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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  
John DeFrain, Family Life Specialist

*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 \_\_\_\_\_

| <b>Literacy Rich Environment</b>   | 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.  |                           |                             |                                     |

| <b>Literacy Rich Environment</b>   | 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"> <li>• Inviting and orderly</li> <li>• Stocked with about five books per child</li> <li>• Books displayed on open shelves, covers out, at children's eye level</li> <li>• Books easily accessible for children</li> <li>• Comfortable/soft areas for reading</li> <li>• Multicultural books and books in children's languages spoken at home</li> <li>• Fiction, nonfiction, alphabet and theme books included</li> <li>• Enough space for adults to comfortably sit and read with children</li> </ul> |                           |                             |                                     |
| 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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**Index: Family Life Relationships**  
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