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 orSings simple songs, orRepeats 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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