

**COMPREHENSIVE LITERACY CHECKLIST FOR PRESCHOOL & KINDERGARTEN-AGED CHILDREN**

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## DIRECTIONS

**Purpose:** This literacy checklist<sup>1</sup> was created to assist Speech Language Pathologists (SLPs) in the decision-making process of how to identify deficit areas and select assessment instruments to prioritize a literacy assessment for preschool and kindergarten aged children. The goal is to eliminate administration of unnecessary or irrelevant tests and focus on the administration of instruments directly targeting the specific areas of difficulty that the student presents with.

The first step is to give this form to both caregiver/s and classroom teacher to fill out. This is done to ensure that the deficit areas are consistent across all individuals dealing with the child on daily basis.

The next step after the handouts are returned is the assessment instrument selection. Now it is the examiner's job to decide which deficit areas need to be targeted first. To expedite this process, select standardized (and one prescriptive) tests pertaining to various aspects of literacy are listed on page 7 of this product.

Depending on the examiner's setting (school vs. private practice) the literacy assessment may be comprehensive (selection of more than two testing instruments + informal measures) or partial (greatest deficit areas are assessed first followed by administration of additional tests later, after the student evidences improvements).

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<sup>1</sup> The term "literacy checklist" rather than "dyslexia checklist" is used throughout this document to refer to any deficits in the areas of reading, writing, and spelling that the child may present with.

**COMPREHENSIVE LITERACY CHECKLIST FOR PRESCHOOL & KINDERGARTEN-AGED CHILDREN**

**PURPOSE:** To determine primary areas of literacy-based weaknesses to be targeted for assessment

**I. STUDENT INFORMATION:**

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_ Sex: \_\_\_\_ Student's Age: \_\_\_\_\_ DOB \_\_\_\_\_  
 Referred by: \_\_\_\_\_ Educational Classification: \_\_\_\_\_  
 Language(s) spoken/understood by student (please list): \_\_\_\_\_  
 Current Language Diagnoses: \_\_\_\_\_  
 Current Medical/Neuropsychological Diagnoses: \_\_\_\_\_  
 Previous Therapies/Tutoring: \_\_\_\_ No \_\_\_\_ Yes If Yes, what type (e.g., SLP, OT, reading, etc.), when, & how for long?

**II. AT RISK FAMILY HISTORY (place  $\checkmark$  next to applicable areas)**

**If answered 'Yes' to any of the below, please specify details (family member/s and diagnoses)**

- \_\_\_\_ Family history of speech-language delay  
 \_\_\_\_ Family history of learning deficits (e.g., reading problems, dyslexia, etc.)  
 \_\_\_\_ Family history of special education placements  
 \_\_\_\_ Family history of psychiatric impairments (e.g., ASD, ADHD, anxiety, depression, etc.)  
 \_\_\_\_ Family history of drug and/or alcohol abuse  
 \_\_\_\_ Family history of intellectual disability  
 \_\_\_\_ Other noteworthy family history (e.g., adverse birth circumstances)  
 \_\_\_\_ Unknown family history

**III. AT RISK DEVELOPMENTAL HISTORY (place  $\checkmark$  next to applicable areas as pertaining to child)**

- \_\_\_\_ Child is internationally adopted  
 \_\_\_\_ Child is domestically adopted  
 \_\_\_\_ Intellectual disability  
 \_\_\_\_ Early Intervention (EI) service provision  
 \_\_\_\_ Preschool Disabled Program services provision  
 \_\_\_\_ **Late language development<sup>2</sup>**  
 \_\_\_\_ **Language delay/disorder** (child may or may not be classified in school setting)  
 \_\_\_\_ **Language comprehension and expression difficulties**  
 \_\_\_\_ Speech impairment (mispronunciation of several or numerous sounds)  
 \_\_\_\_ Gross and fine motor delays (e.g., clumsiness, lack of coordination, inability to tie shoelaces, poor handwriting)  
 \_\_\_\_ Early onset difficulties recognizing letters and numbers  
 \_\_\_\_ Requires/d extensive time to learn to recognize/write letters in own name  
 \_\_\_\_ Displays organizational difficulties (observed socially and or academically)

<sup>2</sup> Please note that if there's a reported **history of past/present language difficulties** it is **strongly recommended** that caregivers and teachers fill out the **Speech Language Assessment Checklist for Preschool Children** to determine the need for **supplemental language testing**.

