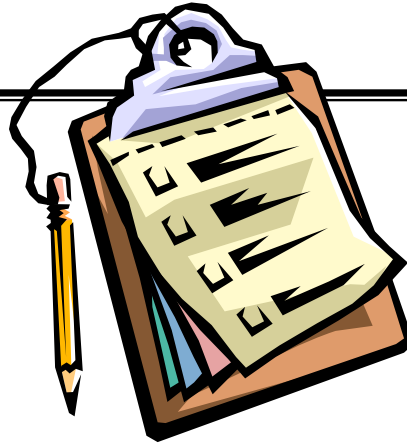


Name : _____



Emergent Literacy Checklist

Region of Waterloo



Ontario

Early Years
Petite enfance

A special thanks is extended to Literacy Link Niagara and their revision committee, who spearheaded the revision of this Early Literacy Checklist. This document was originally provided (in draft form) to Early Literacy Specialist, as part of the resources provided to support the Ontario Early Years-Early Literacy Initiative, introduced in the province by the Ministry of Community, Family and Children's Services in 2001 .

The Niagara Region version of the checklist has been adapted (Nov. 05) for our Region of Waterloo
Mary Trottier, Early Literacy Specialist in the Region of Waterloo

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This document has been adapted from the draft of the Early Literacy Checklist, originally developed by The Mothercraft Institute for Early Development, 2002.
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The Emergent Literacy Checklist – Niagara Region

Revision Committee:

Judy Arnott, Community and Program Development Coordinator, ECCDC;
Kathleen Cooper, Early Learning and Parenting Program Coordinator/Resource Teacher,
Family and Children's Services;
Darlene Edgar, Coordinator, Ontario Early Years Centres-Erie/Lincoln;
Arlene Garand, Francophone Early Literacy Consultant;
Debbie Hamilton, Speech-Language Pathologist, Speech Services Niagara;
Lynn Fazio, Early Literacy Consultant;
Helen Lake, Resource Consultant, Regional Niagara Children's Services;
Jennifer Lancione, Supervisor, Walker YMCA Child Care;
Sandy White, Chair, Early Literacy Consultant;
Cathy Wittmaier, Supervisor, A Child's World.

What is the History of the Emergent Literacy Checklist?

The **Early Literacy Checklist** was originally developed by The Mothercraft Institute for Early Development located in Toronto, as a resource in support of the Early Literacy Initiative implemented by the provincial government in January, 2002. Early Literacy Consultants across the province introduced the **Early Literacy Checklist** to their respective early childhood communities. In Niagara, the **Emergent Literacy Checklist** was piloted in the Ontario Early Years Centres in the Erie/Lincoln Riding. Specific feedback was solicited from Early Childhood Educators. As the province had decided not to take the **Early Literacy Checklist** to a final form, a group representing early literacy interests in Niagara was formed to revise the document. Following the revision process, the document was presented to the Quality Child Care Niagara Advisory Committee for final approval and incorporation into the existing range of programming resources for use by licensed child care centres across the Region.

What is Emergent Literacy?

The term, emergent literacy, has become widely used and accepted, as it implies ongoing development of literacy skills. For the purposes of the **Emergent Literacy Checklist**, we shall accept the definition below:

Emergent Literacy involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing. There is consistent evidence that there are three primary domains of emergent literacy skills related to later (conventional) reading and writing:

- **Oral Language** – Vocabulary Knowledge, Syntactic Knowledge, Narrative Knowledge
- **Print Knowledge** – The understanding that it is the print that reflects the words and not other parts of books like the pictures or spaces between words; the understanding that there are 26 different letters in English and that letters can look different and still be the same letter (upper and lower case, different print styles; the understanding that there are different sounds associated with each letter.
- **Phonological Processing** – Alphabetic languages represent language at the phoneme level (i.e., letters typically correspond to phonemes or sounds in words).

(Whitehurst & Lonigan, 1998).

What is the Emergent Literacy Checklist?

The **Emergent Literacy Checklist** focuses on three major areas:

1. Environments
2. Interactions
3. Collaboration

The **Emergent Literacy Checklist** is a reflective, self-assessment tool enabling programs and resource personnel working with young children to better evaluate to what extent they:

- 📖 support literacy development in young children;
- 📖 support literacy development within families;
- 📖 engage in community partnerships in supporting child and family literacy;
- 📖 support professionals in enhancing early literacy.

The **Emergent Literacy Checklist** will help programs, to determine strengths in promoting early literacy and assist in identifying program goals related to early literacy. The **Emergent Literacy Checklist** should be used to augment environmental rating scales like the E.C.E.R.S, and I.T.E.R.S.. While these rating scales may include aspects of literacy in their content, the **Emergent Literacy Checklists'** primary focus is literacy. It is recommended that this checklist to be used as a self-assessment tool, by Early Childhood Educators in their programs, The **Emergent Literacy Checklist** encourages Early Childhood Educators to focus on the specifics related to the implementation of a quality program that supports and promotes emergent literacy.

