

LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	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
			<ul style="list-style-type: none"> Turns toward adult when adult sings a song. Looks at adult's hands when adult signs "more." Attends to adult saying, "bye-bye." 	<ul style="list-style-type: none"> Whispers a word, and then says it loudly. Communicates, "No, no, no, no," varying pitch. Uses sounds or hand movements to play with variations of stress and rhythm. 	<ul style="list-style-type: none"> Rhymes children's names with other words during a group sing-along. Sings "Twinkle, Twinkle, Little Star" with a group. Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?" Uses signs to participate in a song such as "The Wheels on the Bus." 	<ul style="list-style-type: none"> Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers. Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers. 	<ul style="list-style-type: none"> Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?" Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat?'" while moving a picture of a coat away from a picture of rain. Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze-," and "-bra," while looking at a wordless picture book about the zoo. Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er' together?" 	<ul style="list-style-type: none"> Communicates, "Cup," at the snack table, after an adult says, "I have a c-up. What do I have?" Communicates, "Ice," after an adult asks what word is left when the m- is removed from the word "mice," while playing a word game. Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog?'" while looking at pictures of dogs together.

* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

