Product Sampler
The BRIGANCE Early Childhood family of products helps educators effectively meet the needs of young learners so they are better prepared for school success.

- **Screen** quickly and easily
- **Assess** strengths and needs
- **Report** and identify next steps
- **Instruct** and build school readiness
- **Assess** strengths and needs
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(Birth–Grade 1)
Quickly and easily screen children to identify potential developmental delays and giftedness. Accurately assess physical development and language as well as academic/cognitive, self-help, and social-emotional skills.

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(Supports Screens III)
Instantly generate results, compare screening scores to cutoffs, and get instructional recommendations for each child. Reports are easy to understand and share with parents.

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(Birth–7 Years)
Plan individualized instruction and measure progress toward school readiness goals with assessments aligned to key early childhood domains. Get a deeper understanding of each child’s specific strengths and needs.

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(3–7 Years)
Use fun, easy-to-plan developmental activities targeting key readiness skills. Take-home activities and family letters are also available to engage parents.

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BRIGANCE Early Childhood Screens III

Get accurate information on each child with these easy-to-use screening tools.

The Screens III offer:

- Norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data
- Additional content, including new Self-help and Social-Emotional Scales

Assess skills in the following key domains:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behavior
0–35 Months

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**CORE ASSESSMENTS—INFANT.**

- Gross Motor Skills
- Fine Motor Skills
- Receptive Language Skills
- Expressive Language Skills
- Self-help Skills
- Social and Emotional Skills

**CORE ASSESSMENTS—TODDLER.**

- Receptive Language Skills—General
- Receptive Language Skills—Identifies Parts of the Body
- Receptive Language Skills—Identifies Pictures
- Receptive Language Skills—Knows Sounds Animals Make
- Gross Motor Skills
- Fine Motor Skills
- Expressive Language Skills—General
- Expressive Language Skills—Names Objects
- Expressive Language Skills—Uses Phrases
- Self-help Skills
- Social and Emotional Skills

**CORE ASSESSMENTS—TWO-YEAR-OLD CHILD.**

- Identifies Parts of the Body
- Identifies Pictures by Naming
- Knows Uses of Objects
- Repeats Sentences
- Gross Motor Skills
- Understands Concepts of Number and Size
- Visual Motor Skills
- Builds Tower with Blocks
- Matches Colors
- Verbal Fluency and Articulation

**SCREENING INFORMATION FORMS**

- Screening Observations Forms
  - Infant and Toddler
  - Two-Year-Old Child
- Hearing and Vision Observations
- Parent-Child Interactions Form—Infant and Toddler
- Teacher Feedback Form—Two-Year-Old Child
- Parent Feedback Form—Two-Year-Old Child

**SELF-HELP AND SOCIAL-EMOTIONAL SCALES FOR THE TWO-YEAR-OLD CHILD**

- How to Administer the Self-help and Social-Emotional Scales
- Parent Report—Self-help and Social-Emotional Scales
- Teacher Report and Scoring Form—Self-help and Social-Emotional Scales
- Self-help Scale
- Social-Emotional Scale
Before Screening

mastery of key skills of five-year-old children. The items in the

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Four-Year-Old

Before Screening

mastery of key skills of three-year-old children. The items in the

• Allow as much time as you think the child needs unless a specific

Note regarding time is provided with the assessment.

• Complete section A (the child information section) of the child's

blank sheets of paper.

• Has difficulty focusing on a specific item on a child page or seems

distracted by other items on the page, cover the other items with

• Provide positive feedback on the child's efforts; do not provide

praise whether or not the child's response is correct. If the child asks if

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3–5 Years

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The Reading Readiness Scale, for 5-year-old children, provides a standardized measure of
skills related to emergent literacy and helps guide reading instruction.
### CORE ASSESSMENTS—FIRST GRADE

#### Assessment

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6A Social and Emotional Skills

Overview
This assessment focuses on the development of the child’s ability to respond to and connect with others.

DOMAIN
Adaptive Behavior: Social-Emotional Development

SKILL
Exhibits social and emotional skills and behaviors that will enhance interactions with others and promote positive social adjustment and mental health

MATERIALS
Squeaking toy* or other interesting toy
* included in the Screens III Accessories Kit

SCORING INFORMATION
• Data Sheet: Infant (birth–11 months)
• Entry: For birth, start with item 1.
  For 4 months, start with item 2.
  For 8+ months, start with item 3.
• Scoring: Give credit for each skill the child demonstrates during the assessment or is reported to demonstrate most of the time. See the specific Criteria given for some skills. Once the child receives credit for three skills in a row, give credit for any lower-level skills.
• Discontinue: Stop after three skills not demonstrated in a row.

Directions
Ask the parent/caregiver the question that follows each skill or, if you have observed the child’s social and emotional skills in a natural setting, ask yourself the question.

1. Looks attentively at your face
   Ask: Does ______ look attentively at your face when you hold him/her?
   Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 2 if the child looks or is reported to look attentively at a face most of the time.

2. Visually follows person
   Ask: Does ______ move his/her eyes to watch someone who is moving around?

3. Responds with a smile
   Ask: When you smile at ______, does he/she smile back at you?
   Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles when smiled at or is reported to do so most of the time.

4. Gets excited when a toy is presented
   Ask: When you show ______ a toy, does he/she get excited, perhaps waving his/her arms, reaching, or kicking?

5. Smiles, coos, or gurgles for attention
   Ask: Does ______ smile, coo, or gurgle to get your attention?
   Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles or vocalizes to get attention or is reported to do so most of the time.

Overview
This assessment focuses on the child’s receptive vocabulary, specifically the names of everyday objects.

DOMAIN
Language Development

SKILL
Points to pictures of objects when the objects are named

MATERIALS
Pages C-24 and C-25

SCORING INFORMATION
• Data Sheet: Toddler (12–23 months)
• Entry: For all ages, start with item 1.
• Scoring: Give credit for each correct response.
• Discontinue: Stop after three incorrect responses in a row.

Directions
Show the child pages C-24 and C-25 and ask the child to point to each object as you name it.

1. cat
   Ask: Where is the cat?
   If the child does not respond, say: Find the cat.

