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NF05-639 Early Literacy Checklist — In the Home

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Early Literacy Checklist — In the Home

Adapted by Janet S. Hanna, Kayla Hinrichs and Carla Mahar, Extension Educators
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Eight 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.

Family _____ Date _____

Completed by _____

Literacy Rich Environment	Need no help in this area	Need some help in this area	Need considerable help in this area
Children have easy access to art/writing materials.			
Children have easy access to books.			
Family has a variety of books (soft, board books, homemade books).			
Family provides opportunities for music, nursery rhymes, poems, singing, storytelling.			
Children have good lighting for reading.			
Parents display pictures, posters, photos, children's artwork.			
Parents interact with child and books.			

Literacy Rich Environment	Need no help in this area	Need some help in this area	Need considerable help in this area
Parents talk with infants and toddlers about pictures, signs and words in their environment.			
Parents talk about older toddler's attempts to draw or write and understand that their attempts at scribbling can have meaning.			
Parents write grocery lists, notes, etc., where children can see them.			
Parents interact with and imitate children's babbling.			
Staff use/model 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.			

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**Index: Family Life
Relationships**
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