVC word

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

The Complete Program for Early Literacy Success: Level Two

LESSON 31: Change the Word Phonemic Awareness Practice 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 CVC words with the short vowel sound /ĕ/ or /ŏ/. Children will segment and blend individual phonemes in some CVC words. Children will identify the initial, medial, and/or final sound in some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

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

LEARNING OBJECTIVE: Children will draw or write about a specific topic.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- draw or write about a specific topic Yes Needs More Exposure

LEARNING OBJECTIVE: Children will spell some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonics

Can the child:

- spell some CVC words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

LESSON 32: Letter Introduction: Letter Uu 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 be presented with the printed forms of the letter Uu and will be introduced to its sound /ü/.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Letter Knowledge

Can the child:

- identify uppercase and lowercase letter Uu and its sound
- print the uppercase and lowercase letter Uu

LEARNING OBJECTIVE: Children will print the uppercase and lowercase letters Uu.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Developmental Writing

Can the child:

- print the uppercase and lowercase letter Uu

LEARNING OBJECTIVES: Children will identify the initial, medial, and/or final sounds in some CVC words. Children will segment and blend individual phonemes of some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- identify the initial, medial, and/or final sound in a CVC word
- segment and blend individual phonemes in a CVC word

LEARNING OBJECTIVE: Children will write a letter for the initial, medial, and/or final sounds in some CVC words.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicator for Phonics

Can the child:

- write a letter for the initial, medial, and/or final sound in some CVC words

COMMENTS

The Complete Program for Early Literacy Success: Level Two

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 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

The Complete Program for Early Literacy Success: Level Two

LESSON 36: "My Name Book" 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 write the letters in their first names.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Developmental Writing

Can the child:

- print the uppercase and lowercase letters in his/her name Yes Needs More Exposure

LEARNING OBJECTIVE: Children will blend a word and segment it into individual phonemes.

	Yes	Needs More Exposure
--	-----	---------------------

Quick Check Indicators for Phonemic Awareness

Can the child:

- blend and segment individual phonemes in words Yes Needs More Exposure

COMMENTS

The Complete Program for Early Literacy Success: Level Two

Name Writing Checklist

Child's Name: _____

Teacher: _____

Instructions:

- Observe the child writing his/her name.
- Record the date of observation at the top of the column each time the checklist is administered.
- 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.
- Administer the checklist prior to beginning the program, and after the program is complete. Additional observations can be made during the program at the teachers discretion.

					COMMENTS
Can the Child:					
• write all of the letters in his/her first name?					_____
• write the letters in his/her first name in the correct order, from left to right?					_____
• capitalize the first letter of his/her first name?					_____
• write the remaining letters of his/her first name using lowercase letters?					_____
• write all of the letters in his/her last name?					_____
• write the letters in his/her last name in the correct order, from left to right?					_____
• capitalize the first letter of his/her last name?					_____
• write the remaining letters of his/her last name using lowercase letters?					_____

The Complete Program for Early Literacy Success: Level Two

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
Before Reading <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> 					
During Reading <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 					
After Reading <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> 					

The Complete Program for Early Literacy Success: Level Two

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					_____