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NF05-640 Early Literacy Checklist — Classroom

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Early Literacy Checklist — Classroom

Adapted by Janet S. Hanna, Kayla Hinrichs and Carla Mahar, Extension Educators
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Last in a series of nine fact sheets. This checklist was adapted from Head Start Family Literacy Services Training Facilitator Guide by CNCS.

StoryQUEST's Vision

High-quality early relationships and experiences throughout their daily routines provide each infant and toddler with the tools and skills to build a strong foundation for future school readiness. Families, caregivers and communities as a whole collaborate to enable all children to become highly competent in language and literacy.

This checklist represents the kinds of language and literacy development practices often seen in high-quality early childhood environments. The checklist encompasses all children birth to age 5 and is inclusive of the needs of children with disabilities and English language learners.

Classroom/Socialization _____ Date _____

Completed by _____

Literacy Rich Environment	Need no help in this area	Need some help in this area	Need considerable help in this area
Warm, rich environment is provided where children can listen to and interact with each other, caregivers, staff and parents all day. The daily schedule includes sufficient time for self-directed activities and independent exploration.			
Listening center is available with songs and stories on tape and other listening games.			
Props, materials and building on children's interests are provided in house and block areas to encourage talking and listening.			

Literacy Rich Environment	Need no help in this area	Need some help in this area	Need considerable help in this area
Book (library) areas: <ul style="list-style-type: none"> • Inviting and orderly • Stocked with about five books per child • Books displayed on open shelves, covers out, at children's eye level • Books easily accessible for children • Comfortable/soft areas for reading • Multicultural books and books in children's languages spoken at home • Fiction, nonfiction, alphabet and theme books included • Enough space for adults to comfortably sit and read with children 			
Books and/or literacy connection is evident in all areas of the classroom.			
New books are added periodically to all classroom areas.			
Writing materials and tools are available throughout all classroom areas.			
Alphabet and letter/word tools are displayed and used throughout all classroom areas.			
Functional print is displayed in classroom, such as names on cubbies, pet names, menus, message boards, signs and labels, maps, etc.			
Technologies/computers are available and accessible to children.			
Staff use singing, storytelling, rhymes and talking intentionally with children; staff document this on lesson plan/socialization schedule.			
Staff share the strategies of imitating, singing, storytelling and talking intentionally with children and families and document.			
A variety of children's artwork is displayed at their eye level.			

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