

YELLEN & ASSOCIATES

psychological, educational, speech & language services

LEARNING DEVELOPMENT MARKERS

SCHOOL READINESS CHECKLIST

Your child's ability to do the following tasks can provide a useful guide to his or her readiness for school.

Before a child is 5 years old, he or she:

- 1) Knows the names of objects found around the home and often used
- 2) Matches and sorts objects on the basis of color
- 3) When shown a familiar object such as a shoe or a cup, points to another one when it is nearby
- 4) Follows directions involving words such as under, over, in and out
- 5) Knows familiar opposites such as hot and cold, up and down, and in and out
- 6) Recalls the main idea and at least one character from a story that you have read
- 7) Pays attention to interesting games or toys for at least 10 minutes
- 8) Follows simple directions such as "Put your shoes in the closet, please"
- 9) When shown four objects such as three balls and a shoe, points to the one that is different
- 10) Associates time words such as morning, afternoon, day and night with events
- 11) Enjoys being read a story
- 12) Retells a story in his or her own words and
- 13) Knows that printed words represent spoken language.

For more information on early intervention please refer to TRACK on our website.

<u>Age</u>	<u>Milestones</u>
5 years	Learns the connection between letters and sounds. Sequences letter sounds in a consonants vowel consonant pattern. Identifies beginning, middle and ending sounds in a consonant vowel consonant pattern. Knows simple one place addition and subtraction. Writes all of the letters of the alphabet and can write the letter connected with sounds including short and long vowel sounds. Reads simple sight words
6-8 years	Learns letter and sound patterns to include consonant blends and vowel digraphs and diphthongs. Reads and spells these sounds in one and two syllable words. Comprehends reading material identifying main idea and three supporting ideas at grade level. Adds and subtracts using regrouping.
10-12 years	Pronounces all words presented at grade level and can spell them using sound symbol relationships. Comprehends at grade level and identifies main idea and four supporting ideas. Predicts outcome and makes inferences about the materials read. Knows multiplication and division facts and performs 3-place multiplication and 3-place division problems. Also, computes all operations with fractions and decimals.
12 years old and older	Pronounces all words presented. Reads and comprehends all information. Identifies main idea, supporting ideas, predict outcome, compare and contrast, and analyze characters. Writes a book summary about books read. Completes homework independently. Knows a variety of study strategies.

Remember, these are general guidelines, and each child will develop at his or her own pace.

WHAT PARENTS CAN DO

- Work with your child at home. Parents are a child's first and best teachers.
- Show your child that reading can be fun. Read to your child every day. Visit the library frequently. Point out words on billboards and traffic signs as you drive, food labels at the grocery store, on packages, mail and letters. Play word games. Set an example by giving your child a chance to see you reading and writing at home.
- Conference with your child's teachers. Make sure that your child is performing up to his or her abilities.
- Show an interest in your child's homework. Inquire about subjects and the work to be done.
- Help your child organize homework materials before beginning.
- Establish a regular time with your child to do homework, developing a schedule.
- Find a specific place for your child to do homework that has lots of light, is quiet and has plenty of workspace.
- Encourage your child to ask questions and search for answers, taking the time to figure out correct answers.
- Make sure your child backs up answers with facts and evidence.
- Practice school taught skills at home.
- Relate homework to your child's everyday life. For instance teach fractions and measurements as you prepare a favorite food together.
- Be a role model—take the opportunity to read a book, newspaper or write a letter while your child studies.
- Praise your child for both the small steps and big leaps in the right direction.

WHEN TO REFER TO REFER FOR PSYCHOEDUCATIONAL ASSESSMENT AND EDUCATIONAL THERAPY

PRESCHOOL:

- Trouble learning numbers, alphabet, days of the week, colors and shapes
- Extremely restless and easily distracted
- Fine motor skills slow to develop

GRADES K-4

- Slow to learn the connections between letters and sounds
- Confuses basic words (run, eat, want)
- Makes consistent reading and spelling errors including letter reversals (b/d) inversions (m/w) transpositions (felt/left) and substitutions (house/home)
- Transposes number sequences and confuses arithmetic signs
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorization
- Impulsive, difficulty planning
- Unstable pencil grip
- Trouble learning about time
- Poor coordination, unaware of physical surroundings, prone to accidents

GRADES 5-8

- Reverses letter sequences (soiled/solid, left/felt)
- Slow to learn prefixes, suffixes, root words and other spelling strategies
- Avoids reading aloud
- Trouble with word problems
- Difficulty with handwriting
- Awkward, fist-like, or tight pencil grip
- Avoids writing compositions
- Slow or poor recall of facts
- Difficulty making friends
- Trouble understanding body language and facial expressions

HIGH SCHOOL STUDENTS AND ADULTS

- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing
- Avoids reading and writing tasks
- Trouble summarizing
- Trouble with open-ended questions on tests
- Weak memory skills
- Difficulty adjusting to a new setting
- Works slowly
- Poor grasp of abstract concepts
- Either pays little attention to details or focuses on them too much
- Misreads information