

Kindergarten Emerging Literacy Survey: Student Copy

Student Name:

Teacher Name:

Section #1: Phonemic Awareness			
Rhyming Discrimination	Fall: /5	Winter: /5	Spring: /5
Rhyming Production	Fall: /5	Winter: /5	Spring: /5
Segmenting Sentences	Fall: /5	Winter: /5	Spring: /5
Segmenting Compound Words	Fall: /5	Winter: /5	Spring: /5
Blending Compounds and Syllables	Fall: /5	Winter: /5	Spring: /5
Blending Phonemes	Fall: /5	Winter: /5	Spring: /5
Section #2: Concepts of Print			
1. Letter	Fall: /1	Winter: /1	Spring: /1
2. Word	Fall: /1	Winter: /1	Spring: /1
3. Sentences	Fall: /1	Winter: /1	Spring: /1
4. Where to start reading	Fall: /1	Winter: /1	Spring: /1
5. Left to Right	Fall: /1	Winter: /1	Spring: /1
6. Return Sweep	Fall: /1	Winter: /1	Spring: /1
7. Voice/Print Match	Fall: /1	Winter: /1	Spring: /1
Total	Fall: /7	Winter: /7	Spring: /7
Section #3: Letters and Sounds			
Uppercase and Lowercase Letters	Fall: /52	Winter: /52	Spring: /52
Consonant Sounds	Fall: /21	Winter: /21	Spring: /21
Short Vowel Sounds	Fall: /5	Winter: /5	Spring: /5
Long Vowel Sounds	Fall: /5	Winter: /5	Spring: /5
Section #4: Sight Word Recognition (**PowerPoint Provided)			
Sight Word Recognition	Fall: /40	Winter: /40	Spring: /40
Section #5: Sentence Dictation (**Provide White Unlined Paper)			
Sentence Dictation	Fall: /67	Winter: /67	Spring: /67
Section #6: Reading Passage			
Accuracy	N/A	Winter: %	Spring: %
Retell	N/A	Winter: /3	Spring: /3
Comprehension	N/A	Winter: /8	Spring: /8

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Rhyming

Discrimination

Directions: "I'm going to say two words and ask you if they rhyme. Listen carefully."

Demonstration item: "*Fan* rhymes with *man*. Do *rat* and *mat* rhyme?"

Additional demonstration items: *lag/lot*
mitt/fit

Stimulus	Response	+ / 0
1. book/look	_____	___ ___
2. fun/run	_____	___ ___
3. ring/rat	_____	___ ___
4. box/yes	_____	___ ___
5. fish/dish	_____	___ ___

Production

Directions: "I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully."

Demonstration item: "Tell me a word that rhymes with *bat*."

Additional demonstration items: *miss*
log

Note: Nonsense words are acceptable.

Stimulus	Response	+ / 0
1. cat	_____	___ ___
2. pot	_____	___ ___
3. tame	_____	___ ___
4. wrinkle	_____	___ ___
5. brother	_____	___ ___

Segmentation

Sentences

Directions: "I'm going to say a sentence and I want you to clap one time for each word. Listen carefully."

Demonstration item: Say "My house is big." Then, say the sentence again and clap once as you say each word.

Additional demonstration items: *This banana is sweet.*
My toes are cold.

Stimulus	Response	+ / 0
1. My cat is black.	_____	___ ___
2. I can go to the store.	_____	___ ___
3. The flag is flying high.	_____	___ ___
4. I am very tall.	_____	___ ___
5. Sit in your chair.	_____	___ ___

Compound Words

Directions: "I'm going to say some compound words — two words put together to make one word. I want you to clap onetime for each little word. Listen carefully."

Demonstration item: Say "mousetrap." Then, say it again and clap once as you say each little word.

Additional demonstration items: *birdhouse*
football

Stimulus	Response	+ / 0
1. girlfriend	_____	___ ___
2. snowball	_____	___ ___
3. mailbox	_____	___ ___
4. cattail	_____	___ ___
5. grasshopper	_____	___ ___

Blending

Directions: "I'll say the sounds of a word. You guess what word it is. Listen carefully."

Demonstration item: Say these sounds with a very short pause between them.
"/i../t/. What word did I say?"

Additional demonstration items: /u../p/ (up)
/p../o../p/ (pop)

Say each word slowly by syllable or phoneme as indicated.

