Use as a helpful tool for discussion if there are discrepancies between observers. Use the space in the boxes below for a short note. Month: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Name** | Engages actively in play with sounds in words or rhymes or  Sings simple songs, or  Repeats simple nursery rhymes | Demonstrates awareness of larger units of language  (e.g., words, syllables) | Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;  ***and***  Segments larger units  of language (e.g., compound words and syllables) with or without the support of pictures or objects | Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects;  ***and***  Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects | Matches initial and final sounds of words;  ***and***  Segments and blends initial and final phonemes of words | Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words |
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