

Early Literacy Checklist — Classroom

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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 series was developed as part of a national research project — StoryQUEST — through the California Institute on Human Services, Sonoma State University.

Follow a checklist of suggested activities and environments to help your child's literacy development. This is the last publication in a series of nine.

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	<i>Need no help in this area</i>	<i>Need some help in this area</i>	<i>Need considerable help in this area</i>
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 and materials which build on children's interests are provided in-house, and providers block out an area to encourage talking and listening.			
Book (library) areas: <ul style="list-style-type: none"> • Should be inviting and orderly; • Should be stocked with about five books per child; • Display books on open shelves, covers out, at children's eye level; • Have books easily accessible for children; • Provide comfortable/soft areas for reading; • Offer multicultural books and print materials in languages children speak at home; • Offer fiction, nonfiction, alphabet and theme books; and • Provide enough space for adults to comfortably sit and read with children. 			

Literacy-Rich Environment	<i>Need no help in this area</i>	<i>Need some help in this area</i>	<i>Need considerable help in this area</i>
Books and/or a literacy connection are/is evident in all areas of the classroom.			
New books and print materials 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 shares 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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