2. dog
   Ask: Where is the dog?
   If the child does not respond, say: Find the dog.

3. key
   Ask: Where is the key?
   If the child does not respond, say: Find the key.
3–5 Years

10B Recognizes Quantities

**Overview**
This assessment focuses on the child's understanding of quantities.

**DOMAIN**
Academic Skills/Cognitive Development: Mathematics

**SKILL**
Recognizes and names numerical quantities

**MATERIALS**
Ten small identical objects (e.g., blocks*)
* included with the Early Childhood Screen III (3–5 years)

**SCORING INFORMATION**
- Data Sheet: Four-Year-Old Child
- Scoring: Give credit for each correct response.
- Discontinue: Stop after two incorrect responses.

---

**Directions**
Ask the child to tell the number names for different quantities of objects. Have the child do this without touching the objects.

1. **Three**
   - Place three objects on the table in front of the child, and
   - Ask: How many **(name of objects)** are there?
   - Pause for the child's response. (three)
   - If necessary, remind the child not to touch the objects.
   - Say: Use just your eyes, not your fingers.
   - Once the child has responded, remove the objects.

2. **Five**
   - Place five objects in front of the child, and
   - Ask: How many **(name of objects)** are there?
   - Pause for the child's response. (five)
   - Once the child has responded, remove the objects.

3. **Eight**
   - Place eight objects in front of the child, and
   - Ask: How many **(name of objects)** are there?
   - Pause for the child's response. (eight)
   - Once the child has responded, remove the objects.

---

12C Experience with Books and Text

**Overview**
This assessment focuses on the child's awareness of the conventions of text and print, such as left-to-right and top-to-bottom directionality.

**DOMAIN**
Academic Skills/Cognitive Development: Literacy

**SKILL**
Demonstrates an understanding of text and print conventions

**MATERIALS**
A picture book that has at least three lines of text on each page

**SCORING INFORMATION**
- Data Sheet: Five-Year-Old Child
- Scoring: Give credit for each correct or yes response. See the Criteria that follows each item.
- Discontinue: Administer all items.

---

**Directions**
For each item, observe the child in a setting that is appropriate for assessing the child's response to books, such as circle time or story time, and ask yourself the question that follows the skill. Additional instructions are included to support child performance.

1. **Knows the front and back of a book**
   - Can _____ point to the front and back of a book?
   - Or, with the picture book in a vertical position and with the spine of the book facing the child, hand the book to the child and
   - Say: Show me the front of this book.
   - Pause for the child's response.
   - Then say: Show me the back of this book.
   - Pause for the child's response.
   - Criteria: Give credit if the child knows both front and back.

2. **Understands that text progresses from left to right**
   - If, when you are reading a book to _____, you point to a word (any word except the last word) in a line of text and ask _____, "Which word do I read after this word?", would he/she point to the next word to the right?
   - Or open a picture book to a page with lines of text. Point to a word in a line of text (any word in a line except the last word in the line) and
   - Ask: Which word do I read after I read this word?
   - Pause for the child's response.
   - Criteria: Give credit if the child points to the next word in the line.
7A Sorts Objects (by Size, Color, Shape)

Overview
This assessment focuses on the child's ability to sort objects by size, color, and shape.

DOMAIN
Academic Skills/Cognitive Development: Mathematics

SKILL
Sorts objects by two attributes

MATERIALS
16 simple objects, varying by size, color, and shape
- 2 small red circles*
- 2 large red circles*
- 2 small blue circles*
- 2 large blue circles*
- 2 small red squares*
- 2 large red squares*
- 2 small blue squares*
- 2 large blue squares*
* included with the Early Childhood Screen III (K & 1)

SCORING INFORMATION
- Data Sheet: Kindergarten
- Scoring: Give credit for each correct response.
- Discontinue: Administer both items.

Directions
Arrange the 16 objects in a random array on the table in front of the child.

Sorts by two attributes
1 Sorts by size and color
Say: I want you to sort these for me. Put all the large blue ones in a group.
Pause for the child's response.
Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

2 Sorts by size and shape
Say: This time put all the small circles in a group.
Pause for the child's response.

2B Auditory Discrimination

Overview
This assessment focuses on the child's ability to determine if the beginning sounds of two words are the same or different and if the ending sounds of two words are the same or different.

DOMAIN
Language Development

SKILL
- Discriminates consonant sounds at the beginning of words
- Discriminates consonant sounds at the end of words

SCORING INFORMATION
- Data Sheet: First Grade
- Scoring: Give credit for each correct response.
- Discontinue: Administer all items.

NOTE
Allow as much time as you think the child needs or up to ten seconds per item.

POSSIBLE OBSERVATION
You may wish to observe and make note of the following:
Lip Reading: If the child appears to be paying close attention to your lip movements, you should screen your lips with a sheet of paper. The child may read lips because he/she is more of a visual learner than an auditory learner. However, the child's need to read lips may be an indication of a hearing problem. Referring the child to the school nurse for a hearing evaluation is advised.
The Parent Report—Self-help and Social-Emotional Scales helps parents provide input about their child’s skills.
Cutoff scores help educators quickly identify children who are likely to have developmental or academic delays as well as those who may be gifted, academically talented, or developmentally advanced.

### Table 2. Cutoff Scores for Detecting Children Likely to Have Developmental or Academic Delays

<table>
<thead>
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<th>Age (in years and months)</th>
<th>Cutoff Score</th>
<th>BRIGANCE® Screen III (3–5 years) Core Assessments</th>
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<tr>
<td>3-0 through 3-3</td>
<td>&lt; 42</td>
<td>Three-Year-Old Child</td>
</tr>
<tr>
<td>3-4 through 3-7</td>
<td>&lt; 45</td>
<td></td>
</tr>
<tr>
<td>3-8 through 3-11</td>
<td>&lt; 49</td>
<td></td>
</tr>
<tr>
<td>4-0 through 4-3</td>
<td>&lt; 42</td>
<td>Four-Year-Old Child</td>
</tr>
<tr>
<td>4-4 through 4-7</td>
<td>&lt; 69</td>
<td></td>
</tr>
<tr>
<td>4-8 through 4-11</td>
<td>&lt; 71</td>
<td></td>
</tr>
<tr>
<td>5-0 through 5-5</td>
<td>&lt; 61</td>
<td>Five-Year-Old Child</td>
</tr>
<tr>
<td>5-6 through 5-11</td>
<td>&lt; 70</td>
<td></td>
</tr>
</tbody>
</table>

Children who score below the cutoff scores shown in Table 2 may be experiencing delays due to developmental difficulties or possibly due to psychosocial risk factors. Consider referring these children for further assessment.

