



# 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.

<b>Section 1</b>				
	YES	NO	SOMETIMES	DON'T KNOW
Demonstrates little or no interest in people around him/her				
Uses behavior as communication				
Seems reluctant to engage in the environment				
Engages in self-stimulating behavior for a significant part of the day				
Demonstrates behaviors that are difficult to interpret (e.g. cries for no reason, appears to prefer being alone)				
Demonstrates passive behavior				
Disengages when invited to participate in a learning activity				
Has little or no experience with rhythm activities				
Has little or no experience with books or stories				
Has little or no experience with literacy learning activities				
<b>Results:</b> <ul style="list-style-type: none"> <li>➤ If you answered <b>YES</b> or <b>SOMETIMES</b> to several of the items above then <b>Building a Foundation</b> is where you will want to begin on the literacy website.</li> <li>➤ If you answered <b>NO</b> to most of the items above then continue to the next section.</li> <li>➤ If you answered <b>DON'T KNOW</b> to most of the items <u>or</u> if no clear pattern exists it is suggested that you begin with <b>Building a Foundation</b>.</li> </ul>				

<b>Section 2</b>				
	YES	NO	SOMETIMES	DON'T KNOW
Attends to a communication partner				
Participates in turn-taking activities				
Attends to objects and/or pictures in a familiar routine or activity				
Is beginning to use consistent objects/symbols/signs for communication				
Child is beginning to understand that people and objects have names/labels/signs				
Enjoys and/or participates in music and rhythm activities				
Shows interest in books, stories and/or others engaged in literacy activities				
Handles, mouths or explores books (even in non-traditional ways)				
Attends to pictures (or objects) in traditional or adapted books				
Shows interest in writing materials				
<b>Results:</b> <ul style="list-style-type: none"> <li>➤ If you answered <b>NO</b> or <b>SOMETIMES</b> to several of the items above then <b>Early Emergent Literacy</b> is where you will want to begin on the literacy website.</li> <li>➤ If you answered <b>DON'T KNOW</b> to most of the items <u>or</u> if no clear pattern exists it is suggested that you begin with <b>Early Emergent Literacy</b>.</li> <li>➤ If you answered <b>YES</b> to most of the items above then continue to the next section.</li> </ul>				

## All Children Can Read: Literacy Skills Checklist (continued)

<b>Section 3</b>				
	YES	NO	SOMETIMES	DON'T KNOW
Holds, carries and/or turns pages of a book (adaptations or assistance allowed)				
Lets someone know he/she wants to look at a book/be read to				
Searches for favorite pictures/objects				
"Reads" to self				
Participates in story reading using child's preferred communication method(s)				
Begins to prefer certain stories				
Shows interest in print, Braille and/or tactile representations				
Notifies and/or protests when adult leaves out or changes part of the story				
Repeats familiar parts of stories using his/her preferred communication method(s)				
Scribbles, stamps, finger-paints, places stickers or uses alternative pencils				
Points to and/or names (or signs) objects				
Understands that text/pictures convey meaning				
Makes the connection between signed or spoken language and print, Braille or tactile 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)				
<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>➤ If you answered <b>NO</b> to several of the items above then <b>Emergent Literacy</b> is where you will want to begin on the literacy website.</li> <li>➤ If you answered <b>SOMETIMES</b> to several of the items above then you will want to explore <b>Emergent Literacy</b> to identify and implement literacy learning activities that will facilitate more consistent demonstration of those literacy skills.</li> <li>➤ If you answered <b>DON'T KNOW</b> to most of the items <u>or</u> if no clear pattern exists it is suggested that you begin with <b>Emergent Literacy</b>.</li> <li>➤ If you answered <b>YES</b> or <b>SOMETIMES</b> to most of the items above then you will want to:             <ol style="list-style-type: none"> <li>1. Explore <b>Emergent Literacy</b> to identify and implement literacy learning activities to facilitate consistent demonstration of the literacy skills marked <b>SOMETIMES</b>.</li> <li>2. Explore <b>Writing, Vocabulary, Comprehension</b> and <b>Increasing Fluency</b> to identify literacy learning activities to enhance current skills.</li> </ol> </li> <li>➤ If you answered <b>YES</b> to most of the items above then continue to the next section to identify and implement strategies from <b>Writing, Vocabulary, Comprehension, Increasing Fluency</b> and <b>Expanding Literacy</b>.</li> </ul>				

## **All Children Can Read: Literacy Skills Checklist (continued)**

### **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.

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