

## CLASSROOM LITERACY CHECKLIST

The Montana Early Literacy Project, Division of Educational Research & Service, The University of Montana  
Adapted from McMahon, R. (1998).

<b>Key:</b>	N/A = not applicable	P/S = partially or sometimes
	N/N = no or never	Y/A = yes or always

<b>1. Classroom Environment</b>	N/A	N/N	P/S	Y/A
- Are children engaged in both formal and informal sharing experiences (formal: show-and-tell, circle, centers, story time; informal: casual conversation, free play, recess, etc.)?	_____	_____	_____	_____
- Is language represented in all applicable forms for students (ASL, Native Language, Foreign Language, Braille, etc.)?	_____	_____	_____	_____
- Are graphics used with print for children who have visual impairments?	_____	_____	_____	_____
- Are textual and sensory objects used to increase an understanding and awareness of written and spoken language?	_____	_____	_____	_____

<b>2. Written Information Displays</b>	N/A	N/N	P/S	Y/A
- Are there notices, menus, and daily schedules posted?	_____	_____	_____	_____
- Are calendar activities, weather charts, and birthday charts used daily?	_____	_____	_____	_____
- Are there sign-up sheets for centers and daily attendance charts used?	_____	_____	_____	_____
- Are key objects labeled with a printed name or representative symbolic figure?	_____	_____	_____	_____
- Are there numerals and the alphabet displayed?	_____	_____	_____	_____

<b>3. Student Work Displays</b>	N/A	N/N	P/S	Y/A
- Are there various places that display children's work?	_____	_____	_____	_____
- Do displays consist of children's pictures and writing (scribbling, mock letters, random letters, semiphonetic and phonetic spelling)?	_____	_____	_____	_____
- Are children's projects with written explanations exhibited throughout the classroom?	_____	_____	_____	_____
- Is work from all children in the class displayed?	_____	_____	_____	_____
- Is the work displayed less than two weeks old?	_____	_____	_____	_____

- Is the work displayed at eye level for children?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<b>4. Library Center</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Is it partitioned off from the other areas in the room?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is it located in a quiet area?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is it large enough to accommodate at least 4 children?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is it warm, attractive, and inviting?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are books shelved by category and/or color-coded by theme or genre?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are books displayed in a variety of ways?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is there an element of softness (cushions, pillows, rugs, sofa, rocking chair, bean bags, etc.)	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there theme-related books?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there posters, bulletin boards, or wall displays that encourage reading or tell about an author?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there any "literature props" (puppets, felt-board stories or costumes)?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

<b>5. Writing Center</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Is there a space with tables or desks for writing and drawing?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is there paper of various colors, shapes, and sizes?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there envelopes and stamps?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there blank pre-made booklets for story writing?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there book-making materials?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there calendar pictures, gift wrapping paper, newspapers, or magazines?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is there a variety of writing instruments (e.g., pens, pencils, markers, crayons, chalk/chalkboard)?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there stencils, stickers, rubber stamps, and letters/numbers to trace, stick, or arrange?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Are there dictionaries, word lists, or word banks?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is there a computer or typewriter?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Is there a computer in another area other than the writing center?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
- Does the computer have adaptive devices (e.g., touch window, speakers, enlarged mouse)?	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

<b>6. Listening Center</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Is there an area for listening to cassette recordings of favorite stories?	_____	_____	_____	_____
- Are there headsets for individual listening?	_____	_____	_____	_____
- Are there story cassettes with accompanying books?	_____	_____	_____	_____
- Do the story cassettes and accompanying books represent a variety of genres of literature?	_____	_____	_____	_____
- Are there multiple copies of a central story that may be used for individual reading?	_____	_____	_____	_____
- Are there adaptive devices for children with special needs?	_____	_____	_____	_____

<b>7. Circle and Learning Centers</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Are play areas equipped with corresponding literacy materials and props (eg. cookbook or note pad for telephone messages in dramatic play)?	_____	_____	_____	_____
- Are there displays of written language with pictures providing instructions?	_____	_____	_____	_____
- Is there a calendar with numbers, days of the week, months, year, etc?	_____	_____	_____	_____
- Are there nametags on the seats for individual children?	_____	_____	_____	_____

<b>8. Snack Area/Cooking Center</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Does the area have descriptive posters (i.e. healthy food choices, good manners, wash hands)?	_____	_____	_____	_____
- Does the daily snack or cooking activity relate to the learning objective?	_____	_____	_____	_____
- Are recipes available with pictures in sequential and numerical order?	_____	_____	_____	_____
- Are there structured language interactions between teachers and students?	_____	_____	_____	_____

<b>9. Books and Other Reading Materials</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Do books reflect many interests?	_____	_____	_____	_____
- Do books reflect developmental levels?	_____	_____	_____	_____
- Are books illustrated in a variety of ways?	_____	_____	_____	_____
- Are there:				
- wordless picture books?	_____	_____	_____	_____
- information and content area books?	_____	_____	_____	_____
- biographies?	_____	_____	_____	_____
- nursery rhymes & poetry selections?	_____	_____	_____	_____
- student written books?	_____	_____	_____	_____
- magazines, catalogs, and newspapers appropriate for children?	_____	_____	_____	_____
- picture/storybooks?	_____	_____	_____	_____
- award winning (Caldecott, Children's ALA, etc.) selections?	_____	_____	_____	_____
- books that reflect a diversity of cultures?	_____	_____	_____	_____
- books that represent a diverse population?	_____	_____	_____	_____
- books that represent children and adults with disabilities?	_____	_____	_____	_____

<b>10. Evidence of Student Learning</b>	<b>N/A</b>	<b>N/N</b>	<b>P/S</b>	<b>Y/A</b>
- Is children's language recorded?	_____	_____	_____	_____
- Are there pencils, pens, paper etc. for recording children's language?	_____	_____	_____	_____
- Are tape recorders, computers, or typewriters used for recording children's language?	_____	_____	_____	_____
- Are student journals used?	_____	_____	_____	_____
- Is there a means of recording student observations, language, accomplishments, and activities including data collection?	_____	_____	_____	_____