Reproducibles

Shared Storybook Reading Observation

Child's name: _____ Child's age: _____ Date:_____

Child's birthdate: _____ Parent/Caretaker Name:_____

Observer's name: _____ Observation No. _____

Title of storybook: _____

Number of times the child has been read this book: _____

Who chose the book? (please circle)   Parent/Caretaker   Child   Other _____

1. **Reading environment** (check all that apply):
    ❑ Comfortable for both parent/caretaker and child.
    ❑ Parent/caretaker is at the child's level.
    ❑ Parent/caretaker seems to enjoy the interaction with the child.
    ❑ Child seems to enjoy the interaction with the parent/caretaker.
    ❑ Parent/caretaker is comfortable with the child directing the reading interaction.
    ❑ Parent/caretaker encourages physical closeness.
    ❑ Parent/caretaker reads the book in an interesting/animated manner.

Other observations:

_____

_____

_____

2. **Storybook selection** (check all that apply):
    ❑ Storybook contains mostly text.
    ❑ Storybook contains mostly pictures.
    ❑ Storybook plot/theme is interesting/exciting for the child.
    ❑ Storybook pictures are appealing to the child.
    ❑ Language level of the storybook is appropriate for the child.

Other observations:

_____

_____

_____

3. **Parent/caretaker support during storybook reading** (check all that apply):

   ❑ Labels items in the story.

   ❑ Points to the text while reading the story.

   ❑ Simplifies the text to an appropriate level for the child.

   ❑ Asks the child direct questions while reading the book.

   ❑ Asks the child appropriate questions to stimulate the child's thinking.

   ❑ Relates aspects of the story to the child's life.

   ❑ Pauses at appropriate places in the story.

   ❑ Explains and elaborates concepts in the story.

   ❑ Allows the child to direct the reading interaction when appropriate.

   ❑ Asks the child different types of questions (list examples).

   _____

   _____

   _____

Other observations:

_____

_____

_____

4. **Literacy in the home/Extension activities** (check all that apply):

   ❑ Parent/caretaker provides an activity that relates to the storybook.

   ❑ Parent/caretaker provides the child with opportunities to read together every day.

   ❑ Child has an accessible library.

   ❑ Child has access to puzzles, games, magnetic letters, etc., that promote literacy.

   ❑ Parent/caretaker relates daytime activities to stories that the child has read or has been read to.

Other observations:

_____

_____

_____

5. **Overall success of the Shared Storybook Reading interaction** (please circle):

   • Was the interaction successful for the parent/caretaker?   Yes   No

   • Was the interaction successful for the child?   Yes   No

Other observations:

_____

_____

_____

Overall Observations and Recommendations

Summarize your observations and document recommendations to the parent/caretaker at the end of each home visit.

Successful interactions observed:

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

Recommendations:

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

Preschool Questionnaire for Parents/Caretakers

Lead instructor: _____

Dear Parents/Caretakers:

Thank you for reading and filling out our questionnaire. This information will be helpful to us in understanding your child and in planning his/her program this year. All information provided will remain confidential.

Child's name: _____ Date: _____

Child's birthdate: _____ Sex: ❏ F ❏ M

Name of parent/caretaker: _____

Relationship to child: _____

1. What language or languages are spoken in your home?

    ❏ English   ❏ Other (Please specify) _____

2. How much of the day is English spoken in your home?

    ❏ Most of the time   ❏ Some of the time   ❏ Never

3. Please list the name and relationship of family members who are special to your child (for example, a sister, a brother, a grandmother, an aunt).

    Name   **Relationship**

    _____   _____

    _____   _____

    _____   _____

    _____   _____

4. In what ways does your child communicate? (check all that apply)

    ❏ Gestures (points to desired object)

    ❏ Uses single words

    ❏ Puts two or more words together

    ❏ Follows directions

    ❏ Answers questions

5. How well does your child understand what is said to him/her? (check all that apply)

    ❏ Clearly understands everything said to him/her

    ❏ Understands simple statements and commands

    ❏ Understands what is said when a speaker makes gestures

    ❏ Understands very little of what is said to him/her

6. Does your child point to pictures of objects that you name in a book?   ❑ Yes   ❑ No

7. If your child has favorite books, please list them.

_____

_____

_____

_____

8. What activities does your child enjoy doing?

_____

_____

_____

_____

9. What are your child's favorite playthings?

_____

_____

_____

_____

10. Does your child eat most foods offered to him/her?   ❑ Yes   ❑ No

11. Is your child allergic to any foods, plants, or pets? If so, please list them.

_____

_____

_____

_____

12. Does your child avoid any foods? If so, please list the foods.

_____

_____

_____

_____

13. Does your child dislike or crave foods with any of these textures or tastes: Spicy, crunchy, hot, cold, sour, sweet, mushy?

_____

_____

_____

_____

14. Does your child have difficulty chewing or swallowing any foods? ❑ Yes ❑ No

15. Does your child enjoy brushing his/her teeth? ❑ Yes ❑ No

16. In what ways do you feel we can help your child this year?

_____

_____

_____

_____

17. Would you be willing to work together with us in carrying over new skills from the classroom to home?
    ❑ Yes ❑ No

18. Will you take responsibility for reading daily notes in your child's notebook that are written by teachers AND write us back with your thoughts, comments, or questions? ❑ Yes ❑ No

19. Please list any additional comments or information you would like to give us about your child.

_____

_____

_____

_____

_____

_____

_____

Please return this form to the lead instructor.

Thank you for taking the time to let us know how we can help you and your child succeed.

Language and Literacy Profile
(Referral for Assessment)

Child's name: _____ Child's DOB: _____

Referral source: _____ Date of completion: _____

> **Symbol key:**
> + (**plus**) = Skill is present.   – (**minus**) = Skill is not present.   **N/O** = Skill is not observed.

	+	–	N/O
Oral Language Skills—3–4 years old			
1. Understands differences in meanings (e.g., **stop-go**, **big-little**).			
2. Follows two-part and three-part commands.			
3. Uses 4–6 words in sentences.			
4. Uses nouns and verbs most frequently.			
5. Has an extensive expressive and receptive vocabulary.			
6. Demonstrates intelligible speech 80% of the time.			
7. Tells two events in sequential order.			
8. Uses some contractions (e.g., **it's**), irregular plurals (e.g., **deer**), and conjunctions (e.g., **and**).			
9. Consistently uses regular plurals (e.g., **cats**), possessives (e.g., **hers**), and simple past tense verbs (e.g., **came**).			
10. Appropriately uses the verbs **is**, **are**, and **am** in sentences.			
11. Answers yes/no questions.			
12. Answers the following question types: *What*, *who*, *when*, *where*, *why*, *how many* (circle which ones).			
13. Asks others for help.			
14. Asks what things are called.			
Oral Language Skills—4–5 years old			
1. Continues to build understanding of spatial concepts.			
2. Listens to a story and can answer questions about it.			
3. Uses grammatically correct sentences.			

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	+	−	N/O
4. Uses 4–8 words in sentences.			
5. Answers complex two-part questions.			
6. Demonstrates intelligible speech with strangers.			
7. Talks about experiences at school, with friends, etc.			
8. Accurately relays a long story.			
9. Uses some irregular plurals (e.g., **deer**), possessive pronouns (e.g., **his**), reflexive pronouns (e.g., **myself**), and comparative morphemes (e.g., **stronger**).			
10. Follows three-part directions.			
11. Exchanges information and asks questions.			
12. Communicates easily with adults and other children.			
Literacy Skills—3–5 years old			
1. Scribbles on paper.			
2. Names figures after execution.			
3. Enjoys being read to by an adult.			
4. Demonstrates an interest in books.			
5. Names letters of the alphabet.			
6. Pretends to write.			
7. Prints own name independently.			
8. Prints a few familiar letters and words.			
9. Reads environmental print.			
10. Recognizes a printed word.			
11. Says the most common sound for each letter of the alphabet.			

Additional Information

1. Compared to this child's peers, do you think this child has a language problem? Please explain _____

_____

_____

_____

_____

2. What other information might help a teacher better understand how this child uses language skills in the classroom?

    _____

    _____

    _____

    _____

2. What other information might help a teacher better understand how this child uses language skills in the classroom?

    _____

    _____

    _____

    _____

3. Based on your responses to this checklist, rate this child's speech and language skills compared to his/her peers. (Circle the appropriate number on the scale.)

5	4	3	2	1

High ⟵——————————————————⟶ Low
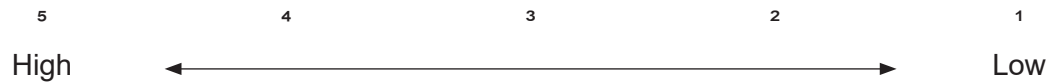
Please contact the referral source for more information if you have any other questions.

Thank you for taking the time to share valuable information.

General Guidelines and Suggestions for Using ELLC Checklists

ELLC checklists have undergone numerous revisions since the curriculum's inception. With each new revision, we attempted to improve the checklists to establish a quick, easy and effective means of analyzing individual child growth in the seven assessed areas. The checklists are teacher-friendly and informative so that instructional teams can use them to create developmental goals and target specific objectives.

ELLC checklists are observational assessments based on the curriculum. The classroom lead instructor usually completes the checklists at least quarterly, more often if required. As teachers observe children and/or gather and review checklist data, they make curricular or instructional adjustments in their classrooms if observations or data indicate that children have not progressed on the checklist concepts. ELLC checklists are not "tests;" they are repeated informal measurements. Following are common questions and answers regarding the use and function of ELLC checklists.

When are the checklists completed?

- Instructors complete the checklists at least four times (quarterly) during the full preschool year and more often, if necessary (e.g., when a child scores lower on the checklists compared to peers in the class, and/or when the instructional team has concerns about a child's progress).

- A schedule of completion dates for each classroom is a good idea so that all checklists are completed for each child in the class (e.g., observations might be made in September/October, December/January, March/April, and June/July). The schedule will vary depending on the circumstances of each preschool program (e.g., children entering/exiting the program, availability of time to conduct the observations, interruptions in the classroom, personnel to complete the observation).

- Preschool programs will probably want to be sure they have data from pre-instruction to post-instruction observations (i.e., the first observation of the school year to the last observation of the school year) so that the comparative data may be used for program evaluation.

Who observes and completes the checklists?

- Usually the lead instructor or teacher, sometimes a teacher mentor or coach, but other special services instructors (e.g., speech-language pathologist, occupational therapist, or physical therapist) may also administer some of the checklists.

- If a lead instructor is comfortable with a teacher assistant's curriculum knowledge and skill to administer the checklists—and if the assistant has had training on observation of children's behaviors and training on the checklist completion—an assistant may gather the data.

How are the checklists completed?

- The administration guides that follow give structured assessment, authentic assessment, or observation and elicitation protocols to use in conjunction with the checklists. When using a *structured assessment* orientation, a child is one-on-one with the observer; particular materials may be used, and certain elicitation techniques are followed. In contrast, when using an *authentic assessment* orientation, all checklist items can be observed within the classroom. A child is not separated from the group, and the observation is more natural and spontaneous. Certain classroom situations may lend themselves to observation of a child demonstrating a specific concept or skill. Oral language is best observed when children are in a situation that

requires and encourages talking and when language interaction advances the activity (e.g., in the Dramatic Play Center). As children set up play situations or act out a theme in the curriculum, the instructor will hear vocabulary, sentence structure, and social/verbal interaction among peers or between child and adult. This is a good time to listen for language items on the checklist. Other optimal times to listen for children's language use are: (1) during Circle Time, when language requests may be more structured and certain language content and form are required; and (2) during meal or snack time, when language demands can be less specific. Since communication permeates the preschool day, there are countless opportunities for observing children's receptive and expressive language. *Table R-1* highlights specific concepts/skills and optimal times/locations for their observation.

