

**Checklist for Assessing Early Literacy Development  
(D. Katims, 2000)**

**Name:**

**Date:**

<b>Category/Item</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Attitudes Toward Reading &amp; Voluntary Reading Behavior</b>			
Voluntarily looks at or reads books			
Asks to be read to			
Listens attentively while being read to			
Responds with questions and comments to stories read to him or her			
<b>Concepts About Books</b>			
Knows that a book is for reading			
Can identify the front, back, top, and bottom of a book			
Can turn pages properly			
Knows the difference between the print and the pictures			
Knows that pictures on a page are related to what the print says			
Knows where to begin reading			
Knows what a title is			
Knows what an author is			
Knows what an illustrator is			
<b>Comprehension of Text</b>			
Attempts to read storybooks resulting in well-formed stories			
Retells stories			
Includes story structure elements in story retellings: Settings Theme Sequences Resolution			
Responds to text after reading or listening with comments or questions			
<b>Concepts about Print</b>			
Knows print is read from left to right			
Knows that oral language can be written down and then read			
Knows what a letter is and can point one out on a page			
Reads environmental print			
Reads logos (McDonalds, Pepsi, etc.)			
Recognizes some words by sight			
Can name rhyming words			

<b>Category/Item</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Can identify and name upper- and lower-case letters of the alphabet			
Associates consonants and their initial and final sounds (including hard and soft c and g)			
Associates vowels with their corresponding long and short sounds (a-acorn, apple; e-eagle, egg; I-ice, igloo; o-oats, octopus; u-unicorn, umbrella)			
Knows the consonant diagraph sounds (ch, ph, sh, th, wh)			
Can blend and segment phonemes in word			
Uses context, syntax, and semantics to identify words			
Can count syllables in words			
Attempts reading by attending to picture clues and print			
Guesses and predicts words based on knowledge of sound-symbol correspondence			
<b>Writing Development</b>			
Explores with writing materials			
Dictates stories, sentences or words he or she wants written down			
Copies letters and words			
Independently attempts writing to convey meaning, regardless of writing level			
Can write his or her name			
Collaborates with others in writing experience			
Writes for functional purposes			
Check the level or levels at which the child is writing ___ uses drawing for writing ___ differentiates between writing and drawing ___ uses scribble writing for writing ___ uses letter-like forms for writing ___ uses learned letters in random fashion for writing ___ uses invented spelling for writing ___ writes conventionally with conventional spelling			
<b>Mechanics for Writing</b>			
Forms uppercase letters legibly			
Forms lowercase letters legibly			
Writes from left to right			
Leaves spaces between words			
Uses capital letters when necessary			
Uses periods in appropriate places			
Uses commas in appropriate places			