**IV. BEHAVIORAL MANIFESTATIONS** (place  $\checkmark$  next to applicable areas)

- Easily frustrates
- Social immaturity (as compared to same aged peers)<sup>3</sup>**
- Social cluelessness (doesn't know how to act in a variety of social settings as compared to peers)**
- Difficulty socializing with age level peers**
- Low motivation (especially during literacy based tasks)
- Lacks confidence during learning tasks
- Frequent somatic complaints (physical complaints such as stomachache, headache, fatigue, etc.)
- Aggression
- Anxiety
- Frequently distracted and unfocused
- Other

**V. LEARNING DEFICITS** (place a  $\checkmark$  next to areas of difficulty and/or an \* next to most impaired areas)**A. Memory for Sequences**

- Difficulty recalling rhymes, songs, and poems (difficulties began at an early age and may be ongoing)
- Poor/inconsistent alphabet knowledge despite numerous exposures
- Poor knowledge of sound/letter correspondence despite numerous exposures
- Difficulty with orientation to time (e.g., remembering dates, months of the year, birthdays, phone numbers, etc.)
- Poor memory for names
- Poor memory for colors
- Poor memory for numbers
- Difficulty following multi-step directions
- Difficulty recalling simple steps of various actions (e.g., hanging up coat after entering the room, asking permission before touching someone else's things, etc.)

**B. Vocabulary Knowledge**

- Restricted vocabulary as compared to peers
- Mishears and mispronounces novel words and/or names
- Difficulty retaining and remembering new words (can't remember even after repeated reviews)
- Produces invented words to label things (e.g., /otapus/ for /octopus/, etc.)
- Produces related words to label things (e.g., /shoe/ for /sock/, /fork/ for /spoon/, etc.)
- Other

<sup>3</sup> Please note that if there's a reported **history of past/present social communication difficulties** it is **strongly recommended** that caregivers and teachers fill out the **[Social Pragmatic Deficits Checklist for Preschool Children](#)** to determine the need for **supplemental social pragmatic testing**.

**C. Narrative Production<sup>4</sup> (Storytelling)**

- \_\_\_ Cannot tell simple stories
- \_\_\_ Stories are too simple (for his/her age) because of short sentences (vs. does not use complex sentences)
- \_\_\_ Produces difficult to follow, rambling stories, confusing to listeners
- \_\_\_ Storytelling does not make any references to character's emotions/thoughts/dialogue
- \_\_\_ Word-retrieval difficulties characterized by false starts, word fillers (e.g., *um*, *ah*), word and phrase revisions, and repetitions, word substitutions, and word distortions

**D. Phonological/Phonemic Awareness (Sounds)**

- \_\_\_ Difficulty recognizing which words rhyme and which do not
- \_\_\_ Difficulty naming rhyming words
- \_\_\_ Difficulty with recognizing compound words (what two words make up "cupcake", "toothbrush", "doghouse")
- \_\_\_ Difficulty counting words in a sentence
- \_\_\_ Difficulty counting syllables in a word
- \_\_\_ Difficulty breaking words into syllables
- \_\_\_ Difficulty discriminating between similar sounding words (e.g., bat/back)
- \_\_\_ Difficulty discriminating between similar sounding sounds (p/b; m/n)
- \_\_\_ Difficulty with sound letter association (what sound does this letter make?)
- \_\_\_ Difficulty isolating beginning sounds in words