Table R-1. Authentic Assessment: Specific Concepts/Skills and Examples of Places/Times/Locations for Observation	
Concept/Skill	**Places/Times/Locations**
Counting	Opening Circle Time, Calendar Time, Math and Science Center
Categorizing	Construction Center, Language and Literacy Center, Art Center
Sequencing	Storybook Reading Time, Construction Center
Temporal concepts	Calendar Time, Storybook Reading Time
General sound awareness	Circle Time, Phonological Groups
Recognition of same/different speech sounds	Phonological Groups, Language and Literacy Center
Alliteration	Phonological Groups
Segmentation of sounds	Circle Time, Phonological Groups
Book orientation	Reading Center
Print awareness (environmental print)	Circle Time, Phonological Groups, field trips
Letters	Circle Time, Language and Literacy Center
Asks questions	Circle Time, Storybook Reading Time
Gross motor skills	Outside play or gymnasium activities
Fine motor skills	Language and Literacy Center, Art Center, Construction Center
Prewriting	Art Center, Writing Center
Contributes ideas to play	Dramatic Play Center
Awareness of rules of play	Games during play time, any Center activity with other children

- We suggest that *structured assessments* be completed at pre-instruction (i.e., first observation) and at post-instruction (i.e., last yearly observation), with *authentic assessments* conducted in between.

- The observer may not be able to complete a checklist for a child with only one observation. Since these checklists are designed to allow flexibility in observation, it is acceptable to collect data over a short period of time (e.g., within 1–2 weeks). The objective is to seek the *best* performance of the child in a particular skill

area. The same observer should complete a given checklist, even when observations are conducted over a few days. The length of time it takes to complete a checklist will vary by child and by skill area. When the observer notes questionable performance on certain checklist items, he/she should review the child's ability with other team members.

- Logistically, if there are 15–20 children in a classroom, the entire class could be observed and checklists completed within one month by choosing 4–5 children per week to target for observation.

How are the checklists scored?

- Each checklist item is answered "Yes" (1 point), meaning that the child has demonstrated that skill, or "No" (0 points), meaning that the skill has not been observed. Each checklist is divided into sections, and each section is scored separately. Then, a total checklist score is derived by adding all section totals (e.g., the total score for the Pre-Academic Classroom Skills Checklist is a combination of scores from the "Mathematics," "Categorization," "Days of the Week and Seasons," "Sequencing," "Identification of Numbers," "Identification of Colors," and "Identification of Shapes" sections). This is a simple, informal method of observation and scoring.

- The goal of a checklist is to give the lead instructor and/or instructional team a structured observation and data with which to make decisions about programming—not for a child to achieve a particular score. Scoring the checklist items is beneficial for speed of review, and results are much easier to analyze if reviewing scores for an entire classroom.

How will checklist data be used?

- The primary purpose of the checklists is to inform the instructional team of the progress of each child in the classroom on each of the developmental domains observed. This requires that the lead instructor and/or instructional team review the checklists after they have been completed to determine if a child has learned the concepts represented by the checklist items. The instructor or team may review each checklist as a whole or may look at each section of the checklist to analyze the areas in which a child does well or shows weakness. As repeated observations are completed on each child over the school year, growth in the checklist concepts and skills should be apparent. If the team does not see growth in any one or more of the areas, those concepts should be targeted for additional instruction for the child in question.

- Another purpose of the checklist data is to adjust instruction for an entire class if a review of scores shows weakness in a particular area of instruction (e.g., alliteration on the Phonological Awareness Skills Checklist). In this case, alliteration should be a target for additional instruction for the entire class.

- A third use of checklist data is to assist instructors in explaining children's skill development to parents. Checklist data is valuable for quantifying progress—or lack of progress—to parents/caretakers in conferences. Additionally, graphing or providing a picture of the data is helpful. When parents can see progress on an upward sloping line or a series of bars that indicate better performance over time, they have a clearer understanding of the changes in their child's development.

- Program evaluation is a fourth function of the checklists. This requires review of pre-instruction observation and comparison of that data to post-instruction observation for all children in a classroom. A description of the advances—either overall progress or progress in a particular skill—will provide preschool stakeholders with specific information about progress that children have made over one school year. What children can validate at the end of the school year compared to what they could demonstrate at the beginning of the school year not only maps developmental progress but also reflects on the instruction and focus of the preschool program. Parents, administrators, and the community benefit from the knowledge that a preschool program promotes and delivers on learning for young children.

Children are expected to gain a variety of skills over the course of one preschool year. One way to examine the types of concepts and skills gained is to structure a system of observation. The ELLC skills checklists provide a framework for preschools to document changes in children's abilities. *Table R-2* provides a quick glance at the seven checklists and the data that comprise specific skills and concepts.

Table R-2. ELLC Skills Checklist Data	
ELLC Checklist	**Data**
Pre-Academic Classroom Skills	• Mathematics (rote counting, counting items, recognition and completion of patterns) • Categorization (by size, color, and shape) • The seven days of the week and the four seasons • Sequencing (two to six events) • Receptive and expressive identification of numbers 1–10 • Receptive and expressive identification of nine colors • Receptive and expressive identification of four shapes
Phonological Awareness Skills	• General awareness • Perception/memory of sounds • Alliteration • Rhyming awareness • Phonemic awareness • Blending • Segmenting
Literacy Skills	• Book orientation • Print and letter awareness • Identification of letters and letter-sound correspondence • Story structure • Shared storybook reading
Oral Language Skills	• Sentence length • Grammar • Pronoun use • Vocabulary use • Communicative functions
Motor Skills	• Gross motor (15 skills) • Fine motor (7 skills)
Prewriting Skills	• Stages 1–5 (22 skills)
Social Skills	• Adaptive and peer-related (21 skills)

Pre-Academic Classroom Skills

Structured Assessment Protocol

> **Method**: *Formal assessment.* Observation of skills should occur within the classroom environment. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.
>
> **Administration time**: 15–20 minutes
>
> **When given**: Quarterly, or as needed

Mathematics

Item 1.   *Rote counts to 5; to 10; to 15; to 20; to 20+*

- Probe with "We are going to count as we clap." Clap slowly while the child counts. You may prompt the child by saying, "One …"

Item 2A.   *Counts items to 5; to 10; to 15; to 20; to 20+*

- Lay out the number of items you believe the child will be successful in counting correctly. Ask the child to count how many items are present. Add and remove items until you have determined how many items the child can count.

Item 2B.   *Tells "how many in all" after counting a group of objects (cardinality)*.

- Lay out 2 objects, then 3, 4, and 5 objects and ask the child to count the objects pointing to each. After the child has successfully counted the objects, ask "How many in all?"

Item 3.   *Recognizes and completes a pattern.*

- Either of the following types of pattern-making is sufficient for demonstrating mastery:
  1. **Color patterning**. Display three different colors of counters (e.g., teddy bears) you have in the classroom on a shelf. Next, place a pair of bears directly underneath the first two bears in the three-bear sequence; the pair should be the same colors as the ones above. Then, prompt the child to finish the color pattern. Finally, ask the child to continue the color pattern for one more set next to the existing set of three bears.
  2. **Item patterning**. Using the Lakeshore Hands-On Math Patterning Center (or comparable kit), display three different types of fruit on a shelf. Next, place duplicates of the first two fruits directly underneath the originals in the three-fruit sequence. Then, prompt the child to finish the item pattern. Finally, ask the child to continue the item pattern for one more set next to the existing set of three fruits.

Categorization

Item 4.   *Categorizes by size.*

- Using items such as Lakeshore Size & Color Teddy Counters (or comparable kit), place one big bear, one medium bear, and one little bear on a table. As you place each bear, say, "This is a pile for the big bears," "This is a pile for the medium bears," and "This is a pile for the little bears." Then, give the child a pile of ten bears of various sizes and prompt by saying, "Your turn."

Item 4.   *Categorizes by color.*

- Using items such as Lakeshore Indestructible Giant Beads & Patterns (or comparable kit), string a different colored bead onto three laces (e.g., a yellow bead on one lace, a blue bead on the second lace, etc.). Make sure that two of the three beads are the same shape to help the child avoid confusion with categorizing by shape. Demonstrate what the child should do by stringing a same-color bead next to a bead on one of the laces. Then give the child a pile of ten beads of various colors and prompt by saying, "Your turn."

Item 4.   *Categorizes by shape.*

- Using items such as Lakeshore Indestructible Giant Bead & Patterns (or comparable kit), string a different shaped bead onto three laces (e.g., a circle bead on one lace, a square bead on the second lace, etc.). Make sure that two of the three beads are the same color to help the child avoid confusion with categorizing by color. Demonstrate what the child should do by stringing a same-shape bead next to a bead on one of the laces. Then give the child a pile of ten beads of various shapes and prompt by saying, "Your turn."

Days of the Week and Seasons

Item 5.   *Recognizes seven days of the week.*

- Prompt the child by saying, "Tell me the days of the week. Sunday ..." Clap slowly while the child names the days of the week. (This information may also be elicited/observed during Circle Time.)

Item 6.   *Recognizes four seasons.*

- Show the child a picture that is representative of each season and ask, "What season is this?"

Sequencing

Item 7.   *Able to sequence 2–6 events.*

- Present the child with cards of a 2–6 event sequence that are out of order. Prompt the child by saying, "We are going to put this story in order. What happened first? What happened next?"

Identification of Numbers

Item 8.   *Receptively recognizes numbers 1–10.*

- Using items such as Lakeshore Peg Number Boards or pictures with numbers on them, ask the child, "Show me the (number)." (e.g., 2, 4, 7)

Item 9.   *Expressively recognizes numbers 1–10.*

- Using items such as Lakeshore Peg Number Boards or pictures with numbers on them, point to a number and ask the child, "What number is this?"

Identification of Colors

Item 10.   *Receptively identifies nine colors* (blue, red, yellow, orange, green, black, pink, purple, brown).

- Using beads or counters of each color listed above, ask the child, "Hand me the (color) (object)." (e.g., *orange* bead, *blue* cube)

Item 11.   *Expressively identifies nine colors.* (Same colors as in Item 10.)

- Using beads or counters of each color, point to a colored item and ask the child, "What color is this?"

Identification of Shapes

Item 12.   *Receptively identifies four shapes* (circle, square, triangle, rectangle).

- Using objects or illustrations of the four shapes listed above, ask the child, "Hand me the (shape)." (e.g., triangle, square)

Item 13.   *Expressively identifies four shapes.* (Same shapes as in Item 12.)

- Using objects or illustrations of the four shapes, point to an item and ask, "What shape is this?"

Measurement

Item 14.   *Compares 3 or more items in length and height (l*ong, longer, longest; short, shorter, shortest; tall, taller, tallest*),*

- Given varying objects such as shoe strings, book marks, plastic bottles, cylinders, blocks, etc. Ask the child to compare three of each for length and height.

Item 15.   *Compares two items by weight (*lighter, heavie*r).*

- Given objects such as empty plastic bottle, plastic bottle with water, small packages of various weights, rock/feather, etc., ask the child to compare by which is lighter and which is heavier.

Item 16.   *Orders three items by length and size.*

- Give the child three items of different lengths (as in Item 14) and three items of varying size such as blocks, balls, small to large triangles, circles, or squares and ask the child to put them in order from shortest to longest and from smallest to largest

Pre-Academic Classroom Skills

Authentic Assessment Protocol

Method: *Authentic assessment*. Observation of skills should occur within the classroom environment. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.

Administration time: 15–20 minutes

When given: Quarterly, or as needed

Mathematics

Item 1.   *Rote counts to 5; to 10; to 15; to 20; to 20+*
- Observe during classroom activities. You may see this skill during Calendar Time in opening Circle or in the Math and Science Center.

Item 2.   *Counts items to 5; to 10; to 15; to 20; to 20+*
- Observe or probe during classroom play.

Item 3.   *Recognizes and completes a pattern.*
- Observe in the Math and Science Center by providing patterning activities, or use patterning during Circle Time to elicit this skill.

Categorization

Item 4.   *Categorizes by size.*
- Observe this skill in many classroom situations. Have a variety of sizes of materials accessible that will provide a ready opportunity to assess this skill.

