

Literacy Implementation Checklist: Literacy in the Overall Environment

Do Teachers...

YES NO

1. Include print that

- a. **labels objects** (e.g., names on cubbies),
- b. **provides information** (e.g., daily schedule, recipe, instructions on how to wash hands),
- c. **provides narrative descriptions** (e.g., dictation about artwork), and
- d. **identifies classroom practices** (e.g., waiting lists, job charts)?

2. Provide a variety of books (3 or more in each category) including

- a. **Narrative**
- b. **Predictable**
- c. **Alphabet**
- d. **Number/counting**
- e. **Informational**
- f. **Rhyming**
- g. **Other texts (e.g., magazines, signs, charts)**

3. Include a variety of materials written in English and other languages spoken by the children in the class:

- a. Books (3 or more) in at least 5 interest areas
 - Blocks Dramatic Play Toys & Games Art Library
 - Discovery Sand & Water Music & Movement Cooking Computers
 - Outdoors
- b. Other texts (3 or more) in at least 3 interest areas
 - Blocks Dramatic Play Toys & Games Art Library
 - Discovery Sand & Water Music & Movement Cooking Computers
 - Outdoors

4. Offer a variety of writing materials (e.g., paper, notepads, markers, appointment books, envelopes, chalkboards, wipe-off boards, sign-up sheets) in at least 5 interest areas?

- Blocks Dramatic Play Toys & Games Art Library
- Discovery Sand & Water Music & Movement Cooking Computers
- Outdoors

5. Display the alphabet at the children's eye level?

Literacy Implementation Checklist: Literacy in the Library Area

Do Teachers...

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Make the Library Area available as a choice activity on a daily basis? | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 2. Provide a variety of materials and furnishings to make the space comfortable and attractive (e.g., carpeted floor, good lighting, beanbag chairs, child-size rocker) where children can look at books?
a. Feature #1: _____
b. Feature #2: _____
c. Feature #3: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 3. Provide space and materials for listening (e.g., books stored together with tapes or CDs, cassette recorder or CD players, two headphones)? | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 4. Include a
a. Bookshelf to display books facing out?
b. Table and chairs for writing?
c. Shelf for writing materials? | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 5. Provide a variety of materials to
a. Write on (e.g., assorted lined and unlined paper, chalkboards, envelopes, stationery)
1) _____
2) _____
3) _____
b. Write with (e.g., pencils, pens, markers, chalk)
1) _____
2) _____
3) _____
c. Letter and Word Manipulatives (e.g., letter stamps, name cards, alphabet cards for children to handle and use as models)?
1) _____
2) _____
3) _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 6. Display (with covers facing out) at least 25 children's books (e.g., storybooks; nursery rhymes; and informational, predictable, alphabet, and number/counting books)? | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| 7. Provide books and related props for retelling stories (e.g., hand puppets, flannel board, magnetic board, or story apron related to a particular story?) | <input type="checkbox"/> | <input type="checkbox"/> |

Literacy Implementation Checklist: Guiding Children's Literacy Learning

Do Teachers...

	YES	NO
1. Read books to individuals as well as to large and small groups at least twice everyday, and prompt children to interact and respond (e.g., take a picture walk through the story before reading, leave out a work so children can fill it in, ask open-ended questions, relate the story to prior experiences)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage children in retelling a story using puppets, flannel board figures, or props?	<input type="checkbox"/>	<input type="checkbox"/>
3. Draw children's attention to the sounds of language through playful songs, stories, rhymes, and chants to help develop phonological awareness ?	<input type="checkbox"/>	<input type="checkbox"/>
4. Draw children's attention to <ul style="list-style-type: none">a. concepts of print (e.g., left to right, top to bottom) andb. concepts of books (e.g., author, illustrator, book-handling skills, turning pages)?	<input type="checkbox"/>	<input type="checkbox"/>
5. Draw children's attention to letters and words (e.g., reading big books and pointing to words, taking a walk to look for signs, writing a group thank-you letter)?	<input type="checkbox"/>	<input type="checkbox"/>
6. Talk with children throughout the day, modeling correct grammar, introducing new vocabulary and asking questions to encourage children to express their ideas in words?	<input type="checkbox"/>	<input type="checkbox"/>
7. Write with children (e.g., record their ideas and stories, write experience charts, write a thank you note to a visitor) and encourage children to write (e.g., put their names on artwork, create a shopping list in dramatic play, make signs for a block structure)?	<input type="checkbox"/>	<input type="checkbox"/>