If the child scores below the cutoff score in Table 2, do the following:

1. Determine whether psychosocial risk factors are present. See Table 3 on page xix.
2. If fewer than four risk factors are present, there is a high probability of developmental disabilities. Refer the child for further evaluation.
3. If four or more risk factors are present, determine if the child's score is below the age-appropriate At-risk Cutoff Score in Table 4 on page xx. Initiate a referral if the child's score is below the appropriate cutoff.

### Table 1. Cutoff Scores for Detecting Children Who May Be Gifted or Academically Talented

<table>
<thead>
<tr>
<th>Age (in years and months)</th>
<th>Cutoff Score</th>
<th>BRIGANCE® Screen III (3–5 years) Core Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0 through 3-3</td>
<td>&gt; 79</td>
<td>Three-Year-Old Child</td>
</tr>
<tr>
<td>3-4 through 3-7</td>
<td>&gt; 84</td>
<td></td>
</tr>
<tr>
<td>3-8 through 3-11</td>
<td>&gt; 88</td>
<td></td>
</tr>
<tr>
<td>4-0 through 4-3</td>
<td>&gt; 83</td>
<td>Four-Year-Old Child</td>
</tr>
<tr>
<td>4-4 through 4-7</td>
<td>&gt; 87</td>
<td></td>
</tr>
<tr>
<td>4-8 through 4-11</td>
<td>&gt; 92</td>
<td></td>
</tr>
<tr>
<td>5-0 through 5-5</td>
<td>&gt; 88</td>
<td>Five-Year-Old Child</td>
</tr>
<tr>
<td>5-6 through 5-11</td>
<td>&gt; 91</td>
<td></td>
</tr>
</tbody>
</table>

Children who score at or above the cutoff scores shown in Table 1 may be gifted or academically talented. Consider referring these children for further assessment for giftedness.

The Screens III include cutoff scores for detecting:

1. Potential giftedness or academic talent (advanced development)
2. Potential development or academic delays

Cutoff scores are also available for the 0–35 Months Screen and the K & 1 Screen.
The Screens III are accurate, reliable, and rooted in research.

A nationally representative sample of children across geographic, demographic, and socioeconomic characteristics

A high degree of accuracy: high sensitivity and specificity

Strong reliability: internal consistency, inter-rater reliability, test-retest reliability

Strong validity: construct validity (internal structure and fairness), content validity, criterion-related validity

For more information on the research behind the Early Childhood Screens III, visit www.BRIGANCE.com/ECResearch.
Using the Screens III OMS, you can report results from the Early Childhood Screens III and inform instruction with the Readiness Activities.

Easily enter your screening data from the Screens III.

See your screening data come to life in easy-to-understand graphs. Quickly analyze the reports for each individual student, your entire class, or your program/district.

BRIGANCE Screens III Online Management System (OMS)
Generate user-friendly reports and simplify your data management for the Early Childhood Screens III.

Download and use the many instructional resources provided in the Screens III OMS to drive instruction based on screening results.

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The **Screening Summary Report** clearly shows the child’s results compared to cutoff scores. It also automatically identifies individualized next steps and offers recommendations for further assessment and instruction.

**Screening Summary Report**

The **Parent Report** informs parents about their child’s overall screening performance and their child’s strengths and needs.
The *Children Screened/Not Screened Report* provides at-a-glance class- or program-level information about which children have been screened and which children have not been screened within a selected time period.

The *Screening Progress Report* charts a child’s progress, graphing age-equivalent scores to describe the child’s performance across two or more screening sessions.
The Group Screening Summary Report provides an overview of screening results compared to cutoff scores. Quickly see how an entire program, school, or class performed during a specific time period.

The At-Risk Report lists children who have scored below the potential delays cutoff and, for children with four or more risk factors, compares their scores to at-risk cutoffs.

The CSV (i.e., comma-separated values) export provides insight into each child’s performance at the domain level.
**Literacy**

**DOMAIN**

**RATIONALE**

5-9

5-9

**RELATED SKILLS**

- **Literacy:** Alphabet Knowledge
  - Knowledge of the alphabet is an essential component of learning to read and write. Key findings of The National Early Literacy Panel Report identify alphabet knowledge—knowledge of the names of printed letters and sounds associated with printed letters—as a key predictor to later literacy achievement.

**SEQUENCE OF PREREQUISITE SKILLS**

The following prerequisite skills are included as a general guide for planning your instruction. Before a child is expected to read letters, she should be able to:

- visually discriminate forms and letters. (See Visual Discrimination.)
- recite the alphabet.

**TEACHING SEQUENCE**

Recommendations for CALL ATTENTION TO SIMILARITIES AND DIFFERENCES IN LETTERS

It is best to teach uppercase letters first. They are easier to distinguish from each other, and are often part of the child's name. Teaching the child to read letters at the receptive level is an important step towards preparing her for more advanced reading skills.

1. Initially, teach a child to read letters at the receptive level. For example, have the child match identical letters. When the child can consistently match identical letters, have her point to a letter when you say the letter name. Call attention to similarities and differences in letters. Similar letters may be difficult to distinguish. Help the child distinguish between them by using visual aids. For example, show the child a card with the word "bed." Draw a bed over the letters. Write b at the head of the bed; write d at the foot of the bed. Say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter.

2. Once the child can consistently match and identify letters, teach her to say its name. For example, show the child the letter d, and have her say its name.

**DISPLAY AN ALPHABET BORDER AND PROVIDE DESK TAPES**

As an aid to teaching letter names, display an alphabet border and refer to it often. Pair each letter with a picture of an object that begins with that letter. The letters a and g can be written in two different ways. To avoid confusion, show children the a and g in a book and the a and g on the alphabet chart in the classroom.

