

Resource Packet

Literacy

Revised April 2014

STUDENT RECORD SHEET

Student: _____

Key for Measures I. and II.

Always = 19-26 letter names

Sometimes = 10-18 letter names

Not Yet = 0-9 letter names

I. Identifies most letters of the alphabet: upper case

Directions to teacher:

Use the document, "Letter Identification: Upper Case."

Using the letter chart below, circle the letters the child correctly identifies (with or without prompts). Put a slash (/) through the letters the child does not correctly identify. Record notes below and enter the total score on the line.

Directions to student:

"What do you call these? (letters) Can you find some that you know? (Allow the child to point to or name some of the letters she knows.) Now tell me the name of each letter. Don't worry if you don't know all of them. (Point to each letter in horizontal lines.) What is this one? (Go the next letter.) What is this? And this?"

If child gives no response: (Use one or more of the following questions.) "Do you know the name of this letter? Do you know what sound it makes? Do you know a word that starts with that sound?"

Notes:

H	C	P	W
I	T	N	V
U	Q	Z	M
Y	R	E	D
K	A	S	B
O	X	L	F
J	G		

Total number upper case letters correctly identified: _____

II. Identifies most letters of the alphabet: lower case

Directions to teacher:

Use the document, "Letter Identification: Lower Case."

Using the letter chart below, circle the letters the child correctly identifies (with or without prompts). Put a slash (/) through the letters the child does not correctly identify. Record notes below and enter the total score on the line.

Directions to student:

"What do you call these? (letters) Can you find some that you know? (Allow the child to point to or name some of the letters she knows.) Now tell me the name of each letter. Don't worry if you don't know all of them. (Point to each letter in horizontal lines.) What is this one? (Go the next letter.) What is this? And this?"

If child gives no response: (Use one or more of the following questions.) "Do you know the name of this letter? Do you know what sound it makes? Do you know a word that starts with that sound?"

Notes:

l	d	b	s
k	y	g	a
x	m	i	p
z	u	o	v
f	j	t	e
q	n	r	c
h	w		

Total number lower case letters correctly identified: _____

Key for Measure III.

Always = 11-21 letter sounds

Sometimes = 8-10 letter sounds

Not Yet = 0-7 letter sounds

III. Selects a letter to represent a consonant sound**Directions to teacher:**

Display three letters at a time, using blocks, magnetic letters, or letter cards. (If desired, print and cut out the letter cards included in this resource packet.)

Say the target sound and ask the student to select the correct letter that makes that sound.

Say the other two sounds represented by the letters in that group of three and ask the student to choose the correct letter for each of those sounds.

For each test item, circle the letters the child correctly identifies to represent the given sounds. Put a slash (/) through each letter the child does not correctly identify to represent a given sound. Score each item from 0-3.

Directions to student:

“I’m going to show you three letters. Then I’m going to say a sound. If you know the letter that makes that sound, choose the (block, card, letter) and show it to me. Don’t worry if you don’t know them all. Ready? (Display the letters z, p, and n.) Show me the letter that makes the /p/ sound.....What letter makes the /n/ sound?....Show me the letter that makes the /z/ sound.” (Give the child plenty of time to select the letter for each sound you make. After you have made all three sounds for that group, take away those three letters and display the next group of three letters. When saying sounds, avoid going in the same order each time. For example, if you give the sound of the first letter displayed, then the second, then the third, change the order for the next group of letters. See the examples below.)

Test Items**Score**

1. Display letters:	z	p	n	0	1	2	3
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Example: “Show me the letter that makes the /p/ sound....
What letter makes the /nnnnnnn/ sound?...Show me the
letter that makes the /zzzzzzz/ sound.”

2. Display letters:	b	f	w	0	1	2	3
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Example: “Show me the letter that makes the /w/ sound....
What letter makes the /b/ sound?...Show me the letter
that makes the /ffffff/ sound.”

3. Display letters:	l	qu	s	0	1	2	3
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4. Display letters:	t	r	m	0	1	2	3
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5. Display letters:	d	j	x	0	1	2	3
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6. Display letters:	v	k	g	0	1	2	3
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7. *Display letters:	y	h	c	0	1	2	3
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Total number of correctly identified letter-sounds: _____

Key for Measure IV.

Always = 9 or more letter sounds

Sometimes = 5-8 letter sounds

Not Yet = 0-4 letter sounds

IV. Correctly provides the most common sound for a letter**Directions to teacher:**

Display one letter at a time, using blocks, magnetic letters, or letter cards. (If desired, print and cut out the letter cards included in this resource packet.)

Without naming the letter, ask the student to tell you what sound it makes.

Continue until you have shown the student all 26 letters in the alphabet (note: for the letter 'q,' display 'qu.')

For each test item, circle the letter for which the child correctly identifies the sound. Put a slash (/) through each letter for which the child does not correctly identify the sound. Count up the total number of letters you circled and enter the total score at the bottom.

Directions to student:

"I'm going to show you some letters. For each letter I show you, I'm going to ask you what sound that letter makes. If you know the sound, say it. Don't worry if you don't know them all. Ready? (Display the first letter block, magnetic letter or letter card.) What sound does this letter make? "

If the child says the name of the letter instead of the sound: Say, "That's the *name* of this letter. Can you tell me the *sound* this letter makes?"

Test Items

c	b	h	x
s	a	k	g
v	t	r	m
d	u	p	j
e	n	qu	z
y	o	w	l
f	i		

Total number letter sounds correctly identified: _____

Note: The child may give either the long or short vowel sound for each vowel.

