



Center for Early Literacy Learning

Literacy-Rich Environments Checklist

This checklist can be used with or by parents and practitioners to provide a literacy-rich environment to promote opportunities for everyday literacy learning activities. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent/practitioner use the practice.

<i>Did you help the parent or practitioner . . .</i>	Yes	No
1. Provide a <i>variety</i> of print, reading, writing materials that encourage early literacy activities?		
2. Provide <i>equipment</i> such as a CD player, radio, or tape player for additional literacy opportunities such as listening to music?		
3. Provide literacy materials that are <i>interesting and inviting</i> ?		
4. Make sure that literacy materials are <i>easily accessible</i> to all children when appropriate?		
5. Make sure that the literacy materials are included in the environment as a <i>natural part</i> of an activity?		
6. Demonstrate how literacy materials are used in <i>everyday activities</i> ?		



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Child Interests Checklist

This checklist can be used with or by parents and practitioners to identify the key features of using a child's interests as the basis for early literacy learning. Complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent/practitioner use the practices.

<i>Did you help the parent or practitioner . . .</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the <i>child's attention</i> ?		
2. Identify the objects, people, activities, and actions that are the <i>child's favorites</i> ?		
3. Identify the objects, people, activities, and actions that make the <i>child smile and laugh</i> ?		
4. Identify the objects, people, activities, and actions that are especially <i>exciting to the child</i> ?		
5. Identify the objects, people, activities, and actions that the <i>child chooses most often</i> ?		
6. Identify the objects, people, activities, and actions that the <i>child works hard at doing</i> ?		
7. Identify new objects, people, activities, and actions that <i>attract the child's attention</i> ?		



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Everyday Literacy Learning Activity Checklist

This checklist can be used with or by parents or practitioners to use the key features of using everyday literacy activities as the basis for learning. The checklist can be used to engage in a discussion about how to use interest-based participation to provide everyday early literacy learning activities. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent or practitioner use the practices.

<i>Did the parent or practitioner...</i>	Yes	No
1. Identify the family or classroom activities that are the child's <i>everyday routines, experiences</i> , etc.?		
2. Identify those family or classroom activities that do or could provide the child <i>interest-based early literacy learning opportunities</i> ?		
3. Select interest-based family or classroom learning activities where any one activity provides lots of different <i>early literacy opportunities</i> ?		
4. Select interest-based family or classroom activities that are especially likely to help the child <i>learn and practice emerging early literacy abilities</i> ?		
5. Select interest-based family or classroom activities that encourage the child to try to <i>use early literacy behaviors in different ways</i> ?		



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Increasing Everyday Child Learning Opportunities Checklist

This checklist can be used with parents or practitioners to provide interest-based everyday early literacy learning opportunities for young children. The checklist is used to ensure key characteristics of the early literacy learning practices are implemented during your interactions with a parent or practitioner. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent or practitioner use the practices.

<i>Did you help the parent or practitioner . . .</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent or practitioner a way of ensuring a child experiences interest-based everyday early literacy learning activities?		
2. Increase <i>how often</i> the child gets to participate in interest-based everyday early literacy learning activities?		
3. Increase the <i>number</i> of interest-based everyday child early literacy learning activities?		
4. Increase the <i>variety</i> of interest-based everyday child early literacy learning activities?		
5. Increase the <i>number</i> of child early literacy learning opportunities <i>in</i> any one family, community, or classroom activity?		
6. Increase the <i>variety</i> of child early literacy learning opportunities <i>in</i> any one family, community, or classroom activity?		
7. Increase <i>participation</i> in those activities that occur frequently and provide lots of early literacy learning opportunities?		



Caregiver Responsive Teaching Checklist

This checklist can be used with or by parents and practitioners to identify the key features of using responsive teaching to support a child's early literacy learning. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the practitioner/parent use the practices.

<i>Did you help the parent or practitioner . . .</i>	Yes	No
1. Engage the child in <i>interest-based</i> family or classroom early literacy learning activities?		
2. Use <i>different materials or arrange the environment</i> to engage the child in using early literacy behaviors in new and different ways?		
3. Provide the <i>child the time to initiate interactions</i> with people or objects in the activities?		
4. <i>Pay attention to and notice</i> when and how the child uses or tries to use early literacy behaviors in interactions with people and objects in the everyday activities?		
5. <i>Respond promptly and positively</i> to the child's use of early literacy behaviors in ways that match the amount, pace, and intent of the child's behavior?		
6. Respond to the child's use of early literacy behaviors with <i>comments, joining in the interactions, and gestures</i> to support child engagement in the activity?		
7. Respond to the child in ways that <i>encourage the child</i> to use early literacy behaviors in new and different ways?		
8. Encourage the child to <i>elaborate on his or her use of early literacy behaviors</i> in ways that are increasingly more complex?		



Participatory Adult Learning Strategy (PALS) Checklist

This checklist includes questions for you to consider when helping a parent or practitioner use interest-based everyday child early literacy learning activities. It helps you be sure you are using all the steps of an adult learning process that has been found effective in helping a parent or practitioner feel confident in using interest-based everyday learning practices. The checklist can be completed by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent or practitioner use the practice.

<i>Were you able to do each of the following during your time together with the parent or practitioner . . .</i>	Yes	No
1. Introduce information about the model component or practice and its important features?		
2. Provide examples, demonstrate, or otherwise illustrate for the parent or practitioner what the practice looks like?		
3. Involve the parent or practitioner in actively trying out and doing the practice?		
4. Assist the parent or practitioner in examining what was done, what happened, and what worked when the practice was implemented?		
5. Determine what the parent or practitioner understood and the extent to which the trainee was able to use the practice?		
6. Determine what additional opportunities will be provided to build upon the parent's or practitioner's understanding and use of the practices?		



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Adaptations Checklist

This checklist includes questions for you to consider when helping a parent or practitioner create adaptations that enhance a child's participation in everyday literacy learning activities. Complete the checklist by indicating whether you had (Yes) or did not have (No) opportunities to help the parent or practitioner use the practice.

<i>Did you help the parent/practitioner:</i>	Yes	No
1. Observe the child to ensure that all early literacy materials are accessible based on the child's abilities?		
2. Observe the child to determine the challenges to the child's ability to participate in early literacy activities?		
3. Reflect on what challenges the child may face when participating in early learning opportunities with his/her peers?		
4. Modify the physical environment to maximize a child's ability to participate and explore independently?		
5. Modify the activity to enhance the child's active participation in all aspects of the activity ?		
6. Modify early literacy materials to maximize a child's ability to easily manipulate and explore?		
7. Modify instructional procedures to enhance the child's participation?		
8. Provide any necessary physical assistance as a last resort?		
9. Remember that adaptations work best in activities that are based on the child's interest?		