

Teacher Checklist - Phonological Awareness Progression¹

Student's Name:

Date:

Teacher's Name:

Birth Date/Age:

Language spoken at home/school:

Does this child demonstrate the ability to:

respond to the rhythm/prosodic elements of nursery rhymes, songs, fingerplays etc., by imitating vocal patterns? Yes No

use beginning temporal sequencing, pairing a phrase in a rhyme or song with a corresponding movement, picture, or object? Yes No

visually follow pointing and auditory cues that track from top to bottom and left to right of a page? Yes No

distinguish between pictures and written words in a book (e.g., "Show me the pictures. Now show me the words")? Yes No

respond appropriately to beginning word games (e.g., "What does the cow say?")? Yes No

recognize that some visual symbols stand for an entity (e.g., When this child sees the golden arches, does this child say "McDonald's")? Yes No

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)? Yes No

demonstrate an understanding of the language of literacy: (top, bottom, same/not the same/different, first or beginning, last or ending, before, after? Yes No

hear and see that portions of words are the same (e.g., <i>thirteen, fourteen, fifteen</i>)?	Yes	No
use rhymes where syllables are emphasized (e.g., <i>Ee nie, mea nie, mi nie</i>)	Yes	No
segment or count syllables in multisyllabic words?	Yes	No
use top-to-bottom sequencing on a page?	Yes	No
use left-to-right sequencing to sweep across lines in a text?	Yes	No
point to individual words for reading, even though the words spoken may not be the correct ones?	Yes	No
recognize his or her own written name?	Yes	No
see his or her own first initial in other words?	Yes	No
recognize other letters from his or her name in words that he or she sees?	Yes	No
have sound-to-symbol correspondence for any alphabet letters?	Yes	No
think of a rhyming word for a word given by the teacher?	Yes	No
segment a two-phoneme word into two parts (e.g., <i>sew</i> into /s/ and /ou/)?	Yes	No
segment a three-phoneme word into three parts (e.g., <i>rope</i> into /r/, /ou/, /p/)	Yes	No

¹Note. 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.