Compounds and Syllables

Stimulus	Response	+ / 0
1. doll..house (dollhouse)	_____	___ ___
2. lemon..ade (lemonade)	_____	___ ___
3. rab..bit (rabbit)	_____	___ ___
4. can..dy (candy)	_____	___ ___
5. com..pu..ter (computer)	_____	___ ___

Phonemes

Stimulus	Response	+ / 0
1. /b../oy/ (boy)	_____	___ ___
2. /s../i../t/ (sit)	_____	___ ___
3. /t../ai../l/ (tail)	_____	___ ___
4. /f../l../a../g/ (flag)	_____	___ ___
5. /k../i../n../d/ (kind)	_____	___ ___

Concepts of Print

Directions Now I'm going to ask you to find some things on this page

Practice Items Show me which of these is a number.

(Show correct response, if necessary.)

Which of these is a square? Point to the square. (Show correct response, if necessary.)

Assessment Items (Provide no additional help with these items.)

1. Show me which of these is a letter standing all by itself – just one letter by itself.
2. Show me which of these is a word standing all by itself – just one word by itself.
3. Show me which of these are sentences.
4. If I were reading these sentences, show me where I would start reading them. (With your finger draw an oval around the two sentences.)
- 5–6. Point your finger to show which way I would go if I were reading these sentences. (If a child stops at the end of the sentence, ask the following question.)
Where would I go next? Show me. (5 – left to right)
(6 – return sweep)
7. This sentence (point to first sentence) says, *A girl found a red ball.* (Point to the sentence.) I'm going to read the words again slowly. I want you to touch each of the words in the sentence with your finger as I say the words. Have the child point to the first word. Then say, "Move your finger to show the word I'm reading." (Read each word slowly as you continue reading the sentence.)

Letter Name Identification

C _____	e _____
H _____	a _____
B _____	o _____
K _____	c _____
E _____	h _____
O _____	n _____
R _____	u _____
V _____	b _____
J _____	g _____
A _____	v _____
M _____	i _____
U _____	z _____
X _____	p _____
P _____	r _____
S _____	j _____
Y _____	x _____
T _____	d _____
D _____	y _____
Q _____	w _____
F _____	l _____
N _____	s _____
W _____	k _____
G _____	t _____
Z _____	q _____
L _____	f _____
I _____	m _____

Letter Sound Identification

h _____	short e _____
n _____	short a _____
f _____	short o _____
b _____	short u _____
g _____	short i _____
v _____	
m _____	long e _____
z _____	long a _____
p _____	long o _____
r _____	long u _____
j _____	long i _____
x _____	
d _____	
y _____	
w _____	
l _____	
s _____	
k _____	
t _____	
q _____	
c _____	

Sight Word Recognition (** Use Provided PowerPoint)

	Fall	Winter	Spring
I			
like			
the			
and			
see			
we			
a			
to			
come			
me			
with			
my			
you			
what			
are			
now			
is			
how			
find			
this			
will			
be			
go			
for			
play			
make			
said			
good			
she			
all			
he			
no			
do			
down			
have			
help			
look			
out			
off			
take			

Sentence Dictation

Reading Passage (Winter & Spring Only)

Say: I'm going to ask you to read a selection called "Pigs." Read each page and look at the pictures to learn about pigs.

Pigs

This is a pig.

Look at all the pigs.

The pigs are in a pen.

This pig likes the sun.

It sits in the sun in the pen.

This pig likes to dig.

It digs and digs in the pen.

This pig likes to get wet.

It digs in the mud in the pen.

This pig likes mud!

A big pig is a hog.

Can you find the hog in the mud?

All the pigs like to play in the pen.

Say: Now, start at the beginning and *you tell me* what you read about the pigs. Tell it in your own words.

Questions: 1. Where did one pig like to sit? (*Answers will vary. One pig sat in the pen, in the sun.*) 2. Why might a pig like the sun? (*The sun makes the pig warm.*) 3. What do pigs do in the mud and dirt? (*Pigs dig in the mud and dirt.*) 4. What is a big pig called? (*A big pig is a hog.*)

Summary

Reading Accuracy

Total words: 81

Number of errors: _____

Types: _____

Retelling

(See rubric, p. 23.)

Score: _____

Notes: _____

Comprehension

(See scoring, p. 22.)

1. _____

2. _____

3. _____

4. _____

Score: _____

Notes: _____

Scoring Rubric for Retelling

- 3 = Includes main idea, events, and important supporting details; retelling is in correct sequence and makes sense.
- 2 = Includes main idea, some details, and may include some misinformation; retelling is generally sequential.
- 1 = Misses the main idea, includes some details; retelling is unfocused, may include misinformation or little information.

Scoring for Comprehension Questions

- 2 = complete answer
- 1 = partial answer
- 0 = incorrect or no answer