

The Speech Services Niagara Early Literacy Screening Tool

DIRECTIONS: Present the following tasks in the order depicted below. Use the book *Spot's Birthday Party* (Hill, 2003). Read the text presented on the page and *then* administer the task (unless otherwise stated). Do not point to print in the book as you read. Each item may be repeated one time. Do not prompt, reinforce, or provide feedback to the child in any way. Score 0 for items to which the child does not respond or provides an answer that does not meet scoring criteria, and 1 for all correct responses.

Note: For Item 17, write the child's name and two additional names starting with same first initial in the space provided *prior to beginning the screening session*.

To start, Say: *We're going to read this book together, and I need you to help me read.*

Section 1: Print Awareness		
Literacy Skill	Stimulus	Desired Response
___ 1. Title of book	<i>Cover:</i> We are going to read <i>Spot's Birthday Party</i> . Can you show me the name of the book?	Points to the title.
___ 2. Print vs. pictures	<i>Page 1-2:</i> Show me where the words are on this page.	Points to any of the words.
___ 3. Beginning of sentence	<i>Page 3-4:</i> Show me where I start to read?	Points to the first word in sentence. (Note: If child does not answer correctly, point to the first word in sentence and say "This is where I start to read.")
___ 4. Directionality	<i>Page 3-4:</i> Now I am going to read the words on this page. Show me which way I should read the words. (<i>read the text after this item</i>)	Moves finger from left to right.
___ 5. Recognizing Word Boundaries	<i>Page 3-4:</i> This page has a lot of words. Let's count them.	Counts 6 words.
___ 6. Print Function	<i>Page 3-4:</i> Can you show me the words that the crocodile said?	Points to the words in the bubble.
Section 2: Phonological Awareness		

<p>7. Rhyme Identification</p> <p>___ Item A</p> <p>___ Item B</p> <p>___ Item C</p> <p>___ Item D</p>	<p><i>Page 5-6:</i> Look, there is Spot. Spot is a dog. The word dog rhymes with log. They sound almost the same at the end ...dog – log. They both end with ‘og,’ so we say they rhyme.</p> <p>Spot is wearing a hat. Let’s see if these words rhyme with hat? I’ll say two words and you tell me if they rhyme. Ready?</p> <p>Item A: Hat – cat</p> <p>Item B: Hat – sick</p> <p>Item C: Hat - king</p> <p>Item D: Hat – mat</p>	<p>Identifies each pair as rhyming (Items A and D) or not rhyming (Items B and C); score each item separately.</p>
<p>8. Rhyme Production</p>	<p><i>Page 7-8:</i> Can you think of any words that rhyme with or sound like the word key?</p> <p><i>(Say this prior to turning the page)</i> There is a snake. Snake starts with the /s/ sound. Did you hear it? Snake.</p>	<p>Identifies at least one word that rhymes with key</p>
<p>9. Beginning Sounds</p> <p>___ Boat</p> <p>___ Dog</p> <p>___ Mat</p>	<p><i>Page 9-10:</i> <i>(ask all three items prior to reading the page).</i> There is a boat on this page. Do you know what sound boat starts with?. <i>(repeat the word ‘boat’ if necessary, then wait for child’s response)</i></p> <p>Spot is a dog. Can you tell me what sound dog starts with? <i>(repeat the word ‘dog’ if necessary)</i></p> <p>There is a mat on the floor. Can you tell me what sound mat starts with? <i>(repeat the word ‘mat’ if necessary.)</i></p> <p><i>(Wait for child’s response then read the page)</i></p>	<p>Identifies each of the three initial sounds; score each item separately</p>

<p>10. Syllable Segmenting</p> <p>___Penguin (2 claps)</p> <p>___Umbrella (3 claps)</p> <p>___Hat (1 clap)</p>	<p><i>Page 11-12:</i> Some words have only one part and some words have more than one part. Listen to this word - puppy (clap for each syllable). It has 2 parts. (<i>Encourage the child to try it with you</i>). Let's try another one - dog (clap 1 syllable). That only has one part.</p> <p>Here is a penguin. Show me how many parts/claps are in that word. Try to clap when you say it... penguin</p> <p><i>Page 11-12:</i> Let's try another one. Can you show me how many parts are in this word...umbrella</p> <p><i>Page 11-12:</i> Let's try one more. Can you show me how many parts are in this word...hat</p>	<p>Identifies the number of syllables in each word; score each item separately</p>
<p>11. Syllable Blending.</p> <p>___Puppy</p> <p>___Hiding</p> <p>___Lion</p>	<p><i>Page 13-14:</i> Now I'm going to say the little parts of some words. See if you can guess what word I am saying. (<i>Leave a 2 second pause between the syllables when saying it – demonstrate with an example</i>):</p> <p><u>Example</u> – to...ma...to (tomato)</p> <p>Now, I'll do another . Can you guess what word this is? ...pu....ppy</p> <p><i>Page 13-14:</i></p> <p>Let's do another. Let's see if you can guess what this word is? ...Hi...ding</p> <p><i>Page 13-14:</i></p> <p>Let's do one more. Can you guess what this word is? ...li....on</p>	<p>Identifies each of the target words; score each item separately</p>
<p>12. Compound Word Blending</p> <p>___Flowerpot</p> <p>___Doorknob</p>	<p><i>Page 15-16:</i> Sometimes you can put two little words together and make a new bigger word. Listen to the word rainbow. Did you hear the two little words... <i>rain</i> and <i>bow</i>. If you put those little words together they make the word rainbow.</p> <p>I am going to tell you two little words. Can you put them together and tell me what the bigger word is?</p> <p>Flower.... pot</p> <p>Door.....knob</p>	<p>Identifies each of the target words; score each item separately word</p> <p>Verify by asking the child to identify the corresponding picture.</p>

Section 3: Alphabet Knowledge

<p>___ 13. Matching Identical Words</p>	<p><i>Page 17-18: This is a word (point to the word “table” in the book, but DO NOT SAY THE WORD). I wonder what it says?</i></p> <p>Now, here are three words on these cards: donut, balloon, table. (<i>Show the 3 picture cards with the labels of donut, balloon, table – point to the words as you say them</i>). Show me the word that is the same as the word in our book.</p>	<p>Matches the word “table” on the picture card to the word “table” in the book.</p>
<p>___ 14. Matching Identical Letters</p>	<p><i>Page 17-18: This is a letter “t” (point to the ‘t’ in table”). Can you find another letter T on this page?</i></p>	<p>Points to a ‘t’</p>
<p>___ 15. Matching Identical Words</p>	<p><i>Page 19-20: This is a word (point to the word “Spot” in the book, but DO NOT SAY THE WORD). I wonder what it says?</i></p> <p>Now, here are three words on these cards: pillow, Spot, crown. (<i>Show the 3 picture cards with the labels of pillow, spot, crown– point to the words as you say them</i>). Show me the word that is the same as the word in our book.</p>	<p>Matches the word “Spot” on the picture card to the word “Spot” in the book.</p>
<p>___ 16. Matching Identical Letters</p>	<p><i>Page 19-20: Here is a letter “o” (point to the ‘o’ in “down”). Can you find another letter ‘o’ on this page?</i></p>	<p>Points to ‘o’ in Spot</p>
<p>___ 17. Recognizing Own Name in Print</p>	<p><i>Can you see where your name is? (Show 3 names that start with the same letter as the child’s name)</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Identifies his/her name by pointing to it.</p>
<p>/26 18. Upper Case Letter Naming</p>	<p><i>Use the flashcards or alphabet list. Ask the child to name each letter</i></p>	<p>Provides accurate letter name. (score out of 26)</p>