Emergent Literacy Checklist

Chatham-Kent

Ontario

The Emergent Literacy Checklist – Chatham-Kent

This document has since been adapted by the Chatham-Kent Ontario Early Years, with permission from Sandy White, Early Literacy Consultant, Niagara Region Ontario Early Years/Literacy Link Niagara, May 2006. Literacy Link Niagara Region also utilized a draft of the Early Literacy Checklist, originally developed by The Mothercraft Institute for Early Development, 2002.

Sept 20, 2006

What is Emergent Literacy?

The term *emergent literacy* implies ongoing development of literacy skills. For the purposes of the *Emergent Literacy Checklist*, we shall accept the definition below: **Emergent Literacy involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing. There is consistent evidence that there are three primary domains of emergent literacy skills related to later (conventional) reading and writing:**

- **Oral Language – Vocabulary Knowledge, Syntactic Knowledge, Narrative Knowledge;**

- **Print Knowledge – The understanding that it is the print that reflects the words and not other parts of books like the pictures or spaces between words; the understanding that there are 26 different letters in English and that letters can look different and still be the same letter (upper and lower case, different print styles; the understanding that there are different sounds associated with each letter;**

- **Phonological Processing – Alphabetic languages represent language at the phoneme level (i.e., letters typically correspond to phonemes or sounds in words).**

(Whitehurst & Lonigan, 1998).

What is the Emergent Literacy Checklist?

The *Emergent Literacy Checklist* is a reflective self-assessment tool enabling programs and resource personnel working with young children to better evaluate to what extent they:
- support literacy development in young children;
- support literacy development within families;
- engage in community partnerships supporting child and family literacy;
- support professionals in enhancing early literacy.

The *Emergent Literacy Checklist* focuses on three major areas:
- Environments;
- Interactions;
- Collaboration.

The *Emergent Literacy Checklist* will help programs, on an annual basis, to determine strengths in promoting early literacy and will assist in identifying program goals related to early literacy. The *Emergent Literacy Checklist* is to be used to augment environmental rating scales (*E.C.E.R.S, I.T.E.R.S*).

While they may include aspects of literacy in their content, the *Emergent Literacy Checklist's* primary focus is literacy, providing greater detail as a result of a singular emphasis on early literacy. It is recommended to be used Early Childhood Educators and Primary Education Teachers in their programs and can be used as a self-assessment tool. The *Emergent Literacy Checklist* encourages Educators to focus on the specifics related to the implementation of a quality program that supports and promotes emergent literacy.

What is the History of the Emergent Literacy Checklist?

The *Early Literacy Checklist* was originally developed by The Mothercraft Institute for Early Development located in Toronto, as a resource in support of the Early Literacy Initiative implemented by the provincial government in January, 2002.

In Niagara, the *Early Literacy Checklist* was piloted in the Ontario Early Years Centres in the Erie/Lincoln Riding. Specific feedback was solicited from Early Childhood Educators. Although the MCYS had at one time considered using the tool provincially, they decided not to take the *Early Literacy Checklist* to a final form. A group representing early literacy interests in Niagara was formed to revise the document.

Following the revision process, the document was presented to the Quality Child Care Niagara Advisory Committee for final approval and incorporation into the existing range of programming resources for use by licensed child care centres across the Region. Chatham-Kent Ontario Early Years Centres (OEYC) has adapted the checklist to reflect local programs and services, in cooperation with The Prism Centre for Audiology and Children's Rehabilitation – Early Words Program (PC-EW). In light of the vast number of changes made to the checklist, it is now referred to as the Emergent Literacy Checklist for Chatham-Kent.

Who Should Use the Emergent Literacy Checklist?

The *Emergent Literacy Checklist* can be used by any "early childhood program or service". "Early childhood programs and services" refers to the range of programs and supports that serve children and families and include, but is not limited to: Ontario Early Years Centres, licensed Child Care Centres, Home Based Child Care agencies and associations, libraries, Family Resource Programs, and Junior and Senior Kindergartens. From this point on, staff working in these environments will be referred to as Educators.