**TEACH CHILDREN TO READ ALTERNATE FORMS**

Provide children with name cards. Prepare a name card for each child and use it to call attention to alphabet letters. When you call attention to a particular letter, show the child the letter in a book and on the alphabet chart. Have the child name the letter. For example, if the child confuses b with d, say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter.

**INCLUDE WITH OTHER ALPHABET ACTIVITIES**

Prepare a name card for each child and use it to call attention to alphabet letters. When you call attention to a particular letter, show the child the letter in a book and on the alphabet chart. Have the child name the letter. For example, if the child confuses b with d, say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter.
Your child is working on writing numbers in order. Use the activities on pages 2–11 to help your child write numbers.

Use the following numbers as a guide for how the numbers your child writes should look.

Here are some other daily activities to try with your child:

1. Use dotted lines to write the numbers 0–9 on a sheet of paper. Tell your child that the lines are a railroad track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.
2. Leave blanks for missing numbers as you write the numbers 0–9 in order on a sheet of paper. Have your child write the missing numbers.
3. Use paint, markers, chalk, or crayons to make practicing writing numbers more fun. You might also let your child write the numbers in shaving cream, sand, or pudding!
4. Have your child make a number chart on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door, or on your child's bedroom door).
5. Make a set of number cards 0–9 out of index cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.

The Family Connections section provides resources (e.g., letters, Parent Report and feedback forms, learning plans, and Take-Home Activities) to help strengthen home–school connections.
Based on screening results, you can use the Inventory of Early Development III to get more information about children's skills and then use the Readiness Activities to plan targeted instruction.

**BRIGANCE Inventory of Early Development III (IED III)**

The IED III makes it easy to identify specific strengths and needs for children from birth through age 7.

- Plan individualized instruction based on valid and reliable assessment results.
- Measure progress toward school readiness goals.
- Ensure strong alignment with the College and Career Readiness Standards as well as state early learning standards.

For information on the IED III Standardized, see page 26.
Assessments in the Early Childhood Screens III link to assessments in the IED III.

After screening, use correlated assessments in the IED III to get a deeper understanding of each child's specific strengths and needs and to measure progress toward school-readiness goals.

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The IED III contains more than 100 developmental assessments that cover school-readiness skills in key early learning skills areas.

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D LANGUAGE DEVELOPMENT

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Comprehensive Skill Sequences |      |

Supplemental Skill Sequences |      |
Major content updates include:

1. New and revised phonological awareness assessments and reading passages

2. New mathematics assessments, including sorting and word problems

3. New science assessments

4. Broadened Social and Emotional Development section
F-14 Solves Word Problems

Overview
This assessment focuses on the student's ability to solve simple addition and subtraction word problems that are accompanied by pictures.

SKILL
Solves simple oral word problems

ASSESSMENT METHOD
Performance

MATERIALS
- Pages S-279 and S-280
- Blank sheet of paper if needed

SCORING INFORMATION
- Record Book: Page 35
- Give credit for both responses if both responses are correct.
- Stop after two consecutive incorrect responses for two items (two complete word problems).

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the BRIGANCE Readiness Activities.

Directions for Assessment: Performance
Point to the row of pictures for each item on page S-279 and ask the corresponding questions. Ask the first question and pause for the student's response. If the student answers correctly, ask the second question.

A. 4 dogs and 3 tennis balls (4 – 3 = 1)
Point to item A and
Say: Look at these pictures. Dogs like to play with tennis balls.
**1. Ask: Are there enough tennis balls so each dog can have a tennis ball?**
Pause for the student's response. (no)
If the student responds correctly,
2. Ask: How many dogs will not get a tennis ball?
Pause for the student's response. (1)

B. 6 people and 3 caps (6 = 3 + 3)
Point to item B and
Say: Look at these pictures. Suppose each child wants to wear a cap.
3. Ask: Will every child have a cap?
Pause for the student's response. (no)
If the student responds correctly,
4. Ask: How many more caps do we need so each child can have a cap?
Pause for the student's response. (3)

F-23 Identifies Plants and Animals

Overview
This assessment focuses on the student's ability to identify and distinguish between pictures of plants and animals.

SKILL
Identifies and distinguishes between plants and animals

ASSESSMENT METHOD
Performance

MATERIALS
- Pages S-315, S-316, and S-317
- Blank sheets of paper if needed

SCORING INFORMATION
- Record Book: Page 39
- Give credit for each correct response.
- Stop after three consecutive incorrect responses.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the BRIGANCE Readiness Activities.

Directions for Assessment: Performance
Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated. Start with the example on page S-315. Point to the picture of the dog and

Say: This is a picture of a dog.
Ask: Is a dog a plant or an animal?
Pause for the student's response. (animal)

Say: Point to the picture in this row that is a picture of an animal.
Pause for the student's response. (points to the dog)

Then, point to the picture of the palm tree and

Say: This is a picture of a palm tree.
Ask: Is a palm tree a plant or an animal?
Pause for the student's response. (plant)

Say: Point to the picture in this row that is a picture of a plant.
Pause for the student's response. (points to the palm tree)

Continue this procedure with the items on pages S-316 through S-317.
**D-3 General Speech and Language Development**

**Overview**

This assessment focuses on the student’s vocabulary development, complexity of speech, and ability to speak in phrases and sentences.

**SKILL**

Uses words and combines them into phrases and sentences to communicate.

**ASSESSMENT METHODS**

Observation or Interview

**MATERIALS**

Although no specific materials are needed, toys, pictures, and puzzles may be helpful in eliciting responses from the student.

**SCORING INFORMATION**

- Record Book: Page 14
- Give credit for each yes response. See the specific Criteria for some skills.
- Stop after three consecutive no responses.

**BEFORE ASSESSING**

Review the Notes at the end of this assessment for additional information.

**AFTER ASSESSING**

- To write an IEP, use the Objective for Writing IEPs at the end of the interview as informal as possible.
- Give credit for each yes response. See the specific Criteria for some skills.
- You may wish to record some of the words and phrases the student says in the Notes section of the Record Book.