Note: The child may give either the hard /k/ or soft /s/ sound for the letter 'c.' If she gives the soft /s/ sound, ask, "Do you know another sound this letter makes?" Note responses below.

Note: The child may give either the soft /j/ or hard /g/ sound for the letter 'g.' If he gives the soft /j/ sound, ask, "Do you know another sound this letter makes?" Note responses below.

Notes

<p>Key for Measure V. Always = Score of 5 Sometimes = Score of 2-4 Not Yet = Score of 0 or 1</p>

V. Identifies beginning consonant sound of one-syllable word

Directions to teacher:

Display each picture and say the word the picture represents. For example, display the picture of a house. Ask the student to tell you the sound the word begins with. Do not overly emphasize the beginning sound; say each word as you would in normal speech.

If the child gives the name of the letter instead of the sound, say, "That's the name of a letter. Can you tell me the sound you hear at the beginning of the word?"

For each word that the student correctly provides the beginning sound, give a score of 1. For each word that the student gives an incorrect sound or no response, give a score of 0. Enter the total score at the bottom.

Directions to student:

"I'm going to say some words. I want you to tell me the sound that each words *starts* with. Let's practice. I'll go first. (*Display picture of a house.*) This is a picture of a house. Listen: 'house.' House starts with the sound, /h/. /H/-house. Now you try one by yourself. (*Display picture of a fan.*) This is a picture of a fan. What sound does the word 'fan' start with? (*Give the student feedback on her answer. If she correctly provides the /f/ sound, say, "That's right! Fan starts with the /f/ sound." If she gives another sound or gives no response, say, "Ffffan starts with the /f/ sound."*) Let's try a few more..."

Test Items	Response	Score	Observations
1. pig	_____	0 1	_____
2. sock	_____	0 1	_____
3. cup	_____	0 1	_____
4. mom	_____	0 1	_____
5. ball	_____	0 1	_____

Total Score: _____

Key for Measure VI.
Always = Score of 5
Sometimes = Score of 2-4
Not Yet = Score of 0 or 1

VI. Identifies alliteration

Directions to teacher:

Display a pair of pictures and say the words the pictures represent. For example, display the picture of a man and the picture of a mouse. Say those words and ask the student to tell you if the words begin with the same sound. Do not overly emphasize the beginning sound; say each word as you would in normal speech. *Note: the child should identify if words begin with the same *sound*, not the same *letter*.

For each word pair: if the student correctly tells whether the words begin with the same sound, give a score of 1. If the student does not correctly tell whether the words begin with the same sound, give a score of 0. Enter the total score at the bottom.

Directions to student:

“I’m going to say two words. I want you to tell me if they start with the same sound or if they start with different sounds. Let’s practice. I’ll go first. (*Display the pictures of a man and a mouse.*) This is a picture of a man. This is a picture of a mouse. Listen: man – mouse. Man starts with /m/ and mouse starts with /m/. Both of these words start with the same sound, /m/. Now you try one by yourself. (*Display the pictures of a rose and a girl.*) This is a picture of a rose. This is a picture of a girl. Listen: rose – girl. Do these words start with the same sound? Tell me ‘yes’ or ‘no.’ (*Give the student feedback on her answer. If she says, “no,” say, “That’s right! Rose starts with /r/ and girl starts with /g/.” If she says “yes,” say, “Rose - /r/ Girl - /g/. Rose starts with the /r/ sound and girl starts with the /g/ sound. These words do not start with the same sound.”*) Let’s try a few more...”

Test Items	Response	Score	Observations
6. cap – kite	_____	0 1	_____
7. sit – pot	_____	0 1	_____
8. bee – bear	_____	0 1	_____
9. ten – two	_____	0 1	_____
10. door – lamp	_____	0 1	_____

Total Score: _____

Key for Measure VII.
Always = Score of 5
Sometimes = Score of 2-4
Not Yet = Score of 0 or 1

VII. Recognizes when words do / do not rhyme

Directions to teacher:

Display a pair of pictures and say the words the pictures represent. For example, display the picture of a cat and a picture of a ham. Say those words and ask the student to tell you if the words rhyme.

For each word pair: if the student correctly tells whether the words rhyme, give a score of 1. If the student does not correctly tell whether the words rhyme, give a score of 0. Enter the total score at the bottom.

Directions to student:

“I’m going to say two words. I want you to tell me if they rhyme or do not rhyme. Let’s practice. I’ll go first. (*Display pictures of a cat and a ham.*) This is a picture of a cat. This is a picture of a ham. Listen: cat – ham. Cat ends with ‘at’ and ham ends with ‘am.’ These words do not rhyme. Now you try one by yourself. (*Display pictures of a hat and a bat.*). This is a picture of a hat. This is a picture of a bat. Listen: hat – bat. Do these words rhyme? Tell me ‘yes’ or ‘no.’ (*Give the student feedback on his answer. If he says “yes,” say, “That’s right! Hat and bat both end in ‘at’ so these words rhyme.” If he says “no,” say, “Hat – bat. Both of these words end in ‘at.’ These words rhyme.”*) Let’s try a few more...”

Test Items	Response	Score	Observations
1. mitt – hit	_____	0 1	_____
2. rat – mop	_____	0 1	_____
3. pin – pan	_____	0 1	_____
4. stop – hop	_____	0 1	_____
5. spin – fin	_____	0 1	_____

Total Score: _____