

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.