Not all components of the *Emergent Literacy Checklist* will apply to each of these programs and services. For example, child care centres will find it useful to assess their program's ability to share documented information regarding a child's progress with parents. Libraries, however, will not find this component applicable, as library programs do not tend to document individual progress of children. The "not applicable" column may be used in these circumstances.

It is hoped that the *Emergent Literacy Checklist* will be viewed as a living document and that adaptations and modifications will evolve as a result of its use. Entire sections of the *Emergent Literacy Checklist* may prove unsuitable for certain program types. Educators are encouraged to use the sections that pertain to their unique service delivery model.

Application and Scoring are to be completed along a continuum of:

Consistent - practised consistently, on a regular basis, part of usual implementation;

Sometimes - practised sometimes, part of practise, implemented inconsistently;

Not **P**ractised - usually not practised (regardless if known or not by rater), implementation not in place;

Not **A**pplicable

How can the *Emergent Literacy Checklist* enhance Emergent Literacy?

The *Emergent Literacy Checklist* provides a list of indicators that support and promote the development of emergent literacy skills and behaviours in young children.

The *Resources* column includes suggestions for Educators who may wish to explore a particular item more in depth. The Comments column provides an opportunity to make notes regarding the status of any particular item: Is this an area that needs more attention? What should be considered? Finally, the *Next Steps* column encourages users to develop a plan to address any areas that require more attention. It becomes the map for ongoing program improvement.

What are the Benefits of using the *Emergent Literacy Checklist?*

The *Emergent Literacy Checklist* will assist in identifying strengths and gaps in the early literacy component of programs and supports that serve children and families.

Educators and support agency staff are also encouraged to use the *Emergent Literacy Checklist* with new staff or as a refresher in professional development with current staff.

Other benefits to programs in using the *Emergent Literacy Checklist* include:

- supports planning and evaluation;
- supports proposals for new or enhanced funding and/or partnerships;
- supports budgeting decisions.

RESOURCES

These are a few of the Agencies and Resources that are available in Chatham-Kent.

<u>Speech and language stimulation strategies listed in the Checklist:</u>
Amelia Morrison, *Coordinator of the Early Words Program* **354-0520 x 313**
(through the **Prism Centre for Audiology and Children's Rehabilitation**)

Will discuss concerns and strategies and provide any of the following services to ECEs:
- *Learning Language and Loving It!* – The Hanen Program® for Early Childhood Educators – A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings
- *Learning Language and Loving It!* – The Hanen Program® for Early Childhood Educators – Refresher Workshop
- Workshops on specific requested topics
- Collaboration/consultation on general program strategies

<u>Implementation of the Emergent Literacy Checklist:</u>
Carrie Myers, *Early Literacy Specialist for Chatham Kent* at **358-1451 x 268**
(through the **Chatham Kent Ontario Early Years**) carrie.myers@ckcs.on.ca

Will provide workshops related to the *Checklist* and other emergent literacy topics. Workshops can be tailored to all early childhood programs.

<u>Other Services available in Chatham Kent:</u>
Chatham-Kent Public Libraries: Contact your local branch, or the
  Chatham location Children's room: 354 - 2940   www.chatham-kent.ca\library
Tri County Literacy Network: (The Need to Read Festival)
  Andrea Dickinson: 355-1771   www.tcln.on.ca
IMAGINATION ink:
  Patricia Blonde: 360-9711
St. Clair College, Thames Campus Early Childhood Education Program:
  ECE Coordinator: 354-9714 x 3252
Lambton Kent District School Board:
  Program Consultant: 354-3770   (Mary Anne Patterson and Irene Katzman)
St. Clair Catholic District School Board:
   Lucy Pranovi, Principal – Literacy   519-626-6762 x 341   lucy.pranovi@st-clair.net
Learning Disabilities Association:
  Information: 352-2024
French Language Service available:
  Conseil scolaire des écoles catholiques du sud-ouest 673-1035 / 1800-407-2338
Lucie Crête cretlucie@csdecso.on.ca, Danielle Francis frandani@csdesco.on.ca

Resources listed in this document:

The Chatham-Kent Ontario Early Years Centre will have the majority of the books and resources available for professionals to borrow through the OEYC Resource and Toy Lending Program. Other resources and play items that reinforce literacy development are also available. For more information on a professional membership, please call the Resource Coordinator at 358-1451 x 203, or the Early Literacy Specialist at 358-1451 ext. 268.

