Emerging Literacy Behaviours Checklist

Check the box for the statement that best describes the student’s current behaviors related to literacy. This checklist can be used several times throughout the year to monitor progress, inform instruction and document growth. Use the Observation Notes section to record the learning context, and your observations and reflections, including use of scaffolds, assistive technologies or personal communication devices that support this student’s access to literacy.

1. Interactions with Books
2. Engagement in the Act of Reading
3. Interactions During Literacy Activities
4. Engagement in Storytelling
5. Interactions with Symbols/Print
6. Drawing/Writing and Representing
7. Alphabet Knowledge
8. Phonological Awareness

Student Name

Grade/Program

School Year

|  |
| --- |
| Notes about strategies and tools this student requires for successful literacy experiences |

1. Interactions with Books

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Explores books: |  |  |  |  |  |
| * tactually
 | ❑ | ❑ | ❑ |  |
| * visually
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Browses pages of books: |  |  |  |  |
| * independently
 | ❑ | ❑ | ❑ |  |
| * with another person
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Holds book: |  |  |  |  |
| * with support from equipment
 | ❑ | ❑ | ❑ |  |
| * with support from a person
 | ❑ | ❑ | ❑ |  |
| * independently
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Independently views book: |  |  |  |  |
| * starts at front of book
 | ❑ | ❑ | ❑ |  |
| * turns book right side up
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Turns pages: |  |  |  |  |
| * with prompting
 | ❑ | ❑ | ❑ |  |
| * independently
 | ❑ | ❑ | ❑ |  |
| * with purpose
 | ❑ | ❑ | ❑ |  |
| * at appropriate time
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Recognizes book by its cover: |  |  |  |  |
| * visually
 | ❑ | ❑ | ❑ |  |
| * tactually
 | ❑ | ❑ | ❑ |  |

1. Engagement in the Act of Reading

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Indicates awareness of being read to: |  |  |  |  |  |
| * attends to activity
 | ❑ | ❑ | ❑ |  |
| * attends to reader
 | ❑ | ❑ | ❑ |  |
| * knows when activity begins and ends
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Demonstrates attention to reader and reading experience (also known as joint attention) | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Demonstrates interest in reading by doing one or more of the following: |  |  |  |  |
| * eye gazes to text, picture or page
 | ❑ | ❑ | ❑ |  |
| * points to text, pictures or page
 | ❑ | ❑ | ❑ |  |
| * uses language to label specific picture or words
 | ❑ | ❑ | ❑ |  |
| * comments on print or graphic elements of story
 | ❑ | ❑ | ❑ |  |
| * acts out parts of story
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Participates in reading experience by reading along (e.g., tracking text, vocalizing words, reading in head, following with braille) | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Approximates reading to another person | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Communicates a choice of a story, song or rhyme through one or more of the following ways: |  |  |  |  |
| * vocalization or spoken word
 | ❑ | ❑ | ❑ |  |
| * gesture
 | ❑ | ❑ | ❑ |  |
| * picture/symbol
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Reading from memory on own: |  |  |  |  |
| * using rote memory alone
 | ❑ | ❑ | ❑ |  |
| or |  |  |  |  |
| * by paying attention to the printed word
 | ❑ | ❑ | ❑ |  |

1. Interactions During Literacy Activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Attends during literacy activities using: |  |  |  |  |  |
| * eye gaze
 | ❑ | ❑ | ❑ |  |
| * gestures
 | ❑ | ❑ | ❑ |  |
| * voice
 | ❑ | ❑ | ❑ |  |
| or |  |  |  |  |
| * personal communication device
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Attends to (by reaching, pointing or looking) to: |  |  |  |  |
| * pictures
 | ❑ | ❑ | ❑ |  |
| * symbols
 | ❑ | ❑ | ❑ |  |
| * text
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Labels: |  |  |  |  |
| * pictures
 | ❑ | ❑ | ❑ |  |
| * actions/events in story
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Demonstrates understanding or personal connection during favourite part of story by: |  |  |  |  |
| * commenting on
 | ❑ | ❑ | ❑ |  |
| and/or |  |  |  |  |
| * relating to personal experiences
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Responds to questions about story | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Asks questions about story | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Retells a part of the story: |  |  |  |  |
| * with an activity (e.g., arrange picture cards, act out, retell in own words)
 | ❑ | ❑ | ❑ |  |
| * in sequence
 | ❑ | ❑ | ❑ |  |

