Science of Reading Checklist: Preschool & Pre-K

Classroom Environment

Print-Rich Environment

- □ Are alphabet charts, word walls, and labeled objects displayed at eye level for children?
- □ Are there accessible, high-quality books that include a variety of genres and levels?
- □ Is there a dedicated reading area that is inviting and comfortable?

Oral Language Development

- □ Are opportunities provided for rich oral language experiences (e.g., storytelling, discussions, show-and-tell)?
- □ Do teachers model correct language and vocabulary use?
- □ Are there daily opportunities for children to practice listening skills through interactive read-alouds and conversations?

Curriculum and Instruction

Phonemic Awareness

- □ Is explicit instruction in phonemic awareness provided, focusing on individual sounds (e.g., identifying, isolating, blending, and segmenting sounds)?
- □ Are small-group or one-on-one activities used to target specific phonemic awareness skills?

Phonics

- □ Are children taught letter–sound relationships in a systematic and explicit way?
- □ Are phonics activities, such as decoding simple words or matching sounds to letters, incorporated into daily routines?

Fluency

- □ Are children exposed to repeated readings of familiar texts to build fluency?
- □ Are activities designed to promote automatic recognition of letters and sounds?

Vocabulary Development

- □ Are new vocabulary words introduced within meaningful contexts (e.g., thematic units, read-alouds)?
- □ Are strategies used to reinforce vocabulary (e.g., repetition, visual aids, and interactive read-alouds)?

Comprehension

- ▫ Are children encouraged to engage with texts by asking and answering questions during read-alouds?
- ▫ Are comprehension strategies, like predicting, summarizing, and retelling, taught and modeled?

Listening

- ▫ Are listening activities integrated into daily routines to strengthen children's auditory processing and comprehension?
- ▫ Are children encouraged to listen attentively during storytelling and discussions and to respond appropriately?

Emergent Writing

- ▫ Are there daily opportunities for children to engage in writing activities (e.g., drawing, scribbling, writing letters/words)?
- ▫ Are writing tools and materials readily available and used in meaningful ways?

Instructional Strategies
Differentiated Instruction
- ▫ Are assessments used to guide instruction and meet the diverse needs of students?
- ▫ Are instructional strategies varied to cater to different learning styles and developmental levels?

Interactive and Multisensory Learning

- ▫ Are multisensory activities (e.g., using manipulatives, movement, and songs) incorporated into literacy instruction?
- ▫ Are children actively engaged in literacy activities through play and hands-on experiences?

Integrated Learning

- ▫ Is literacy instruction integrated across all areas of the curriculum (e.g., science, math, social studies)?
- ▫ Are thematic units used to connect literacy skills with other content areas?

Assessment and Progress Monitoring
Formative Assessments

- Are informal assessments (e.g., observations, checklists) regularly used to monitor children's literacy development?

- Are results from assessments used to adjust instruction and provide targeted support?

Data-Driven Instruction

- Is data from assessments used to identify at-risk students and provide early interventions?
- Are progress-monitoring tools in place to track students' growth in literacy skills over time?

Family Engagement

Home Literacy Environment
- Are resources and strategies shared with families to support literacy development at home?
- Are families encouraged to read with their children daily and engage in literacy-rich activities?

Communication With Families

- Are regular updates provided to families regarding their child's progress in literacy skill development?
- Are workshops or meetings offered to educate families on the importance of early literacy and the science of reading?