Item 4.   *Categorizes by color.*
- Observe this skill in many classroom situations. Provide a variety of items in different colors for sorting.

Item 4.   *Categorizes by shape.*
- Observe this skill in the Construction Center or the Language and Literacy Center. Provide items of different shapes to elicit this skill.

Days of the Week and Seasons

Item 5.   *Recognizes seven days of the week.*
- Observe this skill during Calendar Time in opening Circle.

Item 6.   *Recognizes four seasons.*
- Observe this skill during opening Circle.

Sequencing

Item 7. *Able to sequence 2–6 events.*

- Present the child with cards of a 2–6 event sequence that are out of order. Prompt the child by saying, "We are going to put this story in order. What happened first? What happened next?"

Identification of Numbers

Item 8. *Receptively recognizes numbers 1–10.*

- Observe this skill in various classroom activities.

Item 9. *Expressively recognizes numbers 1–10.*

- Observe this skill during opening Circle and in various classroom activities.

Identification of Colors

Item 10. *Receptively identifies nine colors* (blue, red, yellow, orange, green, black, pink, purple, brown).

- Observe this skill in various classroom activities.

Item 11. *Expressively identifies nine colors.* (Same colors as in Item 10.)

- Observe this skill in various classroom activities.

Identification of Shapes

Item 12. *Receptively identifies four shapes* (circle, square, triangle, rectangle).

- Observe this skill in various classroom activities.

Item 13. *Expressively identifies four shapes.* (Same shapes as in Item 12.)

- Observe this skill in various classroom activities.

Measurement

Item 14. *Compares 3 or more items in length and height (l*ong, longer, longest; short, shorter, shortest; tall, taller, tallest*),*

- Observe this skill in the ELLC Circle Time activities for comparison and arrange Math/Science Learning Center with comparison activities.

Item 15. *Compares two items by weight (*lighter, heavie*r).*

- Observe this skill in ELLC Circle Time activities for comparison and arrange Math/Science Learning Center to include comparison activities.

Item 16. *Orders three items by length and size.*

- Observe this skill by arranging activities in the Math/Science Learning Center and Tactile Center.

ELLC Pre-Academic Classroom Skills Checklist

Child's name _____ DOB_____

Dates Administered:				

1 = Skill is observed or elicited.   **0** = Skill is not observed.

Mathematics

1. Rote counts to __#__ (Goal = 20+)				
0–5	**1** **0**	**1** **0**	**1** **0**	**1** **0**
6–10	**1** **0**	**1** **0**	**1** **0**	**1** **0**
11–15	**1** **0**	**1** **0**	**1** **0**	**1** **0**
16–20	**1** **0**	**1** **0**	**1** **0**	**1** **0**
20+	**1** **0**	**1** **0**	**1** **0**	**1** **0**
2A. Counts items to __#__ (Goal = 20+)				
0–5	**1** **0**	**1** **0**	**1** **0**	**1** **0**
6–10	**1** **0**	**1** **0**	**1** **0**	**1** **0**
11–15	**1** **0**	**1** **0**	**1** **0**	**1** **0**
16–20	**1** **0**	**1** **0**	**1** **0**	**1** **0**
20+	**1** **0**	**1** **0**	**1** **0**	**1** **0**
2B. Tells "how many in all" after counting a group of objects (cardinality). (Goal=5.) Group of 2 3 4 5	**1** **0**	**1** **0**	**1** **0**	**1** **0**
3. Recognizes and completes a pattern.	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Mathematics Points	/12	/12	/12	/12

Categorization

4. Categorizes by:								
size	1	0	1	0	1	0	1	0
color	1	0	1	0	1	0	1	0
shape	1	0	1	0	1	0	1	0
TOTAL Mathematics Points	/3		/3		/3		/3	

Days of the Week and Seasons

5. Recognizes seven days of the week.								
Sunday	1	0	1	0	1	0	1	0
Monday	1	0	1	0	1	0	1	0
Tuesday	1	0	1	0	1	0	1	0
Wednesday	1	0	1	0	1	0	1	0
Thursday	1	0	1	0	1	0	1	0
Friday	1	0	1	0	1	0	1	0
Saturday	1	0	1	0	1	0	1	0
6. Recognizes four seasons.								
spring	1	0	1	0	1	0	1	0
summer	1	0	1	0	1	0	1	0
fall	1	0	1	0	1	0	1	0
winter	1	0	1	0	1	0	1	0
TOTAL Days of the Week/Seasons Points	/11		/11		/11		/11	

Sequencing

7. Able to sequence 2–6 events. (Goal = 6 events)								
2 events	1	0	1	0	1	0	1	0
3 events	1	0	1	0	1	0	1	0
4 events	1	0	1	0	1	0	1	0
5 events	1	0	1	0	1	0	1	0
6 events	1	0	1	0	1	0	1	0
TOTAL Sequencing Points	/5		/5		/5		/5	

Identification of Numbers

8. Receptively recognizes numbers 1–10. (Circle the last number the child recognizes.)				
	1 0	1 0	1 0	1 0
numbers 0–3	1 0	1 0	1 0	1 0
numbers 4–6	1 0	1 0	1 0	1 0
numbers 7–10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
9. Expressively recognizes numbers 1–10. (Circle the last number the child recognizes.)				
	1 0	1 0	1 0	1 0
numbers 0–3	1 0	1 0	1 0	1 0
numbers 4–6	1 0	1 0	1 0	1 0
numbers 7–10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
TOTAL Identification of Numbers Points	/6	/6	/6	/6

Identification of Colors

10. Receptively identifies nine colors. (Circle the colors the child identifies.)				
0–3 colors	1 0	1 0	1 0	1 0
4–6 colors	1 0	1 0	1 0	1 0
7–9 colors	1 0	1 0	1 0	1 0
	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown

11. Expressively identifies nine colors. (Circle the colors the child identifies.)				
0–3 colors	**1** **0**	**1** **0**	**1** **0**	**1** **0**
4–6 colors	**1** **0**	**1** **0**	**1** **0**	**1** **0**
7–9 colors	**1** **0**	**1** **0**	**1** **0**	**1** **0**
	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown	Blue Red Yellow Orange Green Black Pink Purple Brown
TOTAL Colors Points	/6	/6	/6	/6

Identification of Shapes

12. Receptively identifies four shapes.				
circle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
square	**1** **0**	**1** **0**	**1** **0**	**1** **0**
triangle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
rectangle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
13. Expressively identifies four shapes.				
circle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
square	**1** **0**	**1** **0**	**1** **0**	**1** **0**
triangle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
rectangle	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Shapes Points	/8	/8	/8	/8

Measurement

14. Compares 3 or more items in length (long, longer, longest; short, shorter, shortest).	1	0	1	0	1	0	1	0
15. Compares two items by weight (lighter/ heavier).	1	0	1	0	1	0	1	0
16. Orders 3 items by:								
length	1	0	1	0	1	0	1	0
size	1	0	1	0	1	0	1	0
TOTAL Shapes Points	/4		/4		/4		/4	

Total Score

Total Pre-Academic Skills Checklist Points	/55	/55	/55	/55
Lead Instructor Comments:				

Phonological Awareness Skills
Structured Assessment Protocol

> **Method**: *Structured assessment.* Both observation and elicitation are used. On elicitation items, administer two training items and four probes to the child. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.
>
> **Administration time**: 30 minutes
>
> **When given**: Quarterly
>
> **Note**: When a letter is surrounded by backslashes (/ /), this indicates that the examiner should say the sound the letter represents .

General Awareness

Item 1. *Participates in sound-play activities (e.g., rhyming, alliteration).*

- Observe during Circle Time and Phonological Groups.

Item 2. *Recognizes sounds that are the same.*
and
Item 3. *Recognizes sounds that are different.*

- Establish that the child understands the concepts of "same" and "different" before administering this item. (This distinction can be determined by placing two beads or blocks of the same color in front of the child and asking, "Are these the *same* or *different*?" Then, place two beads or blocks of different colors in front of the child and ask, "Are these the *same* or *different*?"). Once a child has demonstrated an understanding of these two concepts, proceed with administering this item.

    Training items: Place two blocks of the same color in front of the child. Point to the first block and say, "/t/." Point to the second block and say, "/t/. These sounds are the *same*." Next, place two blocks of different colors in front of the child. Point to the first block and say, "/s/." Point to the second block and say, "/b/. These sounds are *different*."

    Probes: Say the following four pairs of sounds to the child—one pair at a time—and ask, "Are the sounds same or different?"

    1. /m/   /m/   (*Answer:* same)
    2. /k/   /d/   (*Answer:* different)
    3. /b/   /g/   (*Answer:* different)
    4. /f/   /f/   (*Answer:* same)

Item 4. *Hears and responds to environmental sounds and when spoken to.*

- Observe whether the child can localize environmental sounds in the classroom (e.g., the school intercom, the school alarm, a microwave buzzer, a door closing or opening) and can respond to instructor directions or requests by turning in the direction of the instructor's voice or looking at the speaker.

Perception/Memory of Sounds

Item 5.   *Able to repeat single sounds.*

Training items: Say, "I'm going to make a sound. I want you to say the sound back to me."

1.   /b/   (Child repeats "/b/")
2.   /t/   (Child repeats "/t/")

Probes: Say, "OK. Wait until I pop my hand, then say the sound back to me."

1.   /m/   (Child repeats "/m/".)
2.   /d/   (Child repeats "/d/".)
3.   /k/   (Child repeats "/k/".)
4.   /s/   (Child repeats "/s/".)

Item 5.   *Able to repeat short words.*

Training Items: Say, "Repeat what I say—**hat**." (Wait for child's response.)
Say, "Say **car**." (Wait for child's response.)

Probes: "Say . . . "

1.   **dog**   (Child repeats **dog**.)
2.   **cat**   (Child repeats **cat**.)
3.   **ball**   (Child repeats **ball**.)
4.   **sit**   (Child repeats **sit**.)

Item 5.   *Able to repeat phrases.*

Training items: Say, "Repeat what I say."

1.   Sally has a dog. (Wait for child to repeat sentence.)
2.   Joe plays ball.   (Wait for child to repeat sentence.)

Probes: "Say . . . "

1.   Mary went to school.   (Child repeats sentence.)
2.   Tom sees a boat.   (Child repeats sentence.)
3.   Andy ate a hot dog.   (Child repeats sentence.)
4.   Frogs jump high.   (Child repeats sentence.)

Item 6.   *Able to determine word length* (e.g., ask, "Which word is longer: **bus** or **hamburger**?").

Training items: Say, "I'm going to say two words. Listen for the word that is longer." (You may choose to use your hands to visually mark the syllables.)

1.   **bus**—**hamburger**   Say, "**Hamburger** is longer."
2.   **mountain**—**map**   Say, "**Mountain** is longer."

Probes: Say, "Now it's your turn. Tell me which word is longer." "(You may choose to use your hands to visually mark the syllables.)

1. **sit**—**computer**   (*Answer:* **computer**)
2. **calendar**—**frog**   (*Answer:* **calendar**)
3. **chair**—**microwave**   (*Answer:* **microwave**)
4. **floor**—**alphabet**   (*Answer:* **alphabet**)

Alliteration

Item 7.   *Recognizes words that start with the same sound.*

Training items: Say, "I'm going to say two words. Listen to the words and see if they start with the same sound." (Emphatically pronounce the first sound of each word as you say it.)

1. **m**op—**m**an   Say, "Those words start with the same sound."
2. **b**all—**g**o   Say, "Those words do not start with the same sound."

Probes: Say, "Now it's your turn. Tell me if the words start with the same sound."

1. **tan**—**table**   (*Answer:* yes)
2. **baby**—**kite**   (*Answer:* no)
3. **pop**—**hat**   (*Answer:* no)
4. **bat**—**bear**   (*Answer:* yes)

Item 8.   *Able to generate words that start with the same sound.*

Training items: Say, "Let's think of as many words as we can that start with /m/, like **mop**." (Together with the child, produce three or four /m/ words.)