1. Engagement in Storytelling

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Imitates story: |  |  |  |  |  |
| * actions
 | ❑ | ❑ | ❑ |  |
| * sounds
 | ❑ | ❑ | ❑ |  |
| * words
 | ❑ | ❑ | ❑ |  |
| * manipulation of related objects
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Spontaneously uses elements from familiar stories such as: |  |  |  |  |
| * actions
 | ❑ | ❑ | ❑ |  |
| * sounds
 | ❑ | ❑ | ❑ |  |
| * words
 | ❑ | ❑ | ❑ |  |
| * objects
 | ❑ | ❑ | ❑ |  |
| * pictures
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Uses storybook language from familiar stories | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Answers questions related to familiar stories through one or more means such as: |  |  |  |  |
| * eye gaze
 | ❑ | ❑ | ❑ |  |
| * vocalizing or speaking
 | ❑ | ❑ | ❑ |  |
| * personal communication device
 | ❑ | ❑ | ❑ |  |
| * pictures
 | ❑ | ❑ | ❑ |  |
| * symbols
 | ❑ | ❑ | ❑ |  |
| * gestures
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Predicts what might happen in unfamiliar stories | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Tells an original simple story through one or more of the following ways: |  |  |  |  |
| * vocalizing or speaking
 | ❑ | ❑ | ❑ |  |
| * gestures
 | ❑ | ❑ | ❑ |  |
| * pictures
 | ❑ | ❑ | ❑ |  |
| * symbols
 | ❑ | ❑ | ❑ |  |
| * personal communication device
 | ❑ | ❑ | ❑ |  |

1. Interactions with Symbols/Print

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Demonstrates awareness of print by: |  |  |  |  |  |
| * attending
 | ❑ | ❑ | ❑ |  |
| * eye gaze
 | ❑ | ❑ | ❑ |  |
| * pointing
 | ❑ | ❑ | ❑ |  |
| * vocalizations
 | ❑ | ❑ | ❑ |  |
| or |  |  |  |  |
| * talking
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Connects print to speech/language | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Is aware of: |  |  |  |  |
| * where to start reading on a page
 | ❑ | ❑ | ❑ |  |
| * appropriate direction to read (left to right, top to bottom)
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Understands basic concept of printed word (e.g., by connecting picture or object with printed word) | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Is beginning to recognize words in print: |  |  |  |  |
| * in isolation
 | ❑ | ❑ | ❑ |  |
| * in context
 | ❑ | ❑ | ❑ |  |

1. Drawing/Writing and Representing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
|  |  |  |  |  |  |
| Explores use of drawing and writing tools (e.g., stamps, crayons, felt markers, felt letters, software programs, alternate pencils, brailler) | ❑ | ❑ | ❑ |  |  |
|  |  |  |  |  |
| Uses tools (e.g., stamps, crayons, felt markers, felt letters, software programs, brailler) to approximate drawing and representing | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Explores representing (e.g., scribbling and drawing) with purpose (e.g., to communicate specific message/information) | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Writing begins to look different from drawing | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Scribbles become letter-like forms | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Can form letters independently  | ❑ | ❑ | ❑ |  |
| (indicate number of letters) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_ |  |

1. Alphabet Knowledge

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Explores alphabet materials | ❑ | ❑ | ❑ |  |  |
|  |  |  |  |  |
| Knows that printed/tactual letters are different from pictures and other representations | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Recognizes first letter in own name | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Identifies specific letters in: |  |  |  |  |
| * own name
 | ❑ | ❑ | ❑ |  |
| * other important names
 | ❑ | ❑ | ❑ |  |
| * high frequency words
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Recognizes other letters in other words | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Identifies name of many letters | ❑ | ❑ | ❑ |  |
| (indicate number of letters) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_ |  |

