**Teacher Checklist - Phonological Awareness Progression**

**Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does this child demonstrate the ability to:

\_\_\_\_ Respond to the rhythm/prosodic elements of nursery rhymes, songs, finger plays etc., by imitating vocal patterns?

\_\_\_\_ Use beginning temporal sequencing, pairing a phrase in a rhyme or song with a corresponding movement, picture, or object?

\_\_\_\_ Visually follow pointing and auditory cues that track from top to bottom and left to right of a page distinguish between pictures and written words in a book (e.g., “Show me the pictures.

Now show me the words”)?

\_\_\_\_ Respond appropriately to beginning word games (e.g., “What does the cow say?”)?

recognize that some visual symbols stand for an entity (e.g., When this child sees the golden arches, does this child say “McDonald’s”)?

\_\_\_\_ Understand that a word is separate from its meaning and what constitutes a “long” word versus a “short” word (e.g., *caterpillar* is long and *snake* is short)?

\_\_\_\_ Demonstrate an understanding of the language of literacy: \_\_top, \_\_bottom, \_\_same/not the same/different, \_\_first or beginning, \_\_last or ending, \_\_before, \_\_after?

\_\_\_\_ Hear and see that portions of words are the same (e.g.,thir*teen*,four*teen*,fif*teen*)? Use rhymes where syllables are emphasized (e.g., eenie, meanie ,minie ,mo...)?

\_\_\_\_ Segment or count syllables in multisyllabic words?

\_\_\_\_ Use top-to-bottom sequencing on a page?

\_\_\_\_ Use left-to-right sequencing to sweep across lines in a text?

\_\_\_\_ Point to individual words forreading, even though the words spoken may not be the correct ones?

\_\_\_\_ Recognize his or her own written name?

\_\_\_\_ See his or her own first initial in other words?

\_\_\_\_ Recognize other letters from his or her name in words that he or she sees?

\_\_\_\_ Have sound-to-symbol correspondence for any alphabet letters? Which ones?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Think of a rhyming word for a word given by the teacher?

\_\_\_\_ Segment a two-phoneme word into two parts (e.g.,*sew* into /s/ and /ou/)?

\_\_\_\_ Segment a three-phoneme word into three parts (e.g., *rope* into /r/, /ou/, /p/)

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Teacher Signature Date

Note. See “Facilitating development of preliterate children’s phonological abilities,” by R. Jenkins and L. Bowen, 1994, Topics in

Language Disorders, 14, (2), p. 26-39. Copyright 1994. Reprinted with permission.