Helpful Comprehensive Skill Sequences break down skills into incremental steps for a more detailed sequencing of developmental skills and provide developmental age levels to help teachers and parents know which skills to look for and support next.

**Comprehensive Skill Sequences**

<table>
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<th>Skill</th>
<th>Date</th>
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<tr>
<td>1. Says the word</td>
<td><strong>1. Says the word</strong></td>
</tr>
<tr>
<td>2. Says real words (at least one word other than mama or dada)</td>
<td><strong>2. Says real words (at least one word other than mama or dada)</strong></td>
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<tr>
<td><strong>3. Has an expressive vocabulary of at least twenty-five words</strong></td>
<td><strong>4. Uses two or three words in combination (8)</strong></td>
</tr>
<tr>
<td><strong>5. Uses the word no to indicate refusal (9)</strong></td>
<td><strong>6. Uses subject-predicate phrases (10)</strong></td>
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<tr>
<td><strong>7. Refers to self by name (1)</strong></td>
<td><strong>8. Uses words ending in s to indicate more than one (13)</strong></td>
</tr>
<tr>
<td><strong>9. Produces all vowels clearly (14)</strong></td>
<td><strong>10. Uses words ending in ing (14)</strong></td>
</tr>
<tr>
<td><strong>11. Uses past tense (20)</strong></td>
<td><strong>12. Uses personal pronouns I and me (15)</strong></td>
</tr>
<tr>
<td><strong>13. Has an expressive vocabulary of at least twenty-five words</strong></td>
<td><strong>14. Uses two or three words in combination (8)</strong></td>
</tr>
<tr>
<td><strong>15. Uses the word no to indicate refusal (9)</strong></td>
<td><strong>16. Uses subject-predicate phrases (10)</strong></td>
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<tr>
<td><strong>17. Refers to self by name (1)</strong></td>
<td><strong>18. Uses words ending in s to indicate more than one (13)</strong></td>
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<tr>
<td><strong>19. Produces all vowels clearly (14)</strong></td>
<td><strong>20. Uses words ending in ing (14)</strong></td>
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<tr>
<td><strong>21. Refers to self by name (1)</strong></td>
<td><strong>22. Uses past tense (20)</strong></td>
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<td><strong>23. Has an expressive vocabulary of at least twenty-five words</strong></td>
<td><strong>24. Uses personal pronouns I and me (15)</strong></td>
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<td><strong>25. Has a mean length utterance (MLU) of 2 words or more (e.g., Mama go work) (22)</strong></td>
<td><strong>26. Understands basic directions (23)</strong></td>
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<tr>
<td><strong>27. Has expressive vocabulary of at least twenty-five words</strong></td>
<td><strong>28. Can sing phrases of songs (often not on pitch) (23)</strong></td>
</tr>
<tr>
<td><strong>29. Has expressive vocabulary of at least twenty-five words</strong></td>
<td><strong>30. Uses facial expressions, gestures, and body movements for communication (24)</strong></td>
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<td><strong>31. Uses possessive nouns</strong></td>
<td><strong>32. Responds appropriately to questions involving choices (e.g., Do you want a cracker or an apple?) (24)</strong></td>
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<td><strong>33. Uses the word no to indicate refusal (9)</strong></td>
<td><strong>34. Refers to self by name (1)</strong></td>
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<td><strong>35. Uses possessive nouns</strong></td>
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<td><strong>36. Uses possessive nouns (25)</strong></td>
<td><strong>37. Shows frustration if not understood (26)</strong></td>
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<td><strong>37. Shows frustration if not understood (26)</strong></td>
<td><strong>38. Responds to simple yes or no questions related to visual information (24)</strong></td>
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<td><strong>38. Does prepositions in and on (26)</strong></td>
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<td><strong>39. Uses personal pronouns I and me (15)</strong></td>
<td><strong>40. Uses possessive nouns (25)</strong></td>
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<td><strong>40. Uses possessive nouns (25)</strong></td>
<td><strong>41. Uses personal pronouns I and me (15)</strong></td>
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<td><strong>41. Uses personal pronouns I and me (15)</strong></td>
<td><strong>42. Uses past tense (20)</strong></td>
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<td><strong>42. Uses past tense (20)</strong></td>
<td><strong>43. Uses past tense (20)</strong></td>
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<tr>
<td><strong>43. Uses past tense (20)</strong></td>
<td><strong>44. Has a mean length utterance (MLU) of 2 words or more (e.g., Mama go work) (22)</strong></td>
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<tr>
<td><strong>44. Has a mean length utterance (MLU) of 2 words or more (e.g., Mama go work) (22)</strong></td>
<td><strong>45. At least 75% of speech is intelligible (23)</strong></td>
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<td><strong>45. At least 75% of speech is intelligible (23)</strong></td>
<td><strong>46. Can talk briefly about what he/she is doing (23)</strong></td>
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<tr>
<td><strong>46. Can talk briefly about what he/she is doing (23)</strong></td>
<td><strong>47. Imitates adult phrase heard on previous occasion (24)</strong></td>
</tr>
<tr>
<td><strong>47. Imitates adult phrase heard on previous occasion (24)</strong></td>
<td><strong>48. Responds to simple yes or no questions related to visual information (24)</strong></td>
</tr>
<tr>
<td><strong>48. Responds to simple yes or no questions related to visual information (24)</strong></td>
<td><strong>49. Uses possessive nouns (25)</strong></td>
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<tr>
<td><strong>49. Uses possessive nouns (25)</strong></td>
<td><strong>50. Uses pronouns to refer to others (26)</strong></td>
</tr>
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<td><strong>50. Uses pronouns to refer to others (26)</strong></td>
<td><strong>51. Has expressive vocabulary of at least 400 words (26)</strong></td>
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<td><strong>51. Has expressive vocabulary of at least 400 words (26)</strong></td>
<td><strong>52. Uses prepositions in and on (26)</strong></td>
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<td><strong>52. Uses prepositions in and on (26)</strong></td>
<td><strong>53. Shows frustration if not understood (26)</strong></td>
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<tr>
<td><strong>53. Shows frustration if not understood (26)</strong></td>
<td><strong>54. Uses past tense (20)</strong></td>
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<td><strong>54. Uses past tense (20)</strong></td>
<td><strong>55. Uses declarative sentences (e.g., Blue, pretty, new) (26)</strong></td>
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**Multiple assessment methods allow for flexible administration.**
BRIGANCE IED III Standardized

The new IED III Standardized streamlines assessment and provides standardized scores for children from birth through age 7.