Probe: Say, "Tell me as many words as you can that start with /b/, like **ball**." (Child should independently produce as many /b/ words as he/she can.)

Rhyming Awareness

Item 9.   *Able to judge whether two words rhyme.*

Training items: Say, "I'm going to say two words. Let's see if we can figure out if they rhyme/sound the same at the end."

1. **cat**—**sat**   Say, "Those two words sound the same at the end. They rhyme."
2. **frog**—**book** Say, "Those two words do not sound the same at the end. The do not rhyme."

Probes: Say, "Now it's your turn. Tell me if these words rhyme/sound the same at the end."

1. **mop**—**top**   (*Answer:* yes)
2. **ball**—**nut**   (*Answer:* no)
3. **bug**—**rug**   (*Answer:* yes)
4. **tree**—**pig**   (*Answer:* no)

Item 10.   *Identifies the non-rhyming word in a group of three–two rhyming words and one non-rhyming word.*

Item 10.   Identifies the *non-rhyming word in a group of three–two rhyming words and one non-rhyming word.*

Training items: Say, "I'm going to say three words. Let's see if we can figure out which one does *not* rhyme."

1. **dog–log–sun**
2. **mat–pig–rat**

Probes:

1. **nail–pail–drum**
2. **gate–door–late**
3. **dog–nut–cut**
4. **mop–can–top**

Item 11.   *Able to generate rhyming words.*

Training items: Say, "I'm going to say a word. Let's see if we can think of a word that rhymes with it."

1. **The child's name**   (Help the child generate a rhyming word if he/she does not generate one independently.)
2. **wig**   (Help the child generate a rhyming word if he/she does not generate one independently.)

Probes: Say, "Now it's your turn. Think of a word that rhymes with . . . "

1. **top**   (*Answer examples:* **hop**, **lop**, **mop**, **pop**)
2. **pail**   (*Answer examples:* **tail**, **sail**, **mail**, **nail**)
3. **mug**   (*Answer examples:* **bug**, **dug**, **lug**, **tug**)
4. **wall**   (*Answer examples:* **ball**, **call**, **fall**, **Paul**)

Phonemic Awareness

Item 12.   *Given a choice between two sounds, identifies the sound at the beginning of a word.*

Training items: Say, "I'm going to give you a word—**man**. Which sound does it start with, /b/ or /m/?" (Pause for child's response.) "It starts with the /m/ sound. Here is another word—**ball**. Which sound does it start with, /k/ or /b/?" (Pause for child's response.) "It starts with the /b/ sound."

Probes: Say, "Your turn. I'm going to give you a word. Tell me which sound it starts with."

1. **pig**—/p/ or /s/?   (*Answer:* /p/)
2. **cat**—/k/ or /f/?   (*Answer:* /k/)
3. **fish**—/f/ or /d/?   (*Answer:* /f/)
4. **sing**—/m/ or /s/?   (*Answer:* /s/)

Item 12.   *Given a choice between two sounds, identifies the sound at the end of a word.*

Training items: Say, "I'm going to give you a word. Tell me which sound it ends with."

1. **dig**   /g/ or /s/?Say, "**Dig** ends with /g/."
2. **beep**   /m/ or /p/?   Say, "**Beep** ends with /p/."

Probes: Say, "Your turn. Tell me which sound the word ends with."

1. **jam**—/m/ or /d/?   (*Answer:* /m/)
2. **nut**—/t/ or /f/?   (*Answer:* /t/)
3. **bus**—/k/ or /s/?   (*Answer:* /s/)
4. **back**—/k/ or /n/?   (*Answer:* /k/)

Item 13. *Independently identifies the sound at the beginning of a word.*

Training items: Say, "I'm going to give you a word. Tell me what sound the word starts with."

1. **table**   Say, "**Table** starts with /t/."

2. **duck**   Say, "**Duck** starts with /d/."**Phonological Awareness Skills (Structured Assessment Protocol), Page 5**

Probes: Say, "Your turn. Tell me what sound the word starts with."

1. **sat**   (*Answer:* /s/)
2. **boat** (*Answer:* /b/)
3. **coat** (*Answer:* /k/)
4. **fish**   (*Answer:* /f/)

Item 13. *Independently identifies the sound at the end of a word.*

Training items: Say, "I'm going to give you a word. Tell me what sound the word ends with."

1. **cat**   Say, "**Cat** ends with /t/."
2. **sad**   Say, "**Sad** ends with /d/."

Probes: Say, "Your turn. Tell me what sound the word ends with."

1. **dog**   (*Answer:* /g/)
2. **sack**   (*Answer:* /k/)
3. **grin**   (*Answer:* /n/)
4. **off**   (*Answer:* /f/)

Item 14. *Identifies the word that does not belong in a group—initial phoneme.*

Training items: Say, "Listen to my words. Listen for a word that starts with another sound and does not belong with the other words."

1. **mop–man–tall**   Say, "**Tall** does not belong."
2. **pig–top–take**   Say, "**Pig** does not belong."

Probes: Say, "Your turn. Listen and tell me which word does not belong."

1. **kite–saw–key**   (*Answer:* **saw**)
2. **ball–big–sit**   (*Answer:* **sit**)
3. **fish–game–fun**   (*Answer:* **game**)
4. **dog–pop–pick**   (*Answer:* **dog**)

Blending

Item 15. *Blends syllables into words.*

Training items: Say, "I'm going to tell you a word slowly. Listen and see if you can tell me the word." (You may choose to show the syllable by moving your hands apart and clapping when you say the whole word.)

1. **com-pu-ter**   Say, "My word is **computer**."
2. **mac-a-ro-ni**   Say, "My word is **macaroni**."

Probes: Say, "Your turn. Tell me the word I am saying slowly."

1. **mi-cro-wave**   (*Answer:* **microwave**)
2. **ham-bur-ger**   (*Answer:* **hamburger**)
3. **an-i-mal**   (*Answer:* **animal**)
4. **cal-en-dar**   (*Answer:* **calendar**)

Item 16. *Blends onset-rime sounds into words.*

Training items: Make fists with both of your hands, position them in front of you, and say, "I'm going to make a word. Listen and see if you can hear my word." Lift up one fist and say, "This is /s/." Lift the other fist and say, "This is /ĭt/." Bring both fists together while saying the word **sit**. Repeat this procedure using /p/ + /ĭg/ to make the word **pig**.

Probes: Say, "Now it's your turn. Put my sounds together to make a word." (The child may use his/her fists as you have demonstrated.)

1. /sh/ + /ĭp/   (*Answer:* **ship**)
2. /m/ + /ŏp/   (*Answer:* **mop**)
3. /p/ + /āl/   (*Answer:* **pail**)
4. /f/ + /ŏg/   (*Answer:* **fog**)

Item 16. *Blends 3–4 phonemes into words.*

Training items: (You may use wood blocks as visual prompts for these training items.) Say, "I am going to give you three sounds. They make one word." On a table, set down one block for each sound as you say, "/k/—/ă/—/t/." Sweep your fingers across the blocks as you say, "**Cat**." Repeat this procedure using /d/ + /ŏ/ + /g/ for the word **dog**.

Probes: Say, "Listen to my sounds, and make a word."

1. /b/ + /ĭ/ + /g/   (*Answer:* **big**)
2. /m/ + /ŏ/ + /p/   (*Answer:* **mop**)
3. /t/ + /ă/ + /n/   (*Answer:* **tan**)
4. /k/ + /ā/ + /k/   (*Answer:* **cake**)

Segmentations

Item 17. *Segments words into syllables.*

Training items: Say, "Let's listen to some words and clap them into parts." (Clap out training items together with the child.)

1. **Child's name**

2. **elephant**   (*Answer:* **el**-**e**-**phant**)

Probes: Say, "Now it's your turn. I'll give you a word, and you clap out the parts."

1. **teacher**   (*Answer:* **tea**-**cher**)

2. **animal**   (*Answer:* **ani**-**i**-**mal**)

3. **hamburger**   (*Answer:* **ham**-**bur**-**ger**)

4. **playground**   (*Answer:* **play**-**ground**)

Item 18. *Segments one-syllable words into onset-rime sounds.*

Training items: Say, "We are going to take a word apart. Listen to my word, and see if you can hear its sounds." Make fists with both of your hands, position them together in front of you, and say, "**Top**." Then, say, "/t/" while moving your left fist away from the other and say, "/ŏp/" while moving your right fist out. Repeat the procedure with the word **pan** and /p/ + /ăn/.

Probes: Say, "Now it's your turn. Listen to my word and tell me the sounds you hear." (The child may use his/her fists as you have demonstrated.)

1. **bug**   (*Answer:* /b/ + /ŭg/)

2. **sip**   (*Answer:* /s/ + /ĭp/)

3. **man**   (*Answer:* /m/ + /ăn/)

4. **tail**   (*Answer:* /t/ + /āl/)

Item 18. *Segments one-syllable words into 3–4 phonemes.*

Training items: (You may use wood blocks as visual prompts for these training items.) Say, "We're going to break this word into sounds." Set down three blocks together on a table in front of the child and say, "**Cab**." Point to one block as you say each sound: "/k/" + "/ă/" + "/b/." Ask, "Can you show me the sounds in **cab**?" Have the child imitate what you just did. Repeat the same procedure using the word **sit**: /s/ + /ĭ/ + /t/.

Probes: Say, "Show me the sounds in this word."

1. **dog**   (*Answer:* /d/ + /ŏ/ + /g/)

2. **cup**   (*Answer:* /k/ + /ŭ/ + /p/)

3. **mat**   (*Answer:* /m/ + /ă/ + /t/)

4. **feet**   (*Answer:* /f/ + /ē/ + /t/)

Phonological Awareness Skills
Authentic Assessment Protocol

Method: *Authentic assessment.* Observation of skills should occur within the classroom environment. The child should be given a score of "1" if the skill is observed or elicited and a score of "0" if the skill is not observed. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.

Administration time: Assessment times will vary, since skills will be assessed throughout the daily classroom routine

When given: Quarterly, or when needed

General Awareness

Item 1. *Participates in sound-play activities (e.g., rhyming, alliteration).*

* Observe during Circle Time and Phonological Groups.

Item 2. *Recognizes sounds that are the same.*

* Observe or probe during Phonological Groups or Language and Literacy Center activities.

Item 3. *Recognizes sounds that are different.*

* Observe or probe during Phonological Groups or Language Literacy Center activities.

Item 4. *Hears and responds to environmental sounds and when spoken to.*

* Observe whether the child can localize environmental sounds in the classroom (e.g., the school intercom, the school alarm, a microwave buzzer, a door closing or opening) and can respond to instructor directions or requests by turning in the direction of the instructor's voice or looking at the speaker.

Perception/Memory of Sounds

Item 5. *Able to repeat single sounds.*

* Probe in any classroom situation.

Item 5. *Able to repeat short words.*

* Probe in any classroom situation.

Item 5. *Able to repeat phrases.*

* Probe in any classroom situation. (Shared storybook reading is an especially effective task for eliciting this skill.) However, any situation in which the lead instructor asks a child to repeat information back is a suitable task.

Item 6. *Able to determine word length* (e.g., ask, "Which word is longer: **bus** or **hamburger**?").

* Assess during Phonological Awareness Groups.

Alliteration

Item 7. *Recognizes words that start with the same sound.*

- Probe during Phonological Awareness Groups.

Item 8. *Able to generate words that start with the same sound.*

- Probe during Phonological Awareness Groups.

Rhyming Awareness

Item 9. *Able to judge whether two words rhyme.*

- Observe during Phonological Awareness Groups.

Item 10. Identifies the *non-rhyming word in a group of three–two rhyming words and one non-rhyming word.*

- Observe during Phonological Awareness Groups.

Item 11. *Able to generate rhyming words.*

- Observe during Phonological Awareness Groups.

Phonemic Awareness

Item 12. *Given a choice between two sounds, identifies the sound at the beginning of a word.*

- Observe during Phonological Awareness Groups.

Item 12. *Given a choice between two sounds, identifies the sound at the end of a word.*

- Observe during Phonological Awareness Groups.

