

Literacy in the Classroom Checklist

A classroom which is rich with literacy is full of environmental and functional print, the best children's books, writing materials, and play spaces and activities that encourage and develop reading and writing. Young children who are exposed to various forms of reading, writing, speaking, and listening are more apt to enjoy learning in general. The classroom should have labels that identify where most materials belong using pictures/photos and written words in all areas of the classroom. You should see displays that consist primarily of children's original artwork and writing samples with their name on it, at the children's eye level, on the walls, and /or room divide.

Instructions: Each area is scaled from 1-5 with 5 being the best show of evidence in each area. Also include examples of the evidence as to reason for the score.

Center/Class:	Theme:	Scale
Conversation: Teachers should be having engaging, genuine and meaningful conversations with children frequently throughout the day. Asking questions to get them critically thinking and to express themselves. Example:		1 2 3 4 5
Build Literacy into every Activity and Lesson: For example at the water table, have a predication chart so children can think, speak, write about and listen to what they are studying. A simple sink-and-float activity becomes a study in predicting and charting. Example:		1 2 3 4 5
Repeated Phonemic Awareness Activities: Look to see if the children are provided with numerous phonemic awareness activities, fun and silly rhyming activities like "Brown Bear Brown Bear what do you see." Example:		1 2 3 4 5
Alphabetic Principle Experiences: Look to see if the alphabet is posted in many places in the classroom, not just the writing center. Use of environmental print to allow children to recognize letters they see every day in their environment. Example:		1 2 3 4 5
Group Stories: In circle or small group time, look to see if the children have helped to create stories that the teacher has dictated, this illustrates "conventions of print". Example:		1 2 3 4 5

Label the Environment: The environment should have all objects labeled so children associate the word with the object. Example:	1 2 3 4 5
Songs and Finger plays: Listen for songs and finger plays being utilized throughout the day: Look for print references (flip chart) to assist in learning the words of the songs and finger plays. Example:	1 2 3 4 5
Literacy Props: In the dramatic play area; look for literacy props to support the theme of the play. Example:	1 2 3 4 5
Guided Reading Activities: Look for books that have repetitive phrases; teachers should have printed phrases from the books in order to have the children participate in an interactive read. Example "The Little Red Hen," on chart paper write the repeated statement and have the children read the statement as the story is read. Example:	1 2 3 4 5
Teach Vocabulary: Teachers should intentionally included vocabulary in books read aloud and implicitly and explicitly teach the vocabulary words as the book is read. Example:	1 2 3 4 5
Block Area: Should see maps, books, clip boards, pencils, and blue prints of a building, notepads, books, wooden or plastic people and signs, unit blocks, foam blocks, waffle, farm animals. Example:	1 2 3 4 5
Home Living: Should see written recipes, cook books, phone books, measuring cups and spoons, newspapers, paper, pencil, menu, environmental print (empty boxes and containers of food). For example if the theme of the week would be community helpers and the dramatic play area would be a flower shop then you would look for informational signs like "flowers for sale", real-life props, seed packets, catalogs, and postcards, receipt books, pencils, paper, stamps, ink stamps, fake flowers, cash register, money and magazines and books related to flower shops " <i>The Tiny Seed</i> ". Example:	1 2 3 4 5

<p>Library: You should see that the library is a choice activity on a daily basis. Working audio materials for listening to books on cd's or cassette recorders; at least two headphones; book shelves with enough books for as many children are in the classroom. Include magazines, illustrations and writing materials, books with informational "how to" content, storybooks, nursery rhymes, alphabet, and number/counting books, props for retelling stories, hand puppets, flannel board, magnetic board, or story apron related to a particular story. Examples:</p>	<p>1 2 3 4 5</p>
<p>Art: Organize and label the materials so that children can use the materials and manage their work independently. You should see a variety of each of the following materials accessible to children for independent work. Materials to paint on; manila paper, foil, cardboard, newspaper, butcher paper, wallpaper, and brown paper bags, stencils. Materials to paint with; tempera paint, finger paint, watercolors, brushes of all kinds, sponges, scrub brushes, feathers. Materials to draw on chalkboards, whiteboards and include a variety of paper. Materials to draw with; crayons, markers, colored pencils, chalk, gel pens, and materials to cut and paste; collage materials, glue, paste, paper, scissors. Available each day molding materials; clay, play dough, modeling dough and tools to use; rolling pins, craft sticks, scraper. Include materials for three-dimensional constructions woodworking material, pipe cleaners, wire, brads, dowels. Example:</p>	<p>1 2 3 4 5</p>
<p>Computer: Programs using numbers, letters, colors, shapes. Children use the mouse or touch screen to construct an airport like the one he built out of blocks. Children understands and follows oral direction, asks questions, actively participates in conversations, demonstrates knowledge of the alphabet, uses emerging reading skills to make meaning from print Example:</p>	<p>1 2 3 4 5</p>
<p>Science: You should see matching cards, nature sequence cards, simple experiments with prediction or growth charts (sink/float or graph the growth), magnets, magnifying glasses, sink-and-float, balance scales, funnels, thermometers, plants, tweezers, tongs, seeds bulbs, pets, rocks, soil, sensory tubs, take-apart, flashlights, measuring cups, aquarium, calculator. Example:</p>	<p>1 2 3 4 5</p>
<p>Sand &Water: Should be available indoors and outdoors daily. Looking for sufficient amount of sand and water at least 3-4 inches and materials for digging, molding, pouring, and sifting, scoops, measuring cups and spoons, sieves, buckets, shovels sand molds. Water props buckets, cups, funnels, squirt bottles, water wheel, bulb basters, whisks, floating toys. Also look for teacher to child and peer to peer interaction; and examples of prediction charts: for example "How many squirts does it take to fill ¼ measuring cup?" Example:</p>	<p>1 2 3 4 5</p>

<p>Writing table:</p> <p>Having a spot where writing is the main focus is an important component of any preschool classroom. Look for materials such as mini clipboards, journals, notepads, dry erase boards, mini chalk boards and stencils. Various types of writing instruments; pens, chalk, crayons, markers, and pencils. Reference templates like the alphabet, magnetic letters and numbers, greeting cards and envelopes, calculators, rulers, mail box, sentence strips, stickers, sight words. Include various types of paper such as heavy weight or lined paper these can be rotated to keep children's interest high. Having names of the children in the classroom here can encourage note writing to friends and teachers.</p> <p>Examples:</p>	<p>1 2 3 4 5</p>
<p>Toys and Games:</p> <p>Look for board games, puzzles(letter puzzles, number, color, shapes) interlocking links, pegboards, pegs, lotto, alphabet bingo, card games, file folder games, lacing card, floor puzzles. Sort, match, and compare in many inventive ways with bottle caps, buttons, keys, plastic coffee scoops, small boxes, small toys, erasers, sample paint chips, nuts and bolts, plastic fasteners, lids, magnetic letter. Also look for teacher to child and peer to peer interaction; back and forth language exchanges, taking turns, and using communication rules.</p> <p>Examples:</p>	<p>1 2 3 4 5</p>

Area Supervisor _____

Date _____

Literacy in the Classroom Checklist

Based on what we have talked about, what are the “next steps” I will take?	What do I need in order to take these steps?	When will I have completed these steps?	Follow up date Observation results

Area Supervisor _____

Center/Class _____

Date Observation _____

Date of Staff Consultation _____

Teacher _____

Assistant Teacher _____

Teacher Aid _____