The IED III Standardized has been completely updated to include **new content and up-to-date research**, ensuring highly accurate data to support referrals.

New standardization and validation studies reflect:

- Current normative data based on a nationally representative sample
- Strong test-retest and inter-rater reliability
- Significant content, construct, and criterion-related validity

For information on the criterion-referenced IED III, see page 20.
The IED III Standardized contains **55 standardized assessments** that cover skills in five key domains.

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<td>B-1 Early Fine Motor Skills</td>
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<td>B-2 Builds Tower with Blocks</td>
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<tr>
<td>B-3 Visual Motor Skills</td>
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<td>B-4 Draws a Person</td>
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<td>B-5 Prints Personal Information</td>
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<td>B-6 Writes Numerals in Sequence</td>
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<td>B-7 Prints Uppercase Letters in Sequence</td>
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<td>B-8 Quality of Printing</td>
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**Major content updates include:**

1. **New preliteracy and early literacy assessments**
2. **Broadened mathematics coverage**
3. **Expanded Social and Emotional Development section**
**D-5 Familiarity with Sounds: Phonological Awareness**

**Overview**
This assessment focuses on the development of the child’s early phonological awareness skills.

**SKILLS**
- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

**ASSESSMENT METHOD**
Performance

**MATERIALS**
- Page C-95
- Blank sheets of paper if needed

**SCORING INFORMATION**
- Standardized Record Book: Page 16
- Entry: For 2 years, start with item 1. For 4+ years, start with item 3.
- Basal: Two in a row correct
- Ceiling: Two in a row incorrect

**NOTE**
If the child has difficulty focusing on a single item, cover the other items with blank sheets of paper.

**AFTER ASSESSING**
To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

---

**E-3 Compares Different Amounts**

**Overview**
This assessment focuses on the child’s ability to compare the number of objects in two groups that have different quantities of identical objects.

**SKILL**
Identifies which of two groups of objects has the greater number of objects

**ASSESSMENT METHOD**
Performance

**MATERIALS**
- Pages C-111 and C-112
- Blank sheets of paper if needed

**SCORING INFORMATION**
- Standardized Record Book: Page 19
- Entry: For 2 years, start with item 1. For 4+ years, start with item 3.
- Basal: Two in a row correct
- Ceiling: Two in a row incorrect

**NOTE**
If the child has difficulty focusing on a single item, cover the other items with blank sheets of paper.

**AFTER ASSESSING**
To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
### SCORING INFORMATION

#### E-1 Understands Number Concepts [page 108]

**Entry:**
- For 2 years, start with item 1.
- For 4+ years, start with item 4.

**Basal:** 2 in a row correct

**Ceiling:** 2 in a row incorrect

1. Just one
2. One more
3. Two
4. Three
5. Five
6. Seven
7. Nine

### NOTES:

- __/7

#### E-2 Counts by Rote [page 110]

**Entry:** 2+ years

**Counts by rote to:**
- None

**Give credit for each numeral up to the first error.**

1. 1 vs. 3
2. 2 vs. 2
3. 3 vs. 4
4. 4 vs. 13
5. 10 vs. 13
6. 18 vs. 14
7. 20 vs. 15

### NOTES:

- __/6

#### E-3 Compares Different Amounts [page 111]

**Entry:**
- For 2 years, start with item 1.
- For 4+ years, start with item 3.

**Basal:** 2 in a row correct

**Ceiling:** 2 in a row incorrect

1. 1 vs. 3
2. 2 vs. 2
3. 5 vs. 2
4. 3 vs. 4
5. 9 vs. 4
6. 10 vs. 13
7. 18 vs. 14
8. 20 vs. 15

### NOTES:

- __/6

---

**Simple scoring** produces standard scores, percentiles, and age equivalents for key skill areas and domains.

---

**IED III Standardized Scoring Sheet (continued)**

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<thead>
<tr>
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<td>Counts by Rote</td>
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<td>Compares Different Amounts</td>
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<td>Sorts Objects (by Size, Color, Shape)</td>
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<td>E-5</td>
<td>Matches Quantities with Numerals</td>
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<td>E-6</td>
<td>Reads Numerals</td>
<td>/5</td>
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<td>E-7</td>
<td>Solves Word Problems</td>
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<td>E-8</td>
<td>Knows Missing Numerals in Sequences</td>
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<tr>
<td>E-9</td>
<td>Adds Numbers</td>
<td>/9</td>
<td></td>
</tr>
<tr>
<td>E-10</td>
<td>Subtracts Numbers</td>
<td>/6</td>
<td></td>
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</table>

**TOTAL RAW SCORE**

- **MATHEMATICS**
  - /101

**TOTAL SCALED SCORE**

- **MATHEMATICS**
  - 111

**TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT**

- **LITERACY**
  - /170

- **MATHEMATICS**
  - /101

**SUM OF LITERACY AND MATHEMATICS**

- /271

---

**ACADEMIC SKILLS/COGNITIVE DEVELOPMENT**

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**DOMAINS**

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BRIGANCE Readiness Activities

Build Grade K readiness with fun, easy-to-implement activities that prepare children for school.

More than 300 engaging and developmentally appropriate activities cover a broad range of readiness skills in key domains aligned to early learning standards.

