ELLCO: Literacy Environment Checklist

Classroom: Observer(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Book Area** | | Yes | No |
| 1. | Is an area set aside just for book reading?  (If this area is used for other activities, such as for circle time or as a block area, score this item No.) | 1 | 0 |
| 2. | Is the area where books are located orderly and inviting?  (Are the books displayed on a bookshelf or bookcase: Are they oriented properly-front covers or spines facing out and right side up? Are they neatly organized?) | 1 | 0 |
| 3. | Does the area where books are located have soft materials?  (Are there pillows, cushions, or comfortable furniture in the area so that children can look at books comfortably?) | 1 | 0 |
| **Book Area Total** | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Book Selection** | | | | | |
| 4. | Do the books in the classroom range in difficulty level?  (This item refers to all books that are accessible to children, not only those books in the books area. Do some books have no words or very few words per page, whereas others have one or two paragraphs per page? Do some books include simple language, where others incorporate more sophisticated vocabulary?) |  |  | Yes:  1 | No: 0 |
| 5. | How many books are easily available to children?  (Count all books that are accessible to children, not only those in book area.) |  | Fewer than 15: 1 | 16-25: 2 | 26+: 3 |
| 6. | How many books convey factual information?  (Count all books that are accessible to children, not only those in book area. Include science or math related books and social studies books or books about other cultures, as well as health related books.) | 0 books: 0 | 1-2:  1 | 3-5:  2 | 6+: 3 |
| 7. | Are there three or more books related to the current study/project?  (The current study/project should be evident through classroom displays, activities, and teacher conversations with children. If you are unsure about the current theme, ask the classroom teacher.) |  |  | Yes:  1 | No: 0 |
| **Book Selection Total** | | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Use** | | 0 | 1-3 | 4+ |
| 8. | How many books are available in the science area? | 0 | 1 | 2 |
| 9. | How many books are available in the dramatic play area? | 0 | 1 | 2 |
| 10. | How many books are available in the block area? | 0 | 1 | 2 |
| 11. | How many books are available in other areas (not including book area)?  List other areas: | 0 | 1 | 2 |
| 12. | Is there a place for children to listen to recorded books/stories?  (The listening center does not have to be a permanent area in the classroom. However, it must be in working order and available to children without adult assistance on the day of your observation.) |  | Yes:  1 | No: 0 |
| **Book Use Total** | | | |  |

|  |  |
| --- | --- |
| **Front Page Results** | |
| Book Area Total | /3 |
| Book Selection Total | /8 |
| Book Use Total | /9 |
| **Front Page Total** | /20 |

|  |  |
| --- | --- |
| **Back Page Results** | |
| Writing Materials | /8 |
| Writing Around the Room Total | /13 |
| **Back Page Total** | /21 |

|  |  |
| --- | --- |
| **ELLCO Results** | |
| Front Page Total | /20 |
| Back Page Total | /21 |
| **ELLCO Total** | /41 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing Materials** | | | | |
| 13. | Is an alphabet visible?  (This includes but is not limited to alphabet posters, stencils, and letter shapes. The alphabet must be at children’s eye level or readily used by children) |  | Yes:  1 | No:  0 |
| 14. | Are there word cards with names or familiar words?  (Are there cards with children’s name held together on a ring or cards with familiar words posted on the wall next to or above the writing area? Word cards must be in a place intended to support children’s writing. Word cards do not include labels on objects around the room.) |  | Yes:  1 | No:  0 |
| 15. | Are there templates or tools to help children form letters?  (Are there alphabet stencils, sandpaper letters, rubber stamps, and so forth.) |  | Yes:  1 | No:  0 |
| 16. | How many varieties of paper are available for writing?  (Is there construction paper, white lined and unlined paper, tracing paper and so forth?) | 0 kinds:  0 | 1-2:  1 | 3+:  2 |
| 17. | How many varieties of writing tools are available?  (Are there pens, pencils, markers, crayons, colored pencils, magnetic letters, a chalkboard, a whiteboard, a typewriter, rubber stamps, and so forth.) | 0 kinds:  0 | 1-2:  1 | 3+:  2 |
| 18. | Is a distinct area set up and functioning for writing?  (In order to score this item YES, the area must be used only for writing. It cannot be combined with an art area, book area or any other area.) |  | Yes:  1 | No:  0 |
| **Writing Materials Total** | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing Around the Room** | | | | | |
| 19. | How many varieties of teacher dictation are on display in the classroom?  (This item is designed to determine the variety rather than the number of dictations. If the display of teacher dictation consists of work from a one-time, teacher led activity completed by all children, count it as one example. If a single display consists of unique or spontaneous work from each child or the works were completed over a longer period of time, count each item as a separate example.) | 0 kinds:  0 | 1-2:  1 | 3-5:  2 | 6+:  3 |
| 20. | How many charts, big books, or other evidence of full-group literacy are there in the classroom?  (Include teacher-created charts that show evidence of group discussion.) | 0 kinds:  0 | 1-2:  1 | 3-5:  2 | 6+:  3 |
| 21. | How many varieties of children’s writing are on display in the classroom?  (This item is designed to determine the variety, rather than the number of child writing samples on display. If the display of children’s writing consists of work from a one-time, teacher-led activity completed by all children, count it as one example. If a single display consists of unique or spontaneous work from each child, or the works were completed over a longer period of time, count each item as a separate example.) | 0 kinds:  0 | 1-2:  1 | 3-5:  2 | 6+:  3 |
| 22a. | Are there writing tools in the dramatic play or block area?  (Are there paper, pencils/pens, a chalkboard and chalk, a typewriter, and so forth?) |  |  | Yes:  1 | No:  0 |
| 22b. | Are there props that prompt children to write in the dramatic play or block area?  (If there are no writing tools in the dramatic play or block area, then mark this item NO. Props include items such as clipboards, telephones, menus, and so forth.) |  |  | Yes:  1 | No:  0 |
| 23. | Are there alphabet puzzles available for children’s use?  (Alphabet puzzles must include all letters of the alphabet. Puzzles must be available without adult assistance.) |  |  | Yes:  1 | No:  0 |
| 24. | Are there puzzles with words available for children’s use?  (Puzzles with words must include several short words, and meanings must be clearly indicated by pictures. Puzzles must be available without adult assistance.) |  |  | Yes:  1 | No:  0 |
| **Writing Around the Room Total** | | | | |  |