1. Phonological Awareness

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Date** | **Date** |  | **Observation Notes** |
| Participates in word play such as finger plays | ❑ | ❑ | ❑ |  |  |
|  |  |  |  |  |
| Follows rhythmic patterns in: |  |  |  |  |
| * poems
 | ❑ | ❑ | ❑ |  |
| * music
 | ❑ | ❑ | ❑ |  |
| * stories
 | ❑ | ❑ | ❑ |  |
|  |  |  |  |  |
| Recognizes basic **sounds** of some letters | ❑ | ❑ | ❑ |  |
| (indicate number or specific letters) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_ |  |
|  |  |  |  |  |
| Repeats rhythmic patterns in: |  |  |  |  |
| * poems
 | ❑ | ❑ | ❑ |  |
| * music
 | ❑ | ❑ | ❑ |  |
| * stories
 | ❑ | ❑ | ❑ |  |  |
|  |  |  |  |  |  |
| Demonstrates awareness that different words begin with the same sound | ❑ | ❑ | ❑ |  |  |
|  |  |  |  |  |  |
| Identifies initial letter sounds of at least 20 letters | ❑ | ❑ | ❑ |  |  |

References

This Emerging Literacy Behaviours Checklist is adapted from:

* Pierce, P., Summer, G., and O’DeKirk, M. (2005). *The bridge: A portfolio rating scale of preschoolers’ oral and written language.*
* King-DeBaun, P., and Musselwhite, C. (1997). “Checklist of emergent literacy skills” in *Emergent literacy success: Merging technology and whole language for students with disabilities.* Park City, UT: Creative Communicating Resources, Inc.
* REACH Speech and Language Pathologists; Johnsen and Newman (2011). Language and literacy planning documents.

In addition, *The Bridge: A Portfolio Rating Scale of Preschoolers’ Oral and Written Language*, used the following references:

* Clay, M. (2000). *Concepts about print: What have children learned about the way we print language?* Portsmouth, NH: Heinemann.
* Dickinson, D., McCabe, A., and Sprague, K. (2001). *Teacher rating of oral language and literacy* (TROLL). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement (CIERA). <http://www.ciera.org/library/reports/inquiry-3/3-016/3-016.pdf>
* *Head Start Child Outcomes Framework*, June 2001
* Johnson-Martin, N., Attermeier, S., and Hacker, B. (1991). *The Carolina curriculum for preschoolers and infants and toddlers with special needs.*
* Koppenhaver, D. A., and Erickson, K. A. (2003). “Natural emergent literacy supports for preschoolers with autism and severe communication impairments.” *Topics in Language Disorders*, *23*(4), 283–292.
* Lynch, C., and Kidd, J. (1999). *Early communication skills*. Bicester, UK: Speechmark.
* Meisels, S., Dichtelmiller, M., Jablon, J., and Marsden, D. (2001). *Work sampling for Head Start – Developmental guidelines for three-year-olds and four-year-olds*. Lebanon, IN: Pearson.
* Mercer, C.D., and Campbell, K. (1998). *Great leaps reading*. Gainsville, FL: Diarmuid.
* Mirenda, P., and Erickson, K. A. (2000). “Autism, AAC and literacy.” In A. Wetherby and B. Prizant (Eds.), *Communication and language issues in autism and PDD: A transactional developmental perspective* (pp. 333–367). Baltimore, MD: Brookes.
* Neuman, S.B., Copple, C., and Bredenkamp, S. (2000*). Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: NAEYC.
* Neuman, S.B., and Dickinson, D.K. (2002). *The handbook of early literacy research*. New York: The Guilford Press.
* *North Carolina English language arts, oral and written language developmental continuum*. (1999). Raleigh, NC: Department of Public Instruction.
* *North Carolina preschool standards: Language and communication* (draft version). (2003). Raleigh, NC: Department of Public Instruction.
* O’Connor, R., Notari-Syverson, A., and Vadasy, P. (1998*). Ladders to literacy: Preschool checklist*. Baltimore, MD: Paul Brookes.
* Schickedanz, J. (1999). *Much more than the ABCs*. Washington, DC: NAEYC.
* Snow, C., Burns, S., and Griffiths, P. (Eds.). (1998). *Starting out right, a guide to promoting children’s reading success.* Washington, DC: National Academy Press.
* Teale, W., and Sulzby, E. (1989). “Emergent literacy: New perspectives.” In D. Strickland and L. Morrow (Eds.), *Emergent literacy: Young children learn to read and write* (pp. 1–16)*.* Newark, DE: International Reading Association.