The Readiness Activities provide learning objectives, developmental skill sequences, and practical instructional techniques and tips to support early childhood educators.
Domains and Skills Covered in the BRIGANCE Readiness Activities

Each of the five domain sections includes valuable resources and reproducibles:
- Comprehensive Skill Sequences
- References
- Read-to-Me Books
- Letters to Families (reproducible; English and Spanish versions)
- My Learning Plans (reproducible)

The skill sections within the domains include more than a dozen fun and easy-to-implement Teaching Activities as well as helpful instructional guidance and resources for that skill, such as:
- Objective
- Domain
- Rationale
- Related skills
- Sequence
- Recommendations for effective teaching
- Factors that impact development
- Reproducibles for teaching activities

**LANGUAGE DEVELOPMENT**
- Body Parts
- Colors

**LITERACY**
- Response to and Experience with Books
- Prehandwriting
- Copies Forms
- Visual Discrimination
- Print Awareness and Concepts
- Prints Uppercase and Lowercase Letters in Sequence
- Prints Personal Data
- Phonological Awareness Skills

**MATHEMATICS**
- Number Concepts
- Counting
- Reads Numerals
- Numerals Comprehension
- Numerals in Sequence
- Quantitative Concepts
- Shape Concepts
- Joins Sets
- Directional/Positional Concepts
- Concepts of Time and Reading a Clock

**SOCIAL AND EMOTIONAL DEVELOPMENT**
- General Social and Emotional Development
- Play Skills and Behaviors
- Initiative and Engagement Skills and Behaviors
- Self-Regulation Skills and Behaviors
- Personal Data Response

**PHYSICAL DEVELOPMENT**
- GROSS MOTOR SKILLS
  - Standing
  - Walking
  - Jumping and Hopping
  - Running (Skipping and Galloping)
  - Ball Skills (Kicking, Catching, Rolling, and Throwing)
- FINE MOTOR SKILLS
  - Holding and Manipulating Objects
  - Cuts with Scissors
- SELF-HELP SKILLS
  - Self-Help Skills
  - Puts On Clothing
  - Fastens Clothing
  - Using Shoes
  - Taking Care of Self
Activities are simple to implement and accommodate all types of learning styles: visual, aural, tactile, and kinesthetic.

Response to and Experience with Books

Objective
• To participate in book-related conversations, asking and answering questions that demonstrate understanding.

Domain
Literacy: Book Knowledge

Rationale
Research concludes that the preprimer who has been read to regularly throughout their early years is more likely to read and tend to do better in school. Children who have been read to have better language skills, are more motivated to turn to books, and have a better understanding of the reading process than those who have been read to less. Giving young children successful and enjoyable experiences with books will help build book knowledge, the desire to read, and will cultivate a lifelong love of reading.

Sequence
SEQUENCE OF SKILLS

1. Through each child developmental stage and pattern is unique; the following is a sequence of skills that children typically develop through the ages of seven years. Use the development age notations to the left of each of these guidelines in selecting the appropriate age level and group for instruction.

2. Turns several pages in a book at once.
3. Points to animals or common objects. Looks at pictures selectively.
4. Turns book right-side up.
5. Turns page individually.
6. Asks to see same simple picture.
7. Sees interest in books and reading.
8. Describes actions depicted in pictures.
9. Sells part in making the "looking in" words and phrases.
10. Gain's information from books about new things.
11. Tries to read elements from memory.
12. Follows along in a book being read.
13. Recalls some main events when asked, "What happened in this story?"
15. Attempts to read by looking at pictures.
16. Seeks words worth by sight.
17. Tries to read words by using phonics, context clues, or picture clues.
18. Reads simple stories aloud.
19. Distinguishes between fantasy and reality.

10. Every Puppet Tells a Story

Materials:
- A narrative picture book with several characters.
- Response Activity Materials:
  - To make puppets:
    -String
    - Small paper bags
    - Bathtime
    - Scrap of felt and fabric
    - Glue or give sticks
    - Markers
    - Crepe paper
  - To make a puppet stage:
    - A large appliance box with the upper front panel cut out.
    - A towel draped over the back of a chair.
    - A blanket or sheet hung over a card table.
    - A towel draped over the back of a chair.
    - A corner on a spring not suspended over a doorway.

Procedure:
1. Gather children on the floor around you.
2. Read the title of the book. Provide a short introduction that states the main problem of the story.
3. Introduce the characters and have children make the characters come alive, and then demonstrate how to make predictions about the story for example: 
4. Ask children to use puppets to dramatize the story and recall it in their own words using new vocabulary.
5. Allot a small group of children to create a sequel to the story and use their puppets to tell the story.

SUGGESTED BOOKS:
- Barbara Beery, Barbara Beery. What Do You See? Bill Martin, Jr. The Cat in the Hat (by Dr. Seuss)
- Alice's Adventures in Wonderland by Lewis Carroll.

RESPONSE TO THE BOOK:
- When children make puppets to represent the character in the story. The puppets can be crafted tools with button eyes and fabric features, or they can be long-hand puppets with gloves over dress-on features.
- Ask children to use puppets to dramatize the story and recall it in their own words using new vocabulary.
- Stock with a small group of children to create a sequel to the story and use their puppets to tell the story.

INCLUSION INFORMATION
- Give children that may have autism a separate copy of the book. They can read along using the same materials and activities.
- Children with vision impairments can use Braille versions of the books. For children with hearing impairments, play the story using sign language.

Readiness Activities

Include Informational Books in Your Library
Select nondisciplines on a wide range of topics, such as storms, animals, people, causes, disorders, and machines. Informational books can also be included in the school section that engages children in topics that are of interest to them.

Practice Before Reading About Animal Children
Before reading a storybook to children, practice reading it aloud using different voices for different characters and practicing changing the inflection of your voice to accentuate the events in the story. The words you are reading will tell you whether to use a soft or loud voice (as she whispered to his side) or as the assassin crept down the stairs or whether to use a soft voice or a high one. You want to read most passages softly, softly quickly. Some passages you will want to pause for emphasis or excitement (“Once upon a time . . . in a land far, far away.” or “What? . . . What? . . . What?” or “Ah . . . Ah . . . Ah . . .”).

With READ TO ME BOOKS, children or young children can practice reading aloud aloud first grade or in kindergarten. Before reading aloud to children, practice reading it aloud using different voices for different characters and practice changing the inflection of your voice to accentuate the events in the story. The words you are reading will tell you whether to use a soft or loud voice (as she whispered to his side) or as the assassin crept down the stairs or whether to use a soft voice or a high one. You want to read most passages softly, softly quickly. Some passages you will want to pause for emphasis or excitement (“Once upon a time . . . in a land far, far away.” or “What? . . . What? . . . What?” or “Ah . . . Ah . . . Ah . . .”).

