



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***.



All Children Can Read: Literacy for Children with Combined Vision and Hearing Loss

The contents of this website and accompanying documents were developed under a grant from the US Department of Education #H326T060002. However, those contents do not necessarily represent the policy of the Teaching Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jo Ann McCann.

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.

B. Purvis and N. Steele, 4/2012, Revised 10/2016. National Consortium on Deaf-Blindness

Check out the module: Literacy for Children who are Deaf-Blind: Building a Foundation
<https://www.nationaldb.org/products/modules/literacy/>



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