Item 13. *Independently identifies the sound at the beginning of a word.*

- Observe during Phonological Awareness Groups.

Item 13. *Independently identifies the sound at the end of a word.*

- Observe during Phonological Awareness Groups.

Item 14. *Identifies the word that does not belong in a group—initial phoneme.*

- Observe or elicit during Phonological Awareness Groups.

Blending

Item 15. *Blends syllables into words.*

- Observe during Phonological Awareness Groups.

Item 16. *Blends onset-rime sounds into words.*

- Observe during Phonological Awareness Groups.

Item 16. *Blends 3–4 phonemes into words.*

- Observe during Phonological Awareness Groups.

Segmentation

Item 17. *Segments words into syllables.*

- Observe during Phonological Awareness Groups or Circle Time activities.

Item 18. *Segments one-syllable words into onset-rime sounds.*

- Observe or elicit during Phonological Awareness Groups.

Item 18. *Segments one-syllable words into 3–4 phonemes.*

- Observe or elicit during Phonological Awareness Groups.

ELLC Phonological Awareness Skills Checklist

Child's name _____ DOB_____

Dates Administered:				
	1 = Skill is observed or elicited. **0** = Skill is not observed.			

General Awareness

1. Participates in sound-play activities (e.g., rhyming, alliteration).	**1 0**	**1 0**	**1 0**	**1 0**
2. Recognizes sounds that are the same.	**1 0**	**1 0**	**1 0**	**1 0**
3. Recognizes sounds that are different.	**1 0**	**1 0**	**1 0**	**1 0**
4. Hears and responds to environmental sounds and when spoken to.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL General Awareness Points	**/4**	**/4**	**/4**	**/4**

Perception/Memory of Sounds

5. Able to repeat:				
single sounds	**1 0**	**1 0**	**1 0**	**1 0**
short words	**1 0**	**1 0**	**1 0**	**1 0**
phrases	**1 0**	**1 0**	**1 0**	**1 0**
6. Able to determine word length (e.g., ask, "Which word is longer: **bus** or **hamburger**?").	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Perception/Memory of Sounds Points	**/4**	**/4**	**/4**	**/4**

Alliteration

7. Recognizes words that start with the same sound.	**1 0**	**1 0**	**1 0**	**1 0**
8. Able to generate words that start with the same sound.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Alliteration Points	**/2**	**/2**	**/2**	**/2**

Rhyming Awareness

9. Able to judge whether two words rhyme.	1 0	1 0	1 0	1 0
10. Identifies the non-rhyming word in a group of three–two rhyming words and one non-rhyming word.	1 0	1 0	1 0	1 0
11. Able to generate rhyming words.	1 0	1 0	1 0	1 0
TOTAL Rhyming Awareness Points	/3	/3	/3	/3

Phonemic Awareness

12. Given a choice between two sounds, identifies the sound at:				
beginning of word	1 0	1 0	1 0	1 0
end of word	1 0	1 0	1 0	1 0
13. Independently identifies the sound at:				
beginning of word	1 0	1 0	1 0	1 0
end of word	1 0	1 0	1 0	1 0
14. Identifies the word that does not belong in a group—initial phoneme.	1 0	1 0	1 0	1 0
TOTAL Phonemic Awareness Points	/5	/5	/5	/5

Blending

15. Blends syllables into words.	1 0	1 0	1 0	1 0
16. Blends into words:				
onset + rime sounds	1 0	1 0	1 0	1 0
3–4 phonemes	1 0	1 0	1 0	1 0
TOTAL Blending Points	/3	/3	/3	/3

Segmenting

17. Segments words into syllables.	1	0	1	0	1	0	1	0
18. Segments one-syllable words into:								
onset + rime sounds	1	0	1	0	1	0	1	0
3–4 phonemes	1	0	1	0	1	0	1	0
TOTAL Segmenting Points	/3		/3		/3		/3	

Total Score

Total Phonological Awareness Skills Checklist Points	/24	/24	/24	/24
Lead Instructor Comments:				

Literacy Skills
Structured Assessment Protocol

> **Method**: *Structured assessment.* Both observation and elicitation are used. The child should be given a score of "1" if the skill is observed or elicited and a score of "0" if the child does not exhibit the skill. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.
>
> **Administration time**: 15–20 minutes
>
> **Administered**: Quarterly, or when needed
>
> **Note**: When a letter is surrounded by backslashes (/ /), this indicates that the examiner should say the sound the letter represents (i.e., backslashes are not International Phonetic Alphabet [IPA] representations).

Book Orientation

Hand the child a book that is upside down, with the cover facing the floor. Say to the child, "Show me how I should read this book."

Item 1. *Holds the book correctly.*

- Observe whether the child reorients the book after you have given it to him/her.

Item 2. *Knows that print tells the story.*

- Probe by saying, "Point to where I should start reading."

Item 3. *Knows to read text from left to right and from top to bottom.*

- Probe by saying, "Show me how to read. Use your finger to follow the words."

Item 4. *Turns book pages in sequence.*

- Observe whether the child does this during shared storybook reading.

Print and Letter Awareness

Item 5. *Reads environmental print (e.g., traffic signs, fast-food restaurant bags).*

- Provide the child with samples of environmental print.

Item 6. *Recognizes a few familiar words in print.*

- Provide the child with names of his/her friends in print or other familiar words.

Item 7. *Recognizes his/her name in print.*

- Provide the child's name in print. Probe by asking, "What does this say?"

Item 8. *Counts the number of words in a sentence.*

- Present the child with a short sentence written on a piece of paper. Probe by asking, "Can you tell me how many words there are in this sentence?"

Item 9. *Distinguishes letters from words.*

- Present the child with short sentence (e.g., "The cat is in the house") printed on a piece of paper. Give the child a pencil or a crayon, and probe by saying, "Circle one letter for me" and then "Circle one word for me."

Identification of Letters and Letter-Sound Correspondence

Administer Items 10 and 11 at the same time.

Item 10. *Names letters of the alphabet.*

- Using the Alphabet Card that follows the Literacy Skills Checklist, ask the child to name letters as you point to them. (Exceptions may be made for the letters **Q**, **X**, and **Y**.)

Item 11. *Provides correct letter sound when shown a letter.*

- Using the Alphabet Card, ask the child to produce the sound a letter makes as you point to it. (Exceptions may be made for the letters **Q**, **X**, and **Y**.)

Item 12. *Selects correct letter to represent a letter sound.*

- Probe by saying, "Let's talk about the sounds that letters make. **L** says /l/. /l/. **S** says /s/. /s/. Now you try. What letter says _____?"

Item 13. *Selects correct letters to represent a word (i.e., invented spellings).*

- Give the child a piece of paper and a pencil or crayon for printing words of your choosing, or ask the child to tell you the letters in the words (e.g., say, "Spell the word **dog** for me" and then "Spell the word **cat** for me").

Story Structure

Item 14. *Identifies key components of a familiar story.*

- Ask the child to retell a familiar story. You may use a storybook in the Reading Center; be sure to use a storybook with an easily recognizable sequence and all of the checklist components—setting, characters, beginning, one event, and ending. Do not prompt the child for the story structures. The child should retell the story, and the checklist components should be identified by the listener. On subsequent story retells, use a different storybook than the one used in the previous checklist administration.

Item 15. *Adds details to the familiar story.*

- In the child's retelling of the story, do not probe for details.

Shared Storybook Reading

Sit with the child while you look at a storybook together.

Item 16. *Finds items in pictures/illustrations on request.*

- Probe by asking, "Where is the _____?"

Item 17. *Fills in the last word in a cloze sentence task.*

- Give a cloze sentence that relates to the content of the storybook (e.g., say, "The three bears went to _____"). Score if the child correctly finishes the sentence.

Item 18. *Answers a variety of "wh" questions (i.e., Who? What? When? Where? Why?) that relate to the story.*

- The child must be able to answer three different "wh" questions that relate to the story.

Item 19. *Asks questions during storybook reading.*

- Observe, do not elicit.

Item 20. *Comments on storybook content.*

- Observe, do not elicit.

Item 21. *Repeats familiar lines of text during storybook reading.*

- Observe, do not elicit. (A highly repetitive-text book is good for assessing this item.)

Literacy Skills
Authentic Assessment Protocol

> **Method**: *Authentic assessment.* Observation of skills should occur within the classroom environment. The child should be given a score of "1" if the skill is observed or elicited and a score of "0" if the skill is not observed. If a child has demonstrated "1" on an item, it does not need to be readministered on subsequent assessments.
>
> **Administration time**: Time for assessment will vary because items are assessed within the context of the classroom
>
> **Administered**: Quarterly, or when needed

Book Orientation

All of these items can be observed within the Reading Center in the classroom.

Item 1. *Holds the book correctly.*

- Observe whether the child reorients the book after you have given it to him/her.

Item 2. *Knows that print tells the story.*

- Prompting may be necessary. If so, say, "Point to where I should start reading."

Item 3. *Knows to read text from left to right and from top to bottom.*

- Prompting may be necessary. If so, say, "Show me how to read. Use your finger to follow the words."

Item 4. *Turns book pages in sequence.*

- Observe whether the child does this during shared storybook reading.

Print and Letter Awareness

Item 5. *Reads environmental print (e.g., traffic signs, fast-food restaurant bags).*

- Observe the child's ability to recognize environmental print within the classroom, during Circle Time activities, or on field trips.

Item 6. *Recognizes a few familiar words in print.*

- Observe during Circle Time activities. Determine if the child recognizes his/her friends' names in print.

Item 7. *Recognizes his/her name in print.*

- Observe during Circle Time activities or during Phonological Groups.

Item 8. *Counts the number of words in a sentence.*

- Observe during Circle Time activities or during Phonological Groups.

Item 9. *Distinguishes letters from words.*

- Observe during Circle Time activities or during Phonological Groups. Present materials necessary to achieve assessment.

Identification of Letters and Letter-Sound Correspondence

Administer Items 10 and 11 at the same time.

Item 10. *Names letters of the alphabet.*

- Observe throughout the daily classroom routine. (Exceptions may be made for the letters **Q**, **X**, and **Y**.)

Item 11. *Provides correct letter sound when shown a letter.*

- Observe during Circle Time, Phonological Groups, Language and Literacy Center, or other activities throughout the day. (Exceptions may be made for the letters **Q**, **X**, and **Y**.)

Item 12. *Selects correct letter to represent a letter sound.*

- Observe during Circle Time or create opportunities throughout the day.

Item 13. *Selects correct letters to represent a word (i.e., invented spellings).*

- Give the child a piece of paper and a pencil or crayon for printing words of your choosing, or ask the child to tell you the letters in the words (e.g., say, "Spell the word **dog** for me" and then "Spell the word **cat** for me").

Story Structure

Item 14. *Identifies key components of a familiar story.*

- Ask the child to retell a familiar story. You may use a storybook in the Reading Center; be sure to use a storybook with an easily recognizable sequence and all of the checklist components—setting, characters, beginning, one event, and ending. Do not prompt the child for the story structures. The child should retell the story, and the checklist components should be identified by the listener. On subsequent story retells, use a different storybook than the one used in the previous checklist administration.

Item 15. *Adds details to the familiar story.*

- In the child's retelling of the story, do not prompt for details.

Shared Storybook Reading

These checklist items should be assessed during storybook reading at Circle Time.

Item 16. *Finds items in pictures/illustrations on request.*

- Probe by asking, "Where is the _____?"

Item 17. *Fills in the last word in a cloze sentence task.*

- Give a cloze sentence that relates to the content of the storybook (e.g., say, "The three bears went to _____". The child should correctly finish the sentence.

Item 18. *Answers a variety of "wh" questions (i.e., Who? What? When? Where? Why?) that relate to the story.*

- The child must be able to answer three different "wh" questions that relate to the story.

Item 19. *Asks questions during storybook reading.*

- Observe, do not elicit.

Item 20. *Comments on storybook content.*

  • Observe, do not elicit.

Item 21. *Repeats familiar lines of text during storybook reading.*

  • Observe during storybook reading.

