# *All Children Can Read: Literacy Skills Checklist*

Think about the child/student and place mark the box that best describes if/how often each of the following literacy-related behaviors are observed at home, school or in the community. The box at the end of each section provides information about where to locate strategies and resources on the literacy website to assist in developing and improving literacy skills.

## *Section 1*

| | YES | NO | SOME-TIMES | DONT KNOW |
|---|---|---|---|---|
| Uses behavior as communication | | | | |
| Demonstrates behaviors that are difficult to interpret (e.g. cries for unknown reason) | | | | |
| Demonstrates little or no interest in people around him/her | | | | |
| Disengages when invited to participate in a learning activity | | | | |
| Demonstrates passive behavior throughout the day | | | | |
| Seems reluctant to engage in the environment | | | | |
| Engages in self-stimulating behavior for a significant part of the day | | | | |
| Has little or no experience with rhythm activities | | | | |
| Has little or no experience with books or stories | | | | |
| Has little or no experience with writing materials | | | | |
| Has little or no experience with literacy learning activities | | | | |

**Results:**
➢ If you answered **YES** or **SOMETIMES** to several of the items above then *Building a Foundation* is where you will want to begin on the literacy website.
➢ If you answered **NO** to most of the items above then continue to the next section.
➢ If you answered **DON'T KNOW** to most of the items *or* if no clear pattern exists it is suggested that you begin with *Building a Foundation*.

## *Section 2*

| | YES | NO | SOME-TIMES | DONT KNOW |
|---|---|---|---|---|
| Actively participates in turn-taking activities | | | | |
| Attends to a communication partner | | | | |
| Demonstrates beginning understanding that people and objects have names/labels/signs | | | | |
| Attends to objects and/or pictures in a familiar routine or activity | | | | |
| Enjoys and/or actively participates in music and rhythm activities | | | | |
| Shows interest in books, stories and/or others engaged in literacy activities | | | | |
| Handles or explores books, even in non-traditional ways (e.g. mouthing, tapping, or smelling) | | | | |
| Attends to pictures (or objects) in traditional or adapted books | | | | |
| Is beginning to use familiar objects/symbols/signs for communication | | | | |
| Shows interest in or actively engages with writing materials | | | | |

**Results:**
➢ If you answered **NO** or **SOMETIMES** to several of the items above then *Early Emergent Literacy* is where you will want to begin on the literacy website.
➢ If you answered **DON'T KNOW** to most of the items *or* if no clear pattern exists it is suggested that you begin with *Early Emergent Literacy.*
➢ If you answered **YES** to most of the items above then continue to the next section.

## Section 3

| | YES | NO | SOME-TIMES | DON'T KNOW |
|---|---|---|---|---|
| Lets someone know he/she wants to look at a book/be read to | | | | |
| Participates in story reading using child's preferred communication method(s) | | | | |
| Repeats familiar parts of stories using his/her preferred communication method(s) | | | | |
| Labels objects (points to and/or names (or signs) | | | | |
| Searches for favorite pictures/objects when reading familiar books or environmental print | | | | |
| Begins to prefer certain stories | | | | |
| Shows interest in print, braille and/or tactile representations | | | | |
| Notices and/or protests when adult leaves out or changes part of the story | | | | |
| Holds, carries and/or turns pages of a book (adaptations or assistance allowed) | | | | |
| Scribbles, stamps, finger-paints, places images or tangible representations, or uses alternative pencils | | | | |
| Begins to express/assign meaning through scribbles, stamps, finger-paints, places images or tangible representations, uses alternative pencils, or other writing tools | | | | |
| Understands that text (e.g. printed words/braille/images/tangible representations) convey meaning | | | | |
| Makes the connection between signed or spoken language and print, braille, picture/symbol, or tangible representations | | | | |
| Recognizes and begins to read familiar logos and signs in the environment (e.g. McDonald's, restroom, cafeteria, hospital) | | | | |
| Begins to recognize and read familiar words (name on cubby, personal information, lunch menu) | | | | |
| "Reads" to self | | | | |

**Results:**

➢ If you answered **NO** to several of the items above then *Emergent Literacy* is where you will want to begin on the literacy website.

➢ If you answered **SOMETIMES** to several of the items above then you will want to explore *Emergent Literacy* to identify and implement literacy learning activities that will facilitate more consistent demonstration of those literacy skills.

➢ If you answered **DON'T KNOW** to most of the items *or* if no clear pattern exists it is suggested that you begin with *Emergent Literacy.*

➢ If you answered **YES** or **SOMETIMES** to most of the items above then you will want to:
- Explore *Emergent Literacy* to identify and implement literacy learning activities to facilitate consistent demonstration of the literacy skills marked **SOMETIMES**.
- Explore *Writing, Vocabulary, Comprehension* and *Increasing Fluency* to identify literacy learning activities to enhance current skills.

If you answered **YES** to most of the items above then continue to the next section to identify and implement strategies from *Writing, Vocabulary, Comprehension, Increasing Fluency* and *Expanding Literacy.*

## Section 4

**Moving Beyond Emergent Literacy:**

➢ *Writing, Vocabulary, Comprehension* and *Increasing Fluency* represent key literacy components.
➢ It is important to think of these components as inter-related rather than stages to be completed.
➢ Effective literacy instruction involves addressing each of the components.
➢ Instruction is most effective when these components are addressed concurrently, rather than in isolation.
➢ A team approach is recommended to identify and select literacy learning activities to expand current skills and move a child further along the literacy continuum.

Resources in *Planning Materials* will be helpful in creating lessons, determining adaptations and linking lesson plans to individual and/or Common Core State Standards.

*The next section includes strategies designed to maintain literacy skills, demonstrate literacy skills in new settings and contexts, and increase analytic and creative reading and writing skills. Explore the strategies in this section for even more ideas for instruction.*

## Section 5

**Increasing Independent Literacy Skills:**

➢ *Expanding Literacy* supports and encourages increased independent literacy activities across the span of academic areas, as well as addressing accommodations needed for success.
➢ A team approach is recommended to identify and select appropriate literacy learning activities and continue to move children, youth and young adults further along the literacy continuum.
➢ It is important to ensure that children, youth and young adults continue to receive the individualized adaptations and modifications needed to succeed in increasingly challenging academic situations.
➢ In addition to instructional activities, children, youth and young adults will benefit from learning self-advocacy skills in order to play an active role in obtaining needed supports.

Resources in *Planning Materials* will be helpful in creating lessons, determining adaptations and linking lesson plans to individual and/or Common Core State Standards.