With READ TO ME BOOKS, children or young children can practice reading aloud aloud first grade or in kindergarten.

CRÉER UNE BIBLIOTHÈQUE DE LECTURE

Introduce children to a wide variety of books including storybooks, wordless picture books, information books, picture books, children's books, and picture books, and so on. In addition, the following are recommended books:

- Create a classroom library
- Create a classroom library
- Create a classroom library
- Create a classroom library
- Create a classroom library
- Create a classroom library
- Create a classroom library
- Create a classroom library

Each activity lists the materials needed and clearly explains the procedure. Reproducible child pages are included for activities where needed.

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Children can share Learning Plans with their families to show the readiness skills that they are working on at school.

Dear Parents,

Reading with your child is one of the most satisfying things you can do! When you turn off the TV and snuggle up on the sofa, in a big chair, or on your bed with your child and a book, you are showing your child that you enjoy being together and that you value reading. Read a lot of different kinds of books. Reread your child’s favorite books. Read with expression. If your child wants to turn back to a page or skip ahead in the book, that’s okay. Enjoy the pleasure of sharing a book together!

Look for and encourage the following behaviors as you read books with your child. Does your child:

• Show an interest in books and reading?
• Ask questions and make comments about the characters and events in storybooks?
• Follow along in a book as you read?
• Make attempts to read and write?
• Make comparisons or draw parallels between story and everyday events?
• Show an interest in books and reading?

Here are some activities that will help your child develop some of these behaviors:

1. **Read familiar poems** or nursery rhymes to your child. Stop before a rhyming word and ask your child to provide the word.

2. **Help your child make a book.** You’ll need cardboard for the front and back covers, some unlined paper, a pencil, crayons, a paper punch, and yarn. Let your child choose what to draw and write about. Write down what your child says, writing one or two sentences on each page. Leave room for your child to draw a picture. When your child indicates that the book is finished, punch holes and fasten the pages and covers together with yarn.

3. **Build a book collection for your child.** Provide a special place for your child’s own books. Talk with your child about how important it is to take good care of books.

4. **Find time to read your own books, magazines, or newspapers.** When your child sees you reading, it sets a good example and reinforces reading as a valuable and worthwhile activity.

5. **Read to your child for at least fifteen minutes every day, talk about the books.** Ask about favorite parts and help your child connect the story to his own life. Answer his questions about characters or events. Libraries are filled with wonderful books for children. Here are a few suggestions:

- Berger, Barbara. *Grandfather Twilight*.
- Fox, Mem. *Blueberries for Sal*.
- Hoban, Russell. *A Baby Sister for Frances*.
- McCluskey, Robert. *Blueberries for Sal*.
- Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*.

**Querida familia:**

¡Leer con su niño es una de las cosas más gratificantes que usted puede hacer! Cuando apaga el televisor y se sientan abrazados con su niño y un libro en el sofá, en un sillón o en la cama, le demuestra a su niño que usted disfruta el tiempo que pasan juntos y que valora la lectura. Lea muchos tipos de libros. Lea una y otra vez los libros favoritos de su niño. Lea con expresión. Estar bien si su niño quiere regresar a una página o saltar algunas páginas del libro. ¡Disfrute el placer de compartir un libro con su niño!

Fíjese en las siguientes conductas, y estimúlelas al leer libros con su niño. Su niño:

- ¿Muestra interés en la lectura?
- ¿Hace preguntas y comentarios sobre los personajes y eventos en las historias?
- ¿Sigue el hilo de la historia mientras usted lee?
- ¿Intenta leer y escribir?

Estas son algunas actividades:

1. **Recite poemas** para que su niño o niña aprenda nuevas palabras.
2. **Ayude a su niño o niña** a dibujar y a escribir sobre su propia vida. Resultará una autoexpresión que podrá leer más tarde.
3. **Tenga una colección de libros**. Haga hincapié en la importancia de cuidar bien los libros.
4. **Planee el tiempo del día** que leerán juntos.
5. **Lea a su niño o niña** en voz alta. Repita las palabras que no se pronuncian correctamente.

**Letters to families (in English and Spanish)** suggest fun at-home activities for reinforcing readiness skills and recommend books to read as a family.
Take-Home Activity Books

Engage parents in their child’s learning with easy-to-read and easy-to-use literacy and mathematics activity booklets.

Skills included in the collection:

Mathematics
- Counts in Order
- Counts Objects
- Reads Numbers
- Understands Numbers
- Writes Numbers in Order

Literacy
- Recites Alphabet
- Reads Letters
- Prints Personal Information
- Prints Letters in Order
- Prints Letters

Dear Family

Your child is working on writing numbers in order. Use the activities on pages 2–11 to help your child write numbers. Use the following numbers as a guide for how the numbers your child writes should look.

0 1 2 3 4 5 6 7 8 9

Here are some other daily activities to try with your child:

- Use dotted lines to write the numbers 0–9 on a sheet of paper. Tell your child that the lines are a railroad track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.

- Leave blanks for missing numbers as you write the numbers 0–9 in order on a sheet of paper. Have your child write the missing numbers.

- Use paint, markers, chalk, or crayons to make practicing writing numbers more fun. You might also let your child write the numbers in shaving cream, sand, or pudding!

- Have your child make a number chart on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door, or on your child’s bedroom door).

- Make a set of number cards 0–9 out of index cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.

- Read books with your child about numbers. Here are some books that you might find at your local library:
  - One Lighthouse, One Moon, by Anita Lobel.
  - I Spy Two Eyes: Numbers in Art, by Lucy Micklethwait.
## Pricing and Ordering

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*Additional volume discounts available. 10-license minimum per account. **10-packs of specific Take-Home Activity Book titles are also available for $14.95.

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To Order: Call (800) 225-0248 Monday–Thursday 8:30 a.m.–6 p.m. and Friday 8:30 a.m.–5 p.m. ET.
Request a meeting with your local rep at www.BRIGANCE.com/MeetRep to see the entire family of BRIGANCE Early Childhood products:

- Early Childhood Screens III
- Screens III Online Management System
- Inventory of Early Development III (IED III) and IED III Standardized
- Readiness Activities and Take-Home Activity Books