ELLC Literacy Skills Checklist

Child's name _____   DOB_____

Dates Administered:				
1 = Skill is observed or elicited. **0** = Skill is not observed.				

Book Orientation

1. Holds the book correctly.	**1 0**	**1 0**	**1 0**	**1 0**
2. Knows that print tells the story.	**1 0**	**1 0**	**1 0**	**1 0**
3. Knows to read text from left to right and from top to bottom.	**1 0**	**1 0**	**1 0**	**1 0**
4. Turns book pages in sequence.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Book Orientation Points	**/4**	**/4**	**/4**	**/4**

Print and Letter Awareness

5. Reads environmental print (e.g., road traffic signs, fast-food restaurant names).	**1 0**	**1 0**	**1 0**	**1 0**
6. Recognizes a few familiar words in print.	**1 0**	**1 0**	**1 0**	**1 0**
7. Recognizes his/her name in print.	**1 0**	**1 0**	**1 0**	**1 0**
8. Counts the number of words in a sentence.	**1 0**	**1 0**	**1 0**	**1 0**
9. Distinguishes letters from words.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Print and Letter Awareness Points	**/5**	**/5**	**/5**	**/5**

Identification of Letters and Letter-Sound Correspondence

10. Names letters of the alphabet. (Circle the letters the child did NOT identify.)				
0–5 letters	**1 0**	**1 0**	**1 0**	**1 0**
6–13 letters	**1 0**	**1 0**	**1 0**	**1 0**
14–23 letters	**1 0**	**1 0**	**1 0**	**1 0**
	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z

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11. Provides correct letter-sound when shown a letter. (Circle the letters whose sounds the child did NOT pronounce correctly.)				
0–5 sounds	**1** **0**	**1** **0**	**1** **0**	**1** **0**
6–13 sounds	**1** **0**	**1** **0**	**1** **0**	**1** **0**
14–23 sounds	**1** **0**	**1** **0**	**1** **0**	**1** **0**
	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z	A B C D E F G H I J K L M N O P R S T U V W Z
12. Selects correct letter to represent a letter-sound.				
at least 5 letters	**1** **0**	**1** **0**	**1** **0**	**1** **0**
at least 10 letters	**1** **0**	**1** **0**	**1** **0**	**1** **0**
10+ letters	**1** **0**	**1** **0**	**1** **0**	**1** **0**
13. Selects correct letters to represent a word (i.e., invented spellings).	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Identification of Letters and Letter-Sound Correspondence Points	**/10**	**/10**	**/10**	**/10**

Story Structure

14. Identifies key components of a familiar story.				
setting	**1** **0**	**1** **0**	**1** **0**	**1** **0**
characters	**1** **0**	**1** **0**	**1** **0**	**1** **0**
beginning	**1** **0**	**1** **0**	**1** **0**	**1** **0**
one event	**1** **0**	**1** **0**	**1** **0**	**1** **0**
ending	**1** **0**	**1** **0**	**1** **0**	**1** **0**
15. Adds details to a familiar story.	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Story Structure Points	**/6**	**/6**	**/6**	**/6**

Shared Storybook Reading

16. Finds items in pictures/illustrations on request.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
17. Fills in the last word in a cloze sentence task.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
18. Answers a variety of "wh" questions (i.e., Who? What? When? Where? Why?) that relate to the story.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
19. Asks questions during storybook-reading.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
20. Comments on storybook content.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
21. Repeats familiar lines of text during storybook-reading.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
TOTAL Shared Storybook Reading Points	**/6**		**/6**		**/6**		**/6**	

Total Score

Total Literacy Skills Checklist Points	**/31**	**/31**	**/31**	**/31**
Lead Instructor Comments:				

Alphabet Card

A a   D d

G g   J j   Q q

    B b   M m

E e   T t   N n

    U u   O o

    C c   Z z

             S s

F f   H h   K k

    L l   W w

R r   Y y   I i

    P p   X x

             V v

Oral Language Skills
Structured Assessment Protocol

> **Method**: *Structured assessment.* Elicit responses using Unit 17's main storybook, *Going to the Zoo*. While all checklist items can be observed within the classroom, some items must be observed but not be elicited. The child should be given a score of "1" if the skill is observed or elicited and a score of "0" if the skill is not observed. If a child has demonstrated "1" on the item, it does not need to be readministered on subsequent assessments. The checklist item should be readministered only if a child's skill level has noticeably regressed.
>
> **Administration time**: 20 minutes
>
> **When given**: Quarterly, or when necessary
>
> **Suggestion**: You may wish to audiotape or videotape a portion of the observation or all of the elicitation in order to score the checklist correctly. (You may need parental permission to audiotape or videotape children.)

Observation

Item 17. *Takes conversational turns.*

- Does the child take turns during conversations with others?

Item 18. *Makes requests.*

- Does the child ask others for toys, more food, etc.?

Item 21. *Conversational orientation.*

- Does the child initiate conversations?
- Does the child maintain conversations by taking mutual talking turns with others?

Elicit Prior to Opening the Storybook

Ask the child open-ended questions, and notice the sentence length and language forms the child uses in his/her responses. These questions may help to obtain information throughout the checklist. Note how the child's responses match items on the checklist.

- Ask, "What do you think the book will be about?" or "What do you think will happen in the book?"
- Ask, "What will they do at the zoo?"

Pages 1 and 2

Item 6. *Uses future tense verbs.*

- Ask, "What are they going to do tomorrow?"

Pages 3 and 4

Item 4. *Uses verbs **is/are**.*

- Say, "Tell me about this page."

Pages 5 and 6

Item 2. *Adds morphological endings (e.g., -s, -ed, -ing) to words.*

- Ask, "What are the elephants doing?"

Item 8. *Uses plural and possessive pronouns (my/mine, their/theirs, his/hers).*

- Ask, "Whose camera is this?"
- Ask, "Whose cat is this?"

Item 12. *Uses size words (e.g., big, little).*

- Say, "Tell me about what is big and what is little in this picture."

Item 14. *Uses quantity concepts (some, more, all, many, few).*

- Ask, "How many peanuts did the elephants eat?"

Item 16. *Uses prepositions and prepositional phrases (in, on, out, under, beside, behind, next to, in front of).*

- Ask, "Where are the people?"

Pages 7 and 8

Item 22. *Answers "wh" questions (Who? What? When? Where? Why?).*

- Ask, "What are the monkeys doing?"
- Ask, "Who is bringing bananas to the monkeys?"

Pages 9 and 10

Item 14. *Uses quantity concepts (some, more, all, many, few).*

- Ask, "Who has ice cream?"

Pages 11 and 12

Item 1. *Combines words to form sentences (75% of time).*

Item 2. *Adds morphological endings (e.g., -s, -ed, -ing) to words.*

Item 3. *Asks yes/no questions.*

Item 5. *Asks "wh" questions (Who? What? When? Where? Why?)*

- Say, "Tell me about this picture. Tell me what is happening."

  Children's answers to your request may cover multiple checklist items. Pause and note additional comments the child makes about the picture. Does the child ask questions? Determine if any of the information the child is sharing applies to other checklist items.

Pages 13 and 14

Item 22. *Answers "wh" questions (Who? What? When? Where? Why?).*

- Ask, "Why is the zookeeper upset?"

Item 2. *Adds morphological endings (e.g., -s, -ed, -ing) to words.*

- Ask, "What did the kangaroo do?"

Pages 15 and 16

Item 2. *Adds morphological endings (e.g., -**s**, -**ed**, -**ing**) to words.*

- Ask, "What does the zookeeper do for the seals?"

Item 4. *Uses verbs **is/are**.*

- Say, "Tell me about this picture."

Item 9. *Labels actions (e.g., **run**, **eat**, **throw**).*

Item 10. *Labels common objects (e.g., **ball**, **car**, **cup**).*

Pages 17 and 18

Item 8. *Uses plural and possessive pronouns (**my/mine**, **their/theirs**, **his/hers**).*

- Ask, "What is wrong with the people? Why do they look like that?"
- Ask, "Whose keys are those?"

Item 11. *Uses color words.*

- Query the child about several colors on the pages.

Item 20. *Answers abstract yes/no questions (e.g., "Do pigs fly?").*

- Ask, "Do lions sing songs?"

Pages 19 and 20

Item 22. *Answers "wh" questions (Who? What? When? Where? Why?).*

- Ask, "Where is the lion?"

Item 19. *Answers literal yes/no questions (e.g., "Is the book on the table?").*

- Ask, "Is the lion sleeping?"

Pages 21 and 22

Item 2. *Adds morphological endings (e.g., -s, -**ed**, -**ing**) to words.*

- Point to two or three birds and ask, "What are these?"

Item 11. *Uses color words.*

Item 12. *Uses size words (e.g., **big**, **little**).*

Item 15. *Uses temporal concepts (**first**, **next/then**, **last**).*

- Say, "Tell me how you get a cat out of a tree."

Item 16. *Uses prepositions and prepositional phrases (**in**, **on**, **out**, **under**, **beside**, **behind**, **next to**, **in front of**).*

- Say, "Tell me about the birds and where they are."

Pages 23 and 24

- Say, "Tell me about this picture. Tell me what is happening."

Children's answers to your request may cover multiple checklist items. Pause and note additional comments the child makes about the picture. Does the child ask questions? Determine if any of the information the child is sharing applies to specific checklist items.

Pages 25 and 26

- Say, "Tell me about this picture. Tell me what is happening."

Children's answers to your request may cover multiple checklist items. Pause and note additional comments the child makes about the picture. Does the child ask questions? Determine if any of the information the child is sharing applies to specific checklist items.

Pages 27 and 28

Item 13. *Uses opposites (e.g., **hot**/**cold**).*

- Say, "They are not sad, they are _____ ."

Item 22. *Answers "wh" questions (Who? What? When? Where? Why?).*

- Ask, "When are they going to the zoo?"

Close the Book

Use these last two questions to probe for any language forms that have not been elicited:

- Ask, "What happened in the story?"
- Ask, "What was your favorite part of the story?"

Oral Language Skills

Authentic Assessment Protocol

Method: *Authentic assessment.* Observation of skills should occur within the classroom environment. The following are examples of situations that may lend themselves to observation of the skills on the checklist. The child should be given a score of "1" if the skill is observed or elicited and a score of "0" if the skill is not observed. If a child has demonstrated "1" on the item, it does not need to be readministered on subsequent assessments.

Administration time: Assessment time will vary based on time available for observation

When given: Quarterly, or when necessary

Suggestion: You may wish to audiotape or videotape a portion of the observation in order to score the checklist correctly. (You may need parental permission to audiotape or videotape children.)

Item 1. *Combines words to form sentences (75% of time).*
- The child's language should be observed in the classroom to get a true estimation of sentence length. Choose situations in which the child is most comfortable and talkative.

Item 2. *Adds morphological endings (e.g., -s, -ed, -ing) to words.*
- Observe use of plurals (i.e., -**s** ending) when the child is counting items. Observe past tense verb use (i.e., -**ed** ending) when the child is talking about what someone did (i.e., "He *pushed* me").

Item 3. *Asks yes/no questions.*
- Observe during classroom activities (e.g., the child may ask, "Is it time to eat?").

Item 4. *Uses verbs **is/are**.*
- Observe during classroom activities (e.g., the child may say, "He *is* on my chair" or "They *are* silly").

Item 5. *Asks "wh" questions (Who? What? When? Where? Why?).*
- Observe during classroom activities (e.g., the child may ask, "*What* are we going to do?" or "*Where* are the crayons?").

Item 6. *Uses future tense verbs.*
- Observe during classroom activities. You may choose to ask the child what will happen tomorrow, and the child may respond, "Tomorrow, we *will play* outside."

Item 7. *Uses personal pronouns (**it, I, you, me, him, her, he, she**).*
- Observe during classroom activities (e.g., the child may say, "*You* can color *it*" or "*She* helped *him*").

