

## TOOL 5: CHECKLIST FOR ASSESSING THE COMPONENTS OF BALANCED LITERACY

### Meetings and Circle Times

- Brief and to the point (10 minutes)
- Meet in small groups, ideally five children
- Initiate thinking and activity through challenges, materials, and so forth
- Review and reflect and share children's work and ideas

### Read-Alouds: Daily and Frequent

- During circle times, to prompt children's thinking
- Following project times to sum up, to advance children's thinking
- During project times (with an individual or small group), from a self-selected book to address a child's or children's question (read by a volunteer specific to an area such as the classroom library)
- During sharing/reflection time, from a child's dictation for dramatization or to share an investigation

### Shared Reading

- At arrival, children self-select books and read them in pairs, small groups, or on their own.
- During project times, books and print material are available for children to read together in small groups to advance their thinking and answer their questions.
- During sharing/reflection time, teachers and children read from dictated text.

### Individual Reading

- At arrival, children self-select books and read them in pairs, small groups, or on their own.
- Read-aloud books stay in the classroom library for children to read on their own.
- Children read signs and organize materials according to signs and labels.

### Modeled Writing

- Teachers record children's dictation.
- Teachers create environmental signs conveying messages for children to decode (closed, open, exit, entrance, stop, go) and sign-up sheets for centers, projects, turns, and so forth.

### Shared Writing

- Children create their own messages with the teachers' help.

### Individual Writing

- Children sign in each morning (record name on a chart).
- Children sign in to interest centers.
- Representational writing including recorded math work, for example, patterns by one, two, or three dimensions.