It is suggested that The Emergent Literacy Checklist *be implemented at least once annually. Please record the date and the name of the person recording the information.*

PROGRAM _____

The *Emergent Literacy Checklist* – Tracking Implementation

DATE	*COMPLETED BY*
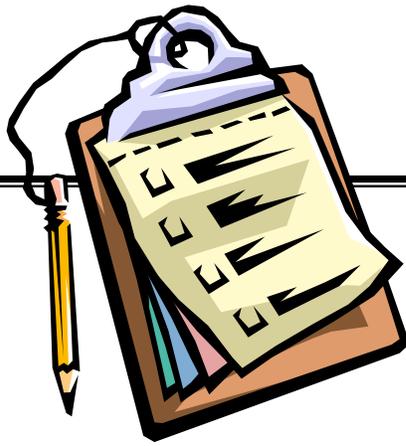
Section I
Environments

Emergent Literacy Checklist
Chatham-Kent

ENVIRONMENT FOR CHILDREN:
 Educator demonstrates a commitment to preparing the environment to support literacy acquisition in children.

ENVIRONMENT FOR CHILDREN The following items are available in many centres:	C	S	NP	NA	Resources
Children's books, including:					
· Picture books; fiction and non-fiction					· OEYC Resource and Toy Lending Program
· Art books (artists, music, instruments, musicians)					
· Fairy tales					
· Rhyme books, e.g. *Eensy, Weensy Spider*					· *100 Picture Books Everyone Should Know*, New York Public Library
· Concept books, e.g. *Hot, Cold, Shy, Bold*					
· Information books (illustrated and non-illustrated on a range of issues children face: divorce, illness, etc.)					· *Preschool Picture Books Listed by Themes:* www.preschoolrainbow.org/book-themes.htm www.trelease-on-reading.com/rahtreasury.html
· Atlas, maps, picture dictionary					
· Cookbooks					
· Books that reflect all aspects of diversity and are non-sexist, anti-racist and non-stereotypical					
· Books that cater to a variety of ages and skills					· Libraries
· Board books, Predictable Books					
· Audio & Video					· IMAGINATION ink 'Books for Children' campaign
· Books written and compiled by children					
· Books related to the current topic					
· Big books for shared reading					
· Other (magazines, flyers, photo albums, Catalogues, etc.)					
Props essential for re-telling stories, rhymes and folktales:					
· Felt boards, magnetic boards, & support materials					· www.preschoolprintables.com
· Musical instruments (incl. homemade & culturally diverse)					· *Storytelling with Puppets, Props, and Playful Tales*, Huff
· Puppets					
· Dress-up clothes					
· Masks					· *1001 Teaching Props…Young Children*, Totline
· Sequenced pictures					
· Other (specify)					
Paper, including:					
· Lined paper (regular & wide lines)					
· Construction paper					
· Cardboard					
· Bristol board					
· Tissue or tracing paper					
· Newspaper and newsprint					
· Finger-paint paper					
· Pads of paper, notebooks					
· Calendars – wall & personal					
· Charts, maps					
· Other (specify)					

C-practised Consistently   **S**-practised **S**ometimes   **NP**-usually **N**ot **P**ractised   **NA**-**N**ot **A**pplicable