Item 8. *Uses plural and possessive pronouns (**my/mine, their/theirs, his/hers**).*
- Observe during classroom activities (e.g., the child may say, "That is *his* car" or "That mask is *mine*").

Item 9. *Labels actions (e.g., **run, eat, throw**).*
- Observe during classroom activities.

Item 10. *Labels common objects (e.g., **ball, car, cup**).*
- Observe during classroom activities.

Pronoun Use

Item 11. *Uses color words.*

- Observe during classroom activities (e.g., the child may say, "I want the *blue* marker" or "Please give me the *yellow* circle").

Item 12. *Uses size words (e.g., **big**/**little**).*

- Observe during classroom activities (e.g., the child may say, "That ball is *big*" or "She has the *little* fish").

Item 13. *Uses opposites (e.g., **hot**/**cold**).*

- Observe during classroom activities (e.g., the child may say, "That paper towel is *wet*, but this one is *dry*").

Item 14. *Uses quantity concepts (**some, more, all, many, few**).*

- Observe during classroom activities (e.g., the child may say, "I want *more* water" or "She has *all* the markers" or "He has *some* of the books").

Item 15. *Uses temporal concepts (**first, next/then, last**).*

- Observe during classroom activities (e.g., the child may say, "*First*, we are going to line up. *Then*, we are going to the gym").

Item 16. *Uses prepositions and prepositional phrases (**in, on, out, under, beside, behind, next to, in front of**).*

- Observe during classroom activities (e.g., the child may say, "The boy is *behind* the house" or "She is *on* the *swing*").

Item 17. *Takes conversational turns.*

- Observe the child having conversations with classmates or an adult.

Item 18. *Makes requests.*

- Observe during classroom activities (e.g., the child may ask, "Can you help me?" or say, "I want some water").

Item 19. *Answers literal yes/no questions (e.g., "Is the book on the table?").*

- Observe during classroom activities.

Item 20. *Answers abstract yes/no questions (e.g., "Do pigs fly?").*

- Observe during classroom activities.

Item 21. *Conversational orientation.*

- Observe during classroom activities. Does the child initiate and maintain conversations with classmates and adults?

Item 22. *Answers "wh" questions (Who? What? When? Where? Why?).*

- Observe during classroom activities.

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ELLC Oral Language Skills Checklist

Child's name _____ DOB_____

Dates Administered:				
	1 = Skill is observed or elicited. **0** = Skill is not observed.			

Sentence Length

1. Combines words to form sentences (75% of time). (Goal = 5+ words.)				
1–2 words	**1** **0**	**1** **0**	**1** **0**	**1** **0**
2–3 words	**1** **0**	**1** **0**	**1** **0**	**1** **0**
3–4 words	**1** **0**	**1** **0**	**1** **0**	**1** **0**
4–5 words	**1** **0**	**1** **0**	**1** **0**	**1** **0**
5+ words	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Sentence Length Points	**/5**	**/5**	**/5**	**/5**

Grammar

2. Adds morphological endings to words.				
-**s**	**1** **0**	**1** **0**	**1** **0**	**1** **0**
-**ed**	**1** **0**	**1** **0**	**1** **0**	**1** **0**
-**ing**	**1** **0**	**1** **0**	**1** **0**	**1** **0**
3. Asks yes/no questions.	**1** **0**	**1** **0**	**1** **0**	**1** **0**
4. Uses verbs **is**/**are**.	**1** **0**	**1** **0**	**1** **0**	**1** **0**
5. Asks "wh" questions.				
Who?	**1** **0**	**1** **0**	**1** **0**	**1** **0**
What?	**1** **0**	**1** **0**	**1** **0**	**1** **0**
When?	**1** **0**	**1** **0**	**1** **0**	**1** **0**
Where?	**1** **0**	**1** **0**	**1** **0**	**1** **0**
Why?	**1** **0**	**1** **0**	**1** **0**	**1** **0**
6. Uses future tense verbs.	**1** **0**	**1** **0**	**1** **0**	**1** **0**
TOTAL Grammar Points	**/11**	**/11**	**/11**	**/11**

Pronoun Use

7. Uses the following personal pronouns:								
it	1	0	1	0	1	0	1	0
I	1	0	1	0	1	0	1	0
you	1	0	1	0	1	0	1	0
me	1	0	1	0	1	0	1	0
him	1	0	1	0	1	0	1	0
her	1	0	1	0	1	0	1	0
he	1	0	1	0	1	0	1	0
she	1	0	1	0	1	0	1	0
8. Uses the following plural and possessive pronouns:								
my/mine	1	0	1	0	1	0	1	0
their/theirs	1	0	1	0	1	0	1	0
his/hers	1	0	1	0	1	0	1	0
TOTAL Pronoun Use Points	/11		/11		/11		/11	

Vocabulary Use

9. Labels actions (e.g., **run**, **eat**, **throw**).								
at least 5 actions	1	0	1	0	1	0	1	0
at least 10 actions	1	0	1	0	1	0	1	0
at least 15 actions	1	0	1	0	1	0	1	0
at least 20 actions	1	0	1	0	1	0	1	0
20+ actions	1	0	1	0	1	0	1	0
10. Labels common objects (e.g., **ball**, **car**, **cup**).	1	0	1	0	1	0	1	0
at least 5 objects	1	0	1	0	1	0	1	0
at least 10 objects	1	0	1	0	1	0	1	0
at least 15 objects	1	0	1	0	1	0	1	0
at least 20 objects	1	0	1	0	1	0	1	0
20+ objects								

11. Uses color words.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
12. Uses size words (e.g., **big**/**little**).	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
13. Uses opposites (e.g., **hot**/**cold**).								
1 pair of opposites	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
2 pairs of opposites	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
3 pairs of opposites	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
4 pairs of opposites	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
5+ pairs of opposites	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
14. Uses quantity concepts:								
some	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
more	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
all	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
many	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
few	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
15. Uses temporal concepts:								
first	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
next/**then**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
last	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
16. Uses prepositions and prepositional phrases:	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
in	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
on	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
out	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
under	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
beside	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
behind	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
next to	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
in front of								
TOTAL Vocabulary Use Points	**/33**		**/33**		**/33**		**/33**	

Communicative Functions

17. Takes conversational turns.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
18. Makes requests.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
19. Answers literal yes/no questions (e.g., "Is the book on the table?").	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
20. Answers abstract yes/no questions (e.g., "Do pigs fly?").	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
21. Conversational orientation:								
initiates	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
maintains	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
22. Answers "wh" questions:								
Who?	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
What?	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
When?	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
Where?	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
Why?	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
TOTAL Communicative Functions Points	**/11**		**/11**		**/11**		**/11**	

Total Score

Total Oral Language Skills Checklist Points	**/71**	**/71**	**/71**	**/71**
Lead Instructor Comments:				

Reproducibles / *The Emerging Language and Literacy Curriculum*

Motor Skills
Authentic Assessment Protocol

Method: *Observation and elicitation.* Observation of skills should occur in the classroom environment. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on the item, it does not need to be readministered on subsequent assessments.

Administration time: 15–20 minutes

When given: Quarterly, or when needed

Gross Motor Skills

All of these checklist items should be observed or elicited during indoor or outdoor gross motor time.

- These checklist items require stairs for elicitation:

  Item 1. *Uses alternate feet when climbing stairs.*

  Item 2. *Jumps off of a bottom stair.*

- These checklist items require a ball for elicitation:

  Item 3. *Kicks a ball.*

  Item 4. *Catches a bounced ball.*

- This checklist item requires a riding toy, hot wheel, or tricycle for elicitation:

  Item 5. *Pedals a riding toy.*

- This checklist item requires a balance beam for elicitation:

  Item 6. *Walks on a balance beam.*

- This checklist item requires a jump rope for elicitation:

  Item 7. *Jumps over a hurdle 2"–6" high.*

- These checklist items do not require any special materials or objects for elicitation:

  Item 8. *Balances on one foot.*

  Item 9. *Walks backward.*

  Item 10. *Makes a standing jump.*

  Item 11. *Marches around the classroom.*

  Item 12. *Runs smoothly.*

  Item 13. *Gallops around the classroom.*

  Item 14. *Hops on one foot.*

  Item 15. *Skips around the classroom.*

Fine Motor Skills

These checklist items should be observed or elicited in the Construction Center or the Language and Literacy Center.

- This checklist item requires a doll with clothing fasteners, a fastener board, or children's clothes for elicitation:

  Item 16. *Manipulates fasteners.*

- These checklist items should be observed or elicited in the Writing Center for elicitation:

  Item 17. *Demonstrates hand dominance.*

  Item 18. *Holds a pencil or crayon with thumb and forefinger.*

- This checklist item requires four or five 1" blocks for elicitation:

  Item 19. *Copies block designs.*

- These checklist items require puzzles for elicitation:

  Item 20. *Works a 5-piece inset puzzle.*

  Item 21. *Works a 7–9-piece non-inset puzzle.*

- This checklist item requires a pair of scissors and a sheet of paper for elicitation:

  Item 22. *Uses scissors to cut on a 6" line.*

ELLC Motor Skills Checklist

Child's name _____ DOB_____

Dates Administered:								
	1 = Skill is observed or elicited. **0** = Skill is not observed.							

Gross Motor

	1	0	1	0	1	0	1	0
1. Uses alternate feet when climbing stairs.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
2. Jumps off of a bottom stair.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
3. Kicks a ball.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
4. Catches a bounced ball.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
5. Pedals a riding toy.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
6. Walks on a balance beam.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
7. Jumps over a hurdle 2"–6" high.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
8. Balances on one foot.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
9. Walks backward.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
10. Makes a standing jump.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
11. Marches around the classroom.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
12. Runs smoothly.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
13. Gallops around the classroom.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
14. Hops on one foot.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
15. Skips around the classroom.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
TOTAL Gross Motor Points	**/15**		**/15**		**/15**		**/15**	

Fine Motor

	1	0	1	0	1	0	1	0
16. Manipulates fasteners.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
17. Demonstrates hand dominance.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
18. Holds a pencil or crayon with thumb and forefinger.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
19. Copies block designs.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**

20. Works a 5-piece inset puzzle.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
21. Works a 7–9 piece non-inset puzzle.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
22. Uses scissors to cut on a 6" line.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
TOTAL Fine Motor Points	**/7**		**/7**		**/7**		**/7**	

Total Score

Total Motor Skills Checklist Points	**/22**	**/22**	**/22**	**/22**
Lead Instructor Comments:				

ELLC Prewriting Skills

Authentic Assessment Protocol

Method: *Observation and elicitation* (if needed). Observation of skills should occur in the classroom environment. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on the item, it does not need to be readministered on subsequent assessments.
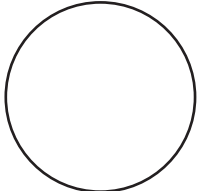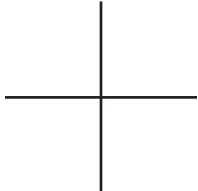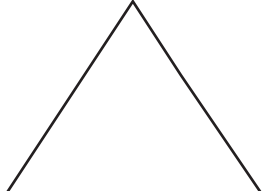
Administration time: 15–20 minutes

When given: Quarterly, or when needed

All of the items on this checklist should be observed in the classroom during
Art Center or Writing Center activities. Use this criteria for scoring the checklist.   Date:_____
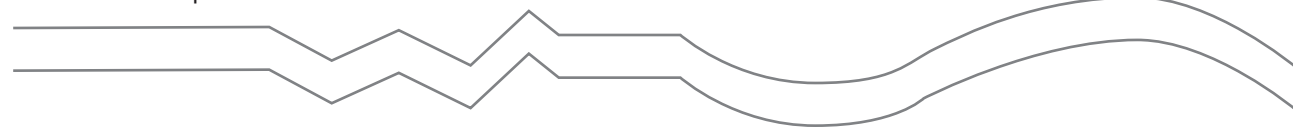
Child prints/writes name _____

Hand dominance ❏ right ❏ left ❏ switching   Thumb placement ❏ over ❏ under ❏ touching index finger

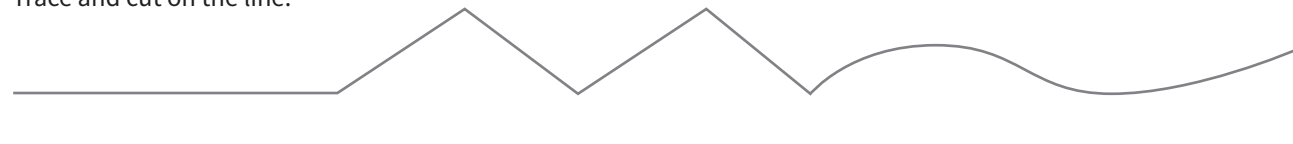|		Color inside the square.	Trace the triangle.
Copy the shapes above.			

