

# Phonological and Phonemic Awareness Record Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Behaviours and Strategies	Prompts	Observations
Joins in with rhythmic poems and songs	• Let's say (sing) this together.	
Recognizes rhymes	• Can you hear which words rhyme?	
Generates rhymes orally	• Can you think of some words that rhyme with...?	
Claps/chants/sings syllables in familiar names and objects	• Let's clap (sing/say) this word in parts.	
Orally segments some one-vowel words into onsets and rimes (e.g., <i>b-ake</i> )	• Let's say this word slowly so it sounds like <i>b-ake</i> . Can you hear the first part... the last part?	
Orally slows down speech to segment sentences into words (e.g., <i>I-can-see-my-house.</i> ): may be inconsistent	• Let's speak slowly so we can hear spaces between the words.	
Orally stretches some words into phonemes (e.g., <i>d-o-g</i> )	• Let's say the words a slowly as a snail and hear all the sounds.	
Orally blends some phonemes into words (e.g., <i>d-o-g = dog</i> )	• I'm going to say the word slowly. Can you slide the sounds together and tell me the word?	

# Letter Knowledge Record Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading

Behaviours and Strategies	Prompts	Observations
Recognizes the letter that starts his/her first name	<ul style="list-style-type: none"> <li>• Where have you seen that letter before? (may be the first letter in the student's name)</li> <li>• You keep seeing the "s" (or another letter) everywhere.</li> </ul>	
Recognizes many uppercase letters (15–26)	<ul style="list-style-type: none"> <li>• Can you tell me the letter names?</li> <li>• Do you know the sound the letter makes?</li> <li>• Can you tell me a word that starts with the same letter?</li> </ul>	
Recognizes many lower case letters (15–26)	<ul style="list-style-type: none"> <li>• Can you tell me the letter names?</li> <li>• Do you know the sound the letter makes?</li> <li>• Can you tell me a word that starts with the same letter?</li> </ul>	

## Writing

Behaviours and Strategies	Prompts	Observations
Prints some letters, maybe in a mixture of upper- and lowercase letters	<p>Can you print ---- (name the letters)? Make them small letters.</p> <p>Can you print ---- (name the letters)? Make them capital letters.</p>	

# High-Frequency Words Record Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading

Behaviours and Strategies	Prompts	Observations
Recognizes his/her own name and some classmates' names	<ul style="list-style-type: none"><li>• Can you show me where it says your name?</li><li>• Can you show me where it says _____'s name?</li><li>• Whose name is this?</li></ul>	
Recognizes some words around the classroom (on charts, poems, and labels)	<ul style="list-style-type: none"><li>• What is that word?</li><li>• How does that label help us? What does it say?</li><li>• Have you seen that word anywhere else?</li></ul>	
Recognizes some high-frequency words	<ul style="list-style-type: none"><li>• Is that a Word Wall word?</li><li>• Does it look right? Where do you see it on the Word Wall?</li></ul>	

## Writing

Behaviours and Strategies	Prompts	Observations
Prints own name	<ul style="list-style-type: none"><li>• Write your name. What other names can you write? (prompt e.g., Can you write <i>Mom</i>, etc?)</li></ul>	
Prints a few high-frequency words	<ul style="list-style-type: none"><li>• Can you write these Word Wall words? (Name a few)</li></ul>	

# Word Solving and Building Record Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading

### Behaviours and Strategies

Associates sounds to some consonants, especially beginning letters in words

### Prompts

- What sound does that letter make?
- Get your mouth ready to say the first sound.
- What sound would you expect at the beginning of the word?

### Observations

Notices the same letter, or similar patterns in words (e.g., "It starts like my name" and "It's a bit like 'no' (go).")

- Does it look right?
- Check all the letters.
- Do you see a part you know?
- Do you know a word with the same chunk in it?

## Writing

### Behaviours and Strategies

Associates sounds to some consonants in writing attempts

### Prompts

- Think of the first sound in the word.
- Get your mouth ready to say the word.
- What is the sound at the end of the word?

### Observations

# Language Predictability Record Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading

### Behaviours and Strategies

### Prompts

### Observations

Uses picture cues and context to work out some word meanings in Read Alouds and Shared Reading

- Look at the picture to see what would make sense.
- Does that fit with the rest of the story?
- What would make sense here?

Predicts meaningful words when cloze gaps are left in Shared Reading, or when difficult words are encountered in Guided Reading

- Remember, words have to make sense.
- Does that make sense?
- Does that fit with the rest of the story?

Predicts grammatically appropriate words when cloze gaps are left in Shared Reading, or when difficult words are encountered in Guided Reading

- Remember, words have to sound right.
- Does that sound right?
- Can you say it that way?

Uses initial letter cues to check word predictions in Shared Reading and Guided Reading

- Does that check out? Look at the first letter?
- Does it look right?
- Now does it make sense, sound right, and look right?

Uses language strategies (e.g., reads ahead and rereads) to support predictions for unfamiliar words in context (if the student has progressed into Guided Reading)

- Read ahead and see what would make sense.
- Reread that part to see what would sound right and make sense.

## Writing

### Behaviours and Strategies

### Prompts

### Observations

Recognizes letters and words are needed to represent ideas in writing

- You've written some ideas. Tell me what you wrote down.
- You've drawn a picture. Can you write your story underneath?