

## Classroom Literacy Environment Checklist

### Is your classroom literacy-friendly?

You have an important role in providing the children in your classroom with some of their first experiences with books and reading.

Look around your classroom and think about what you do with the children. If the statement on the checklist is true, place a check in the “true” column. If the statement is false, place a check in the “false” column.

### Availability of learning materials...

TRUE FALSE

Alphabet books (e.g., Dr. Seuss’s *ABC* book) are readily available for children’s use.

☐ ☐

Wood or plastic 3-dimensional alphabet letters are readily available for children’s use.

☐ ☐

Crayons and pencils are readily available for children’s writing and drawing.

☐ ☐

Paper is readily available for children’s writing and drawing.

☐ ☐

Children have tables or other surfaces readily available for writing or drawing.

☐ ☐

Rhyming books (e.g., Joseph Slate’s *Miss Bindergarten Gets Ready for Kindergarten*) are readily available for children’s use.

☐ ☐

At least 25 picture books are readily available for children’s use.

☐ ☐

At least 50 picture books are readily available for children’s use.

☐ ☐

### Children’s use of learning materials...

Games, materials, and activities are used regularly to help children learn the names of alphabet letters.

☐ ☐

Children are encouraged to scribble and experiment with pretend writing.

☐ ☐

Games, materials, and activities are used regularly to help children learn to rhyme.

☐ ☐

Children in the class engage in shared book reading sessions with an adult at least twice a week.

☐ ☐

Children in the class engage in shared book reading sessions with an adult at least four times a week.

☐ ☐

Games, materials, and activities are used regularly to help children learn to print the letters of the alphabet.

☐ ☐

### What the teacher or assistant teacher does...

The teacher sometimes sounds out printed words when reading picture books to children.

☐ ☐

The teacher frequently introduces new words to children while reading picture books.

☐ ☐

The teacher regularly has detailed and informative conversations with children about things that interest the children (e.g., “How do you think ice cream is made?”).

☐ ☐

The teacher sends home materials that encourage parents to read with their children at home.

☐ ☐

The teacher encourages children to talk about their experiences (e.g., “What happened at the library?”).

☐ ☐

The teacher asks questions of children and encourages them to talk while reading picture books with them.

☐ ☐

## What the teacher or assistant teacher does... (Con't)

TRUE FALSE

The teacher sends home materials that encourage parents to help their children learn the letters of the alphabet.

☐ ☐

The teacher helps children learn nursery rhymes.

☐ ☐

The teacher encourages children to express themselves using complete sentences.

☐ ☐

The teacher keeps a record of how individual children are progressing in their reading readiness skills.

☐ ☐

The teacher believes that it is important for young children to learn skills that will help them get ready to read.

☐ ☐

The teacher regularly engages children in games and activities that help children break spoken words into sound parts (e.g., "Clap your hands for every sound you hear in ba – nan – na.").

☐ ☐

The teacher helps children learn to write their own names.

☐ ☐

The teacher regularly helps children learn the sounds that alphabet letters make (e.g., "M makes the mmmm sound.").

☐ ☐

The teacher is enthusiastic about the literacy and language activities that are included in the classroom curriculum.

☐ ☐

## The teacher's background...

The teacher is a good reader.

☐ ☐

The teacher has a large vocabulary.

☐ ☐

The teacher graduated from college.

☐ ☐

The teacher has received training in early literacy or reading readiness.

☐ ☐

## About the classroom and school, preschool or center...

The classroom has a detailed year-long sequence of planned activities to introduce letters, language sounds, and print.

☐ ☐

Several classroom projects and trips through the year revolve around print (e.g., a visit to the library; making a picture book; visiting the supermarket).

☐ ☐

The classroom day includes some planned teaching activities in which all children are expected to engage.

☐ ☐

Children are generally occupied rather than standing around waiting for the next activity to start.

☐ ☐

The preschool or center screens children for problems with vision and hearing.

☐ ☐

The preschool or center screens children for delays in language and literacy development.

☐ ☐

Children enjoy the literacy and language activities that are included in the classroom curriculum.

☐ ☐

Count up the number of statements marked TRUE and put that number in the box to the right. See the chart below to find out how literacy-friendly your classroom is.

**31-41** Classroom literacy environment has most of the many supportive elements

**21-30** Classroom literacy environment has many supportive elements

**11-20** Classroom literacy environment has some supportive elements

**0-10** Classroom literacy environment needs improvement



Get Ready to Read! is a project of the National Center for Learning Disabilities. For more information about this program, please visit our Web site [www.GetReadytoRead.org](http://www.GetReadytoRead.org).