Preschool Group Summary Form

Communication/Language/Literacy

abbreviations: Communication — Comm
Speech & Language — S & L
Early Reading — ER

	18 to 36 Months									3 to 4 years							4 to 5 years									5 to 6 years									Planning Notes:
	Comm			Speech & Language			Early Reading			Comm			S & L	Early Reading			Comm			Speech & Language		Early Reading				Comm			S & L	Early Reading				
Names	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
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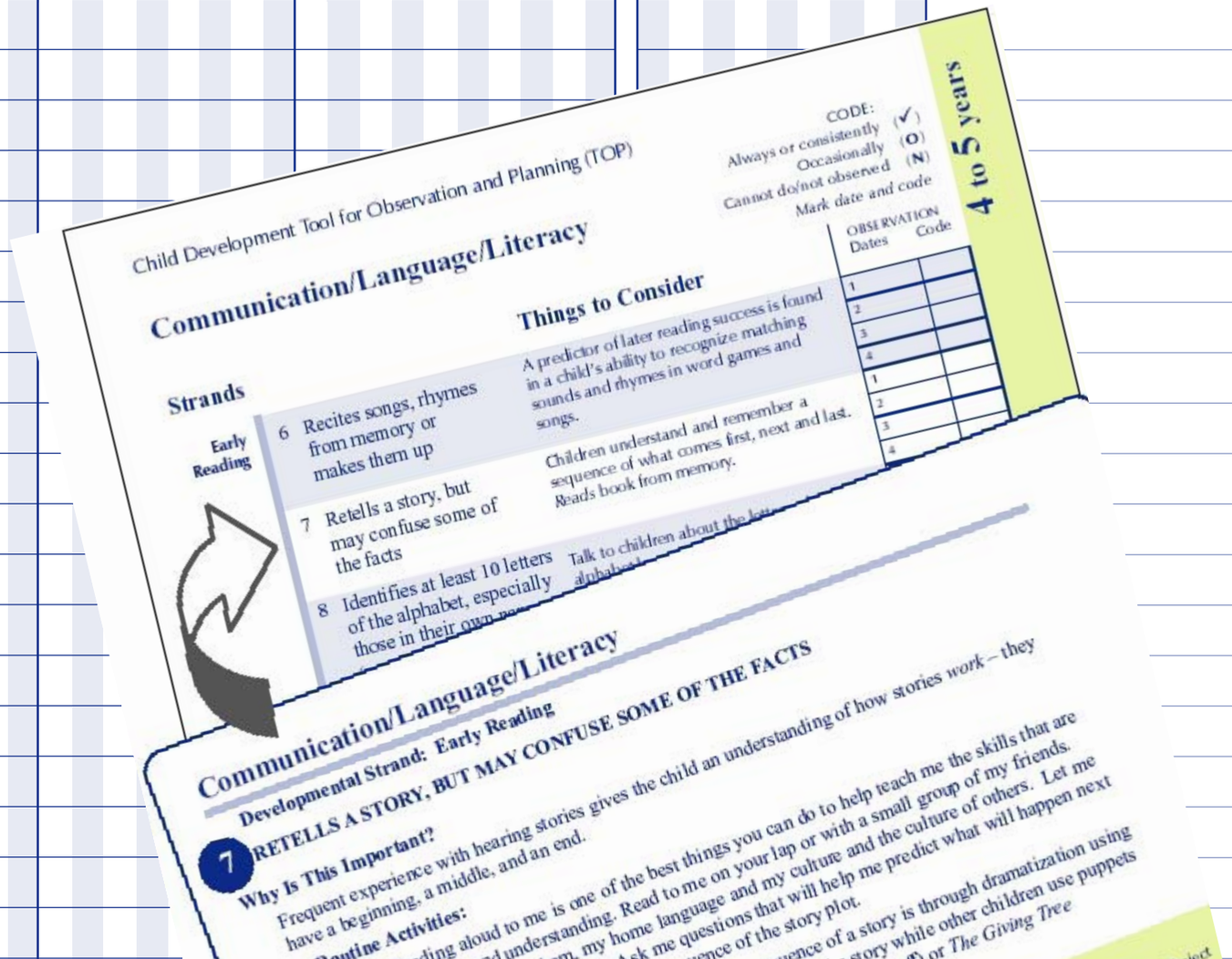
Child Development Tool for Observation and Planning (TOP)

Communication/Language/Literacy

CODE:
Always or consistently (✓)
Occasionally (O)
Cannot do/not observed (N)
Mark date and code

4 to 5 years

Strands

Early Reading

Things to Consider

6 Recites songs, rhymes from memory or makes them up — A predictor of later reading success is found in a child's ability to recognize matching sounds and rhymes in word games and songs.

7 Retells a story, but may confuse some of the facts — Children understand and remember a sequence of what comes first, next and last. Reads book from memory.

8 Identifies at least 10 letters of the alphabet, especially those in their own name — Talk to children about the letters of the alphabet.

OBSERVATION Dates Code

Communication/Language/Literacy

Developmental Strand: Early Reading

7 RETELLS A STORY, BUT MAY CONFUSE SOME OF THE FACTS

Why Is This Important?

Frequent experience with hearing stories gives the child an understanding of how stories *work* – they have a beginning, a middle, and an end.

Routine Activities:

Reading aloud to me is one of the best things you can do to help teach me the skills that are ...understanding. Read to me on your lap or with a small group of my friends. ...m, my home language and my culture and the culture of others. Let me ...sk me questions that will help me predict what will happen next ...ence of the story plot.

...ence of a story is through dramatization using ...story while other children use puppets ...y) or *The Giving Tree*