Who Should Use the Emergent Literacy Checklist?

The **Emergent Literacy Checklist** can be used by any “early childhood program or service”.

- Child Care Centres
- Home Child Care Programs
- Nursery Schools
- Ontario Early Years Centres
- Schools
- Children’s Agencies and Associations
- Libraries
- Family Resource Programs
- Community Groups
- Neighbourhood Associations

Not all components of the **Emergent Literacy Checklist** will apply to each of these programs and services. For example, child care centres will find it useful to assess their program’s ability to share documented information regarding a child’s progress with parents. Libraries, however, will not find this component applicable.

It is hoped that the **Emergent Literacy Checklist** will be viewed as a living document and that adaptations and modifications will evolve as a result of its use. Entire sections of the **Emergent Literacy Checklist** may prove unsuitable for certain program types. Early Childhood Educators are encouraged to use the sections that pertain to their unique service delivery model.

Application and Scoring are to be completed along a continuum of:

Consistent (C): is consistently practised, on a regular basis, part of usual implementation

Sometimes (S): is sometimes practised, part of practice, implemented inconsistently

Not Practised (NP): is usually not practised, implementation is not in place

Not Applicable (NA)

How can the Emergent Literacy Checklist enhance literacy?

The **Emergent Literacy Checklist** provides a list of indicators that support and promote the development of emergent literacy skills and behaviours in young children.

What is the format found on each page?

Resources Column: includes websites, programs, local agencies, books

Comments Column: provides an area to make notes (i.e. What should be considered?)

Next Step Column: provides an area to write down ideas for developing “a plan.”

Use this as your map for ongoing program improvement.

What are the benefits?

The **Emergent Literacy Checklist** will assist in identifying strengths and gaps in the early literacy component of programs and supports that serve children and families. Early Childhood Educators and support agency staff are also encouraged to use the **Emergent Literacy Checklist** with new staff, or as a refresher in professional development with current staff.

Other benefits in using the **Emergent Literacy Checklist** include:

1. supports planning and evaluation;
2. supports proposals for new or enhanced funding and/or partnerships;
3. supports budgeting decisions.

COMMUNITY RESOURCES

Who is available when staff, have questions/concerns regarding speech and language stimulation strategies listed in the Early Literacy Checklist? (see pages 11 and 13 checklist)

KidsAbility Centre for Child Development is available to discuss any questions or concerns regarding the strategies referenced in the **Emergent Literacy Checklist** and/or to provide any of the following services to Early Childhood Educators:

- **SPOT** Workshop series on a variety of speech, language and literacy topics
- Workshops on specific requested topics
- Collaboration/consultation on general program strategies

Contact: Intake Co-ordinator, KidsAbility, 519.886.8886, ext. 214 www.kidsability.ca

Who is available to provide assistance with the implementation of the Emergent Literacy Checklist?

The Region of Waterloo's Early Literacy Consultant is available to provide workshops related to the Checklist and other emergent literacy topics. Workshops can be tailored to all early childhood programs. Contact:

Mary Trottier

mtrottier@kwymca.org

519.741.8585 ext. 27

Tracking Implementation

Emergent Literacy Checklist

It is suggested that the **Emergent Literacy Checklist** be implemented at least once **annually**. Please record the date and the name of the person recording the information for your program.

PROGRAM _____

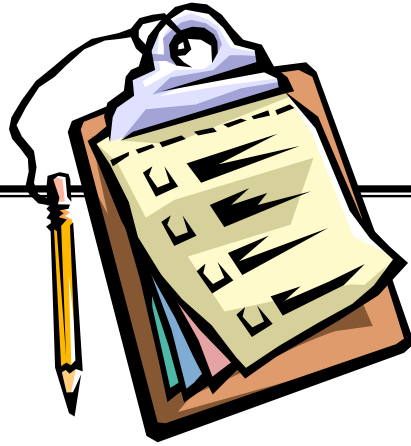
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Section 1

Environments

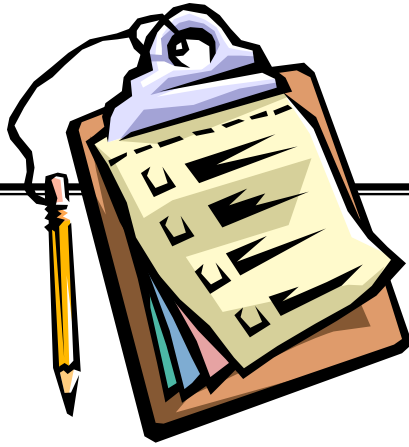
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Section 2

Interactions

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Section 3

Collaboration

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