

# Literacy-Rich Classroom Environments

## Learning Centers

- \_\_\_ Separate book reading area that is organized, welcoming and has soft, comfortable materials
- \_\_\_ Listening center in good working order
- \_\_\_ Separate organized writing center

## General Writing/Reading Materials

- \_\_\_ Alphabet on child's level
- \_\_\_ Word cards with familiar words and names
- \_\_\_ Alphabet templates, stencils, and/or stamps
- \_\_\_ Availability of a variety of writing papers (**Goal of 3 different types**)
- \_\_\_ Availability of a variety of writing tools (**Goal of 3 different types**)
- \_\_\_ Alphabet puzzles
- \_\_\_ Puzzles with words
- \_\_\_ Writing tools and materials in dramatic play and blocks (**Goal of 3**)
- \_\_\_ Props to prompt children's writing in dramatic play and blocks

## Writing Displays

- \_\_\_ Variety of teacher dictation on display (**Goal of 6 different experiences**)
- \_\_\_ Charts about class discussions and big books (**Goal of 6**)
- \_\_\_ Variety of children's writing on display (**Goal of 6 experiences**)

## Books

- \_\_\_ Books with a range of difficulty
- \_\_\_ Nonfiction books available
- \_\_\_ Books available on the current theme (**Goal of 7**)
- \_\_\_ # of books accessible to children in classroom (**Goal of at least 30 in the book area.**)  
(**Goal of 100 to 120 classroom total.**)
- \_\_\_ Books in other centers (**Goal of at least 4 topic related books in each center**)
  - Science # \_\_\_
  - Dramatic Play # \_\_\_
  - Blocks # \_\_\_
  - Other centers:
    - Art # \_\_\_
    - Writing # \_\_\_
    - Other # \_\_\_

*Use this checklist weekly to assure that your literacy environment is well stocked.*

*Adapted from the 2008 edition of the ELLCO*

# Literacy-Rich Classroom Environments

## Classroom Environment

\_\_\_ Classroom furnishings are the right size for the children.

\_\_\_ Classroom is arranged for good flow with quiet and noisy areas separated, and opportunities for children to play individually, in small groups, or large group.

\_\_\_ Classroom is set up so that children can play independently.

\_\_\_ Materials are organized in centers and are ample and accessible to children.

\_\_\_ Current children's work is displayed at child's eye level.

\_\_\_ Daily schedule, routines, and materials allow for self-directed, independent investigations.

\_\_\_ Children understand classroom rules and generally follow them.

\_\_\_ Themes are meaningful studies and scheduled for more than a week.

\_\_\_ Children's language and literacy experience are immersed in the current theme with appropriate concept goals.

\_\_\_ Diversity of all children is honored in conversations, materials, and activities.

## Book Reading

\_\_\_ Schedule includes time for shared book reading and experiences with those books that are related to the curriculum theme.

\_\_\_ Children have reading opportunities both formally and informally individually, in small groups, and large groups.

\_\_\_ Teachers select books appropriate in difficulty, which are rich in content, and of high interest to young children.

\_\_\_ Teachers have prepared for the book reading in advance with meaningful questions and clarifications.

\_\_\_ Teachers encourage active engagement of children and supports their comprehension.

\_\_\_ Teachers read with expression and fluency to hold children's attention.

## Interactions

\_\_\_ Teachers support clear expectations of children's behavior in a calm manner with children leading in resolving issues.

\_\_\_ Classroom interactions are positive and respectful.

\_\_\_ Teachers model listening and encourage children to listen to each other.

\_\_\_ Teachers model respect of all children through fair treatment of children while valuing all ideas.

## Building Language

\_\_\_ Teacher introduces and discusses new and challenging words during book readings and classroom activities.

\_\_\_ Teachers show enthusiasm for words through playful interactions with children.

\_\_\_ Teachers give consideration for children whose first language is not English when introducing new words.