Connect the dots.

Trace inside the path.

Trace and cut on the line.

Draw a person on the back side of the paper.

ELLC Prewriting Skills Checklist

Child's name _____ DOB_____

Dates Administered:				
	1 = Skill is observed or elicited. **0** = Skill is not observed.			

Stage 1

1. Scribbles spontaneously.	**1 0**	**1 0**	**1 0**	**1 0**
2. Imitates a vertical stroke.	**1 0**	**1 0**	**1 0**	**1 0**
3. Imitates a horizontal stroke.	**1 0**	**1 0**	**1 0**	**1 0**
4. Imitates circular scribbles.	**1 0**	**1 0**	**1 0**	**1 0**
5. Colors inside areas of pictures.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Stage 1 Points	**/5**	**/5**	**/5**	**/5**

Stage 2

6. Imitates a circle.	**1 0**	**1 0**	**1 0**	**1 0**
7. Imitates a cross.	**1 0**	**1 0**	**1 0**	**1 0**
8. Traces on straight and curved lines.	**1 0**	**1 0**	**1 0**	**1 0**
9. Starts to form letters.	**1 0**	**1 0**	**1 0**	**1 0**
10. Traces inside a path.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Stage 2 Points	**/5**	**/5**	**/5**	**/5**

Stage 3

11. Completes simple dot-to-dot pictures without guiding numbers or letters.	**1 0**	**1 0**	**1 0**	**1 0**
12. Traces on angled lines.	**1 0**	**1 0**	**1 0**	**1 0**
13. Draws simple figures.	**1 0**	**1 0**	**1 0**	**1 0**
14. Imitates a square.	**1 0**	**1 0**	**1 0**	**1 0**
15. Copies first name.	**1 0**	**1 0**	**1 0**	**1 0**
TOTAL Stage 3 Points	**/5**	**/5**	**/5**	**/5**

Stage 4

16. Imitates a triangle.	1 0	1 0	1 0	1 0
17. Colors with few deviations outside of lines.	1 0	1 0	1 0	1 0
18. Able to print first name without a model.	1 0	1 0	1 0	1 0
19. Draws recognizable pictures.	1 0	1 0	1 0	1 0
20. Copies all letters of the alphabet.	1 0	1 0	1 0	1 0
TOTAL Stage 4 Points	/5	/5	/5	/5

Stage 5

21. Writes/prints words from dictation.	1 0	1 0	1 0	1 0
22. Uses inventive spelling.	1 0	1 0	1 0	1 0
TOTAL Stage 5 Points	/2	/2	/2	/2

Total Score

Total Prewriting Skills Checklist Points	/22	/22	/22	/22

Lead Instructor Comments:

Social Skills
Authentic Assessment Protocol

Method: *Authentic assessment.* Observation of skills should occur in the classroom environment. This checklist can only be done authentically as true social behavior must be observed. The lead instructor can create opportunities that lend themselves to the social skills being targeted. Dramatic Play and Center time are optimal times to observe these items. The child should be given a score of "1" if the skill is observed or elicited or a score of "0" if the skill is not observed. If a child has demonstrated "1" on the item, it does not need to be readministered on subsequent assessments.

Administration time: 10 minutes

When given: Quarterly, or when needed

Item 1. *Contributes ideas to play.*

- Observe the child for contributions in play with other children. Do not count contributions facilitated by adults.

Item 2. *Takes on a role to join others in play.*

- The child assumes a character role in play, often dramatic play.

Item 3. *Assigns roles in play to self or another child.*

- The child informs and assigns friends the roles they will play (e.g., the child may say," I am going to be the pilot, you will be the stewardess, and you can check the bags at the counter").

Item 4. *Demonstrates awareness of the rules of play.*

- In games, examples include taking turns, sharing materials, and understanding how the game is played. The child generally understands that you work together in play.

Item 5. *Shares materials with others.*

- Observe in any play situation.

Item 6. *Takes turns in play.*

- Observe in games or during play in Learning Centers.

Item 7. *Demonstrates an understanding of social routines.*

- In dramatic play, the child demonstrates adherence to sequences of events in make-believe routines (i.e., joint-action routines). In social settings, the child understands that each person participating should have a role (e.g., the child understands that at the snack table: [1] someone will pass out the snacks; [2] you must ask for what you need; and [3] when you finish eating, you take your plate and/or cup to the sink and place used napkins in the trash).

Item 8. *Is not excessively dependent on adults in the classroom.*

- "Not excessively" as defined in comparison to other children of the same age in the classroom.

Item 9. *Usually comes to school willingly.*

- Observe at the beginning of the school day.

Item 10. *Cares about at least one peer in the classroom.*

- The child shows or expresses concern about a peer, misses the peer when he/she is absent, wants to sit by the peer, etc.

Item 11. *Appropriately communicates needs and wants in the classroom.*

- The child can communicate needs and wants that are understandable to teachers and classmates.

Item 12. *Expresses frustration and anger effectively and without hurting others or property.*

- The child is able to communicate that he or she is frustrated without resorting to destructive behavior toward self, other people, or property.

Item 13. *Takes turns in conversation appropriately.*

- The child can wait his/her turn in a conversation, allows the other person to speak, and then takes a turn speaking again.

Item 14. *Exchanges information with, and requests information from, others appropriately.*

- The child can participate in mutual exchanges of sharing and requesting information.

Item 15. *Maintains eye contact during conversations.*

- The child can maintain eye contact with adults and peers when his/her name is called and during conversations.

Item 16. *Uses appropriate methods to gain the attention of others.*

- The child can call—not yell out—a teacher or child by name or tap someone gently to get the individual's attention.

Item 17. *Initiates conversation independently.*

- The child can begin a conversation with adults and peers without prompting from an adult.

Item 18. *Interrupts appropriately.*

- The child will tap others gently or say, "Excuse me" if interrupting a conversation.

Item 19. *Does not use negative behaviors to draw attention to self.*

- "Negative behaviors" are defined as verbally insulting, hitting, spitting, biting, or yelling at adults and/or peers; throwing objects; and/or displaying inappropriate gross-motor actions (e.g., lying on the floor while other children are standing in a line).

Item 20. *Able to enter groups at play without assistance from a peer or an adult.*

- Observe throughout the school day.

Item 21. *Accepted by other children in the classroom.*

- Observe throughout the school day.

ELLC Social Skills Checklist

Child's name _____ DOB_____

Dates Administered:								
1 = Skill is observed or elicited. **0** = Skill is not observed.								
1. Contributes ideas to play.	1	0	1	0	1	0	1	0
2. Takes on a role to join others in play.	1	0	1	0	1	0	1	0
3. Assigns roles in play to self or another child.	1	0	1	0	1	0	1	0
4. Demonstrates awareness of the rules of play.	1	0	1	0	1	0	1	0
5. Shares materials with others.	1	0	1	0	1	0	1	0
6. Takes turns in play.	1	0	1	0	1	0	1	0
7. Demonstrates an understanding of social routines.	1	0	1	0	1	0	1	0
8. Is not excessively dependent on adults in the classroom.	1	0	1	0	1	0	1	0
9. Usually comes to school willingly.	1	0	1	0	1	0	1	0
10. Cares about at least one peer in the classroom.	1	0	1	0	1	0	1	0
11. Appropriately communicates needs and wants in the classroom.	1	0	1	0	1	0	1	0
12. Expresses frustration and anger effectively and without hurting others or property.	1	0	1	0	1	0	1	0
13. Takes turns in conversation appropriately.	1	0	1	0	1	0	1	0
14. Exchanges information with, and requests information from, others appropriately.	1	0	1	0	1	0	1	0
15. Maintains eye contact during conversations.	1	0	1	0	1	0	1	0
16. Uses appropriate methods to gain the attention of others.	1	0	1	0	1	0	1	0
17. Initiates conversation independently.	1	0	1	0	1	0	1	0

18. Interrupts appropriately.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
19. Does not use negative behaviors to draw attention to self.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
20. Able to enter groups at play without assistance from a peer or an adult.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
21. Accepted by other children in the classroom.	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**
TOTAL Social Skills Checklist Points	**/21**		**/21**		**/21**		**/21**	

Lead Instructor Comments:

Some of the items on this ELLC Social Skills Checklist were adapted from "The Social Attributes Checklist" by Diane E. McClellan and Lilian G. Katz:

McClellan, D., & Katz, L. (1992, Fall). Assessing the social development of young children: A checklist of social attributes. *Dimensions of Early Childhood*, 9–10.

Fidelity of Implementation
Emerging Language & Literacy Curriculum

Teacher: _____ Preschool classroom: Title _____ECSE_____EC_____ Building
_____

| Unit/Week | Theme: | Date (s) of observation: |

**Place + or –
in this column**

	General Preparation, Implementation and Techniques in Daily Schedule: The Teacher
	Meets with team and develops unit lesson plans and posts plan in the classroom
	Selects and stocks appropriate materials for exploration of theme
	Stocks classroom with reading and writing materials and incorporates child and teacher writing throughout the room
	Speaks at eye level with children, uses pleasant voice and encourages the same from children; treats all children with equal respect
	Spends time observing children and is aware of entire group even when working with small groups
	Encourages self-help skills (clean-up, picking up dropped items, etc.), encourages cooperation, turn-taking, and consideration for others
	Follows daily schedule to promote social routines and participation skills
	Encourages and stimulates thinking by posing problems or questions and assisting with problem solving
	Includes activities to incorporate use/naming of color, measurement, sorting, classification, shapes, patterning, comparison, sequencing, etc.
	Encourages and interacts with children during symbolic/pretend and play
	Adapts physical & instructional environment including teaching approach and materials to meet needs of all children (Universal Design)
	Includes each of the four ELLC key components on the schedule

	Language, Literacy, Cognitive Circle Time: The teacher:
	Schedules Language, Literacy, Cognitive Circle for each day
	Conducts LLC Circle Plans each day
	Circle time plan is from the 10 Circle plans in each ELLC unit and is compatible with the theme
	Conducts Circle time with a small group (no more than 10 children)
	Targets the numerous ELLC goals during Circle Time, e.g., oral language, literacy, social, physical, science, math development.

	Shared Storybook Reading: The teacher:
	Demonstrates familiarity with the book(s)
	Introduces key concept and vocabulary for the unit
	Reads unit storybooks repeatedly with the ELLC system for main, related, and rhyming books, and reinforces unit concepts
	Introduces and emphasizes ELLC oral language unit targets including vocabulary, forms and prepositions during storybook readings
	Targets PA during storybook reading
	Targets print awareness & alphabet knowledge during storybook reading
	Utilizes evidence-based approach to shared reading

	Small Phonological Awareness Group: The Teacher:
	Has a plan that includes each child in a group and is flexible to allow for child growth and need
	Provides small group instruction for phonological awareness twice weekly
	Implements the plan for 10-15 minutes with each group of no more than 5 children
	Implements ELLC explicit, systematic program of PA instruction compatible with the theme
	Integrates print awareness, alphabet and alphabetic principle during PA lessons

	Learning Centers: The Teacher:
	Creates 11 ELLC learning centers
	Designs centers for interaction
	Stocks centers with general materials consistent with center name and materials compatible with the theme of the unit
	Labels centers with ELLC Learning Center names compatible with the activity, e.g., construction center, reading center, technology center, etc.