Comments	Next Steps/Action to be Taken

ENVIRONMENT FOR CHILDREN *The following items are available:*	C	S	NP	NA	Resources
Writing/drawing tools that are non-toxic and safe, including:					
·　　Pens					
·　　Pencils (thick & thin)					
·　　Pencil crayons					
·　　Crayons (thick & thin)					
·　　Markers (thick & thin)					
·　　Paint (including finger paint)					
·　　Charcoal, pastels and chalk (thick & thin)					
·　　Stencils					
·　　Rulers					
·　　Magnetic letters and numbers					
·　　Easels					
·　　Paint brushes, sponges					
·　　Other (specify)					
Games, toys and activities that are age-appropriate and promote literacy within the child's developmental level:					
·　　Alphabet puzzles					• OEYC Resource and Toy Lending Program
·　　Materials for sorting, classifying, sequencing, seriation.					• *Table & Floor Games,* Liz & Dick Wilmes
·　　Puzzles with letter sounds and words					
·　　Board games, e.g. Candyland					
·　　Other (specify)					

Comments	Next Steps/Action to be Taken

ENVIRONMENT FOR CHILDREN Physical Set-Up	C	S	NP	NA	Resources
Writing/drawing tools and books are available and accessible in the:					
· Dramatic Play Area					• *15 Instant & Irresistible Learning Centers That Build Early Reading & Writing Skills,* Scholastic
· Reading Centre/Corner					
· Science Centre					
· Block Area					• Video- *Great Places for Childhood,* Kaplan Press
· Other (specify)					
Displays at the child's level - Photographs, posters and pictures for display that depict real events/things relevant to children's lives (reflecting their family composition, holidays and other events) including:					
· Illustrations from children's books					
· Nature, music and other cultural items					• www.speechfun.com
· Non-stereotypical representations of the above					
· Labelling					
· Word cards with familiar words					
· Children's writing					
· Educator created charts that show evidence of group discussion (e.g., "My Favourite Food")					
Alphabet, Lower and Upper Case - Letters of the alphabet in:					
· English/French					• www.abcteach.com
· Other languages					
· Braille, sign language					
Reading Centres/Corner:					
· Child-sized chairs, tables, appropriate lighting					
· Sofas, pillows and other comfortable items for reading and/or listening to stories					
· Bookshelves that display as well as store books that are accessible to children					
· Reading tools (pointers, magnifying glass, puppets, etc.)					
· Props for users to re-tell (felt, magnet, stuffed toys)					
Dramatic Play Area:					
· Reflects a diversity of activities which support literacy acquisition in young children					
· Changes regularly					
· Other (specify)					
· Daily living (reflects diversity)					
· Specific story books					
· Community events					
· Occupations					
· Other (specify)					

C-practised **C**onsistently   **S**-practised **S**ometimes   **NP**-usually **N**ot **P**ractised   **NA**-**N**ot **A**pplicable

Comments	Next Steps/Action to be Taken

ENVIRONMENT FOR EDUCATORS:

Supplemental materials MAY be available to support educators in promoting early literacy.

ENVIRONMENT FOR EDUCATORS	C	S	NP	NA	Resources
The following items may be available:					
· Cameras and video cameras					• *Count on Math,* Gryphon House
· Theme books					• *Kindergarten Teacher's Resource Book,* Nelson.
· Reference books					• Video – *The Road to Reading,* Magic Lantern
· Developmental planning books					• www.hanen.org
· Theme boxes					• www.brookespublishing.com
· Dedicated space to store resources					• www.scholastic.ca
· Area in which staff can prepare materials					• Networking with other Educators
· Area for staff to meet					
· Other (specify)					
Paper available for educator's use:					
· Flip chart paper					
· Bristol Board					
· File Folders					
· Materials for making activities, displays, etc.					
· Other (specify)					
Writing/drawing tools, including:					
· Fax machine					
· Printer					
· Child friendly computers and programs					
· Slide and overhead projector and screen					
· Other (specify)					

C-practised Consistently   **S**-practised **S**ometimes   **NP**-usually **N**ot **P**ractised   **NA**-**N**ot **A**pplicable

Comments	Next Steps/Action to be Taken

ENVIRONMENT FOR THE FAMILY:

Educator demonstrates a commitment to preparing the environment to support early literacy within the family context.

ENVIRONMENT FOR THE FAMILY	