

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)

Rhymes:

Print Awareness Checklist	
	Babies – title, author, illustrator, name pictures.
	Toddlers – title author, illustrator, name pictures, demonstrate how to hold a book, point to words, sweep back to next line, first word of sentence, reading right to left.
	Preschool – title, author, illustrator, name pictures, sweep back to next line, first word of sentence, reading right to left, how to hold a book, point to words, call and response of words.
	School-age – title, author, illustrator, point to words, call and response of words, punctuation.

Print Awareness includes learning that writing in English follows basic rules such as flowing from top-to-bottom and left-to-right, and that the print on the page is what is being read by someone who knows how to read, noticing print is all around and that print represents words, which represent real things.

A child's print awareness can be encouraged by pointing out and reading words.

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)

Rhymes:

Listening Vocabulary Checklist	
	Babies – sing songs, talking, naming items.
	Toddlers – naming items, colors, sing songs, rhyming, action rhymes with short directions.

The body of words that a person recognizes and understands well enough to comprehend them when read or heard. You understand it when others use it.
Using “show me where” and giving short directions.

Vocabulary, knowing the names of things, is an extremely important skill for children to have when they are learning to read.

Develop children’s vocabularies by reading a variety of books, both fiction and nonfiction, and by naming all the objects in their world.

Objects to name: Body parts, Directional terms, Shapes, Transportation, Community, Nature, Geography, Emotions, Clothing.

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)

Rhymes:

Speaking (Vocabulary) Checklist	
	Babies –babbles and coos , name picture, sing songs.
	Toddlers – single word phrases then 2 to 4 word phrases, naming pictures, fiction, nonfiction, poetry books, sing songs.
	Preschool – highlight unfamiliar words and explain, use words with similar meanings, fiction, nonfiction, and poetry books, sing songs.
	School-age – fiction, nonfiction, and poetry books, synonyms, songs.

The more vocabulary children have the easier it will be for them to understand what they are reading. Vocabulary is knowing the names of things, feelings, concepts, and ideas. These can include: Animals, Body parts, Clothing, Food, Household objects, Nature, Common objects, People, Tools, Toys, Transportation.

At 12 months, the average child says up to three words and may also communicate by grunting, nodding, pointing, etc. At 15 months, the average child says 14 words. At 16 months, the average child says 40 words. At 18 months, the average child says 68 words. At 23 months, the average child says about 200 words. Most children enter school knowing between 3,000 and 5,000 words.

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)

Rhymes:

Word Sound (Phonological) Awareness Checklist	
	Babies – rhyming stories, songs and finger plays.
	Toddlers – rhyming stories, songs, finger plays.
	Pre-school – making up silly words that rhyme, reading stories, songs, etc.
	School age – rhyming words together, alliteration, syllables

Phonological Awareness is the ability to hear and manipulate the smaller sounds in words.

Phonological awareness includes the ability to hear and create rhymes, to say words with sounds or chunks left out and the ability to put two word chunks together to make a word. Most children who have difficulty in reading have trouble in phonological awareness.

Strengthen phonological awareness by playing fun word games: Make up silly words by changing the first sound in a word: milk, nilk, pilk, rilk, filk.

Say words with a pause between the syllables (c-at, m-op).

Read stories of poems with rhymes or different sounds.

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)

Rhymes:

Alphabet (Letter) Knowledge	
	Babies – shapes of letters.
	Toddlers – shapes of letters, letter sounds, name pictures, colors, shapes and sizes.
	Preschool – letter sounds, first letter of child’s name, drawing letters, point to letters around room.
	School-age – children identify letters and letter sounds.

Letter Knowledge includes learning that letters have names and are different from each other, and that specific sounds go with specific letters. An example of letter knowledge is a child's ability to tell the name of the letter B and what sound it makes.

Letter knowledge can be developed by using a variety of fun reading or writing activities, like pointing out and naming letters in alphabet books, picture books, or on signs and labels. For babies, talk about the shape of things, and for preschoolers, try drawing letters and pictures in the sand.

Summer Reading Early Literacy Checklist

Date:

Theme:

Books:

Flannel boards:

Songs:

**Ages - babies, toddlers,
pre-school, or school age
(circle all that apply)**

Rhymes:

Narrative Skills	
	Babies – Librarian names objects (real objects - body parts and picture objects - animals).
	Toddlers – Librarian recites life narration (getting dressed, body parts)
	Pre-school – children retell the story (questions: how did the story start, what happened next, how did it end).
	Pre-school – children give descriptive retelling of story using art to go into details.
	School age – children give story prediction through questions.
	School age – children give story retelling using props, acting, puppets and art.

Narrative Skills, being able to understand and tell stories, and describe things, are important for children being able to understand what they are learning to read.

Narrative skills are the ability to describe things and events and tell stories.

Name things (real objects and pictures in books) as you go through the day. Use songs and nursery rhymes.

Narrate life. Explain them in simple terms: For example, say “First we’ll buy this pancake mix, then we’ll go home and then we’ll make pancakes.” This helps children understand that stories have a BEGINNING, MIDDLE and END.