

CHELLO Check List - (Home and Group care settings)

Part I

Literacy Environment

Book Area

1. Is an area set aside for book reading?
 Yes
 No
2. Is the book area orderly and inviting?
 Yes
 No
3. Is the book area comfortable?
 Yes
 No
4. Are books easily accessible to children?
 Yes
 No

Book Use

5. Are books located throughout the child care environment?
 Yes
 No
6. Do books range in difficulty level?
 Yes
 No
7. How would you describe the overall condition of the books?
 Good
 Poor
8. How many books are available to children? _____
9. Are there books of different types?
 Yes
 No
10. Are there other print resources available in the setting?
 Yes
 No

Writing materials

11. Is an alphabet visible at children's eye level?
 Yes
 No
12. Are there templates or tools to help children form letters?
 Yes
 No
13. Is paper available for writing?
 Yes
 No
14. Are writing tools available?
 Yes
 No

15. Is an area set up and available for children's writing?

Yes

No

16. Are there displays of children's writing in the setting?

Yes

No

Toys

17. Are there toys in the setting?

Yes

No

18. Are there props to support socio-dramatic play?

Yes

No

19. Are there games and/or puzzles?

Yes

No

Technology

20. Is a computer available for children in the setting?

Yes

No

21. Is there other technology available that supports children's language and literacy?

Yes

No

The Physical Environment

1. Organization of the environment

A. Environment is clean, and in good repair with adequate lighting, space, and temperature control.

Yes

No

B. Environment is intentionally organized with cognitively stimulating interest areas that support language and literacy development.

Yes

No

C. Furnishings are child-oriented, and age appropriate.

Yes

No

D. Space is available for children to engage in active learning and movement as well as for quiet reflection and relaxation.

Yes

No

2. Materials in the environment

A. Materials and toys are selected to support learning and creative explorations (e.g. toys and books for learning the alphabet, numbers, and other educational materials).

Yes

No

B. Materials and toys are grouped in ways to support and sustain children's engagement (e.g. writing table with markers, paper, and pencils).

€ Yes

€ No

C. There is sufficient variety of materials and toys to encourage child choice and initiative in the service of learning.

€ Yes

€ No

D. Materials and toys are easily available to children.

€ Yes

€ No

3. Daily schedule

A. Activities and experiences are planned to promote children's interest, engagement in learning, and conceptual development.

€ Yes

€ No

B. Activities and experiences are planned on the basis of children's individual needs and interest.

€ Yes

€ No

C. Sufficient time is available for children's self-directed activities and independent explorations (e.g. alone or with other children).

€ Yes

€ No