

Creating a Print-Rich Classroom

**Does your classroom help children learn about reading and writing?
Use this checklist to review the literacy-related features of your environment.**

Reading Corner

- ☐ The book area is in a well-lit spot near the writing area.
- ☐ There are child-sized tables and chairs, comfy places to sit, and a rug or carpet.
- ☐ There are props for retelling stories (e.g., puppets, stuffed animals).
- ☐ There are two to four books for each child in the class.
- ☐ There are different types of books (e.g., storybooks, informational books, poetry).
- ☐ Books are displayed on shelves or racks at eye-level with the spines facing out.
- ☐ There is a repair kit for mending torn pages.

Writing Area

- ☐ The writing area is in a well-lit spot near the reading corner.
- ☐ There are child-sized tables and chairs, a desk and chair, and a rug or carpet.
- ☐ There are things to write with (e.g., chalk, markers, pencils, crayons).
- ☐ There are things to write on (e.g., chalkboards, blank books, notepads).
- ☐ There are different kinds of paper (e.g., lined and unlined, white and colors).
- ☐ There are alphabet books and toys (e.g., magnetic letters).
- ☐ There are recycled writing supplies (e.g., junk mail, calendars, coupons).
- ☐ There are supplies for making books (stapler, hole punch, laces, cardboard).
- ☐ There are supplies for writing to others (a computer or tablet, stationery, envelopes, greeting cards, stamps and stickers, mailbox or bag).

Throughout the Classroom

- ☐ There are reading and writing materials in all indoor and outdoor areas (e.g., the block area has books on buildings and paper and pencils to make signs).
- ☐ Print tells what things are or where they belong (e.g., cubbies have names and symbols, shelves and containers have word and picture labels).
- ☐ Print provides information (e.g., recipe charts, bulletin boards).
- ☐ Print reminds children what to do (e.g., a few rules, how much the gerbil eats).
- ☐ Print is in English and children's home languages.
- ☐ Children write on attendance sheets, sign-up sheets, and message boards.
- ☐ An alphabet chart is hung at children's eye level.
- ☐ Teachers write children's dictated words on language charts and artwork.
- ☐ Print is hung at children's eye-level and is large enough to be read at a distance.
- ☐ Teachers sit with children when they write notes and lists.