Emerging Literacy Behaviours Checklist



Check the box for the statement that best describes the student's current behaviours 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.

- A. Interactions with Books
- B. Engagement in the Act of Reading
- C. Interactions During Literacy Activities
- D. Engagement in Storytelling
- E. Interactions with Symbols/Print
- F. Drawing/Writing and Representing
- G. Alphabet Knowledge
- H. Phonological Awareness

Student Name

Grade/Program _____

School Year

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

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A. Interactions with Books

	Date	Date	Date	Observation Notes
Explores books: • tactually • visually				
Browses pages of books:independentlywith another person				
Holds book:with support from equipmentwith support from a personindependently				
Independently views book:starts at front of bookturns book right side up				
 Turns pages: with prompting independently with purpose at appropriate time 				
Recognizes book by its cover: • visually • tactually				

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B. 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 				

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C. 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/orrelating 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) 				
own words) in sequence 				

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D. 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 				



E. 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				

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F. 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)				

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G. 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 nameother important nameshigh frequency words				
Recognizes other letters in other words				
Identifies name of many letters (indicate number of letters)			•	



H. Phonological Awareness

	Date	Date	Date	Observation Notes
Participates in word play such as finger plays				
Follows rhythmic patterns in:poemsmusicstories				
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				

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References

This Emerging Literacy Behaviours Checklist is adapted from:

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