**E. Emergent Reading**

- \_\_\_ Does not exhibit reading-like behaviors (e.g., pretends to read to self and others)
- \_\_\_ Shows poor understanding of story structure (e.g., predicting, inferencing)
- \_\_\_ Rarely/does not ask questions/make comments about read stories
- \_\_\_ Does not engage in language play (e.g., rhyming, singing songs)
- \_\_\_ Difficulty identifying letters of the alphabet
- \_\_\_ Difficulty recognizing own name in different contexts
- \_\_\_ Difficulty recognizing that letters form sounds
- \_\_\_ Cannot recognize letters by name
- \_\_\_ Difficulty mapping consonant sounds with their letter representations (e.g., b for /b/)
- \_\_\_ Difficulty mapping single letters to short vowel sounds (a for /a/; e for /e/ resulting in vowel confusion)
- \_\_\_ Cannot blend two sounds together (k- a = ka)
- \_\_\_ Does not recognize own name in print in a variety of contexts

**F. Morphological Awareness (Grammar)**

- \_\_\_ Omits inflections (word endings) when speaking (e.g., -ing, -ed, -s, etc.)
- \_\_\_ Does not speak in grammatically correct sentences (omits parts of speech)

**G. Spelling**

- \_\_\_ Does not scribble, draw, make letter-like forms, or use invented/conventional spelling
- \_\_\_ Cannot spell name

<sup>4</sup> **Strongly correlated with reading outcomes**

- \_\_\_ Cannot write letters when presented with corresponding sounds  
 \_\_\_ Difficulty spelling familiar 3 letter words when dictated

### **H. Handwriting**

- \_\_\_ Poor/Immature pencil grip  
 \_\_\_ Unable to copy/trace words  
 \_\_\_ Poor/illegible letter formation  
 \_\_\_ Poor spacing between letters, words, and sentences.  
 \_\_\_ Extended time needed to copy words  
 \_\_\_ Cannot write from left to write

Please write a descriptive summary of the child's **most significant** present difficulties:

### **ADDITIONAL INFORMATION**

Does the child have any medical concerns: \_\_\_\_\_ If so, please list: \_\_\_\_\_

Are the literacy difficulties affecting the child on daily basis? \_\_\_ Yes \_\_\_ No

If so, how? \_\_\_\_\_

Do you suspect the child may have other delays? \_\_\_\_\_

If so, in what area(s)? (Please circle below)

Intellectual/Cognitive

Language

Motor

Activities of Daily Living

Social/Emotional

Sensory

Behavioral

Other (specify) \_\_\_\_\_

**Select Tests of Reading and Writing for Preschool and Kindergarten Aged Children****Phonological Awareness and Word Fluency (Rapid Naming)**

- Auditory Skills Assessment ([ASA](#)) Ages 3.6 +
- Emerging Literacy & Language Assessment ([ELLA](#)) Ages 4.6+
- The Phonological Awareness Test -2 ([PAT-2](#)) Ages 5+
- Comprehensive Test of Phonological Processing-2 ([CTOPP-2](#)) Ages 4+
- Rapid Automatized Naming and Rapid Alternating Stimulus Test [RAN/RAS](#) Ages 5+

**Tests of Reading**

- Test of Early Reading Ability-4 ([TERA-4](#)) Ages 4+

**Tests of Writing**

- Test of Early Written Language-3 ([TEWL-3](#)) Ages 4+

## Helpful Smart Speech Therapy Resources

- [Editable TILLS Report Template](#)
- [Editable SLDTE Report Template](#)
- [Editable SLDTA Report Template](#)
- [Editable CELF-5M Report Template](#)
- [Editable TOPS-3 Report Template](#)
- [Editable TOPS-2 Report Template](#)
- [Best Practices in Bilingual Literacy Assessments and Interventions](#)
- [Comprehensive Literacy Checklist For School-Aged Children](#)
- [Dynamic Assessment of Bilingual and Multicultural Learners in Speech Language Pathology](#)
- [Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology](#)
- [Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children](#)
- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Introduction to Prevalent Disorders Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)
- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Differential Diagnosis of ADHD in Speech Language Pathology](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)
- [Language Processing Deficits Checklist for School Aged Children](#)