

EARLY LITERACY PROJECT
Literacy Environment/Opportunities Checklist

Date: _____ Completed by: _____

Instructions: *This checklist is designed to provide information on how the classroom environment is arranged to support early literacy development. The items are divided into two sections: **Environment** and **Opportunities**. The items in the Environment section are related to classroom tools and teaching activities. The items in the Opportunities section relate to whether children are afforded opportunities to use those tools and strategies. The classroom team is encouraged to complete the checklist together as a self-check throughout the year.*

Environment	Observed √	Comments
Items in room labelled with words/pictures (e.g., activities, daily/monthly schedule, furniture, etc.)		
Children's work displayed		
Varying types/sizes of tools - Paper - Pencils - Markers - Stamps - Chalk - Computer - Pointing device - Paint - Other <i>Available at:</i> - Writing centre - Other centres		
Literacy-related computer software - Books - Art - Phonics - Other		
Posters reflecting a focus on literacy development		
Visual reminders of routines, schedules, directions for activities, etc.		
Literacy-related manipulatives: - Letter blocks - Magnetic letters - Play dough - Bingo - Lotto - Other		

Environment	Observed √	Comments
Variety of print materials - Books - Catalogues - Magazines - Newspapers - Computer s/w - Comics - Other		
Variety of book types - Big books - Pattern books - Picture books - Books on tape - Electronic books - Other		
Evidence of a school-home connection (e.g., communication book, sharing activities, eliciting support, etc.)		
Opportunities		
Regularly-scheduled time for literacy- related activities		
Time to self-select literacy-related activities		
Read aloud		
Shared reading (e.g., talking about past experiences, discussing story while reading, asking questions, etc.)		
Vocabulary development		
Symbols/pictures are used to support text		
Discussions about stories: - Predict story events - Read story lines - Ask questions - Re-tell story events - Answer questions about events, characters, etc. - Participate in story time talk (e.g., share own experiences, etc.) - Other		

Opportunities	Observed √	Comments
Phonemic Awareness activities: <ul style="list-style-type: none"> - Singing songs, recite poems - Saying rhymes - Alphabetic awareness – letter names, letter sounds - Identifying / producing words that begin with the same sound - Adding / substituting sounds in words (e.g., add /ch/ to “Old MacDonald” refrain, “ee-igh, ee-igh, oh”) - Blending sounds (e.g., /k/ /a/ /t/ is recognized as ‘cat’) - Isolating the sounds in words (e.g., bat is recognized as /b/ /a/ /t/) - Other 		
Writing activities: <ul style="list-style-type: none"> - Drawing - Painting - Writing name - Writing letters & numbers - Inventive spelling - Making lists (menus, groceries, recipes, etc.) - Shared language experience writing - Other 		
Writing is integrated into other activities (i.e., circle, reading, etc.)		
Other Literacy-related games and activities		
Art		
Puzzles and games (bingo, lotto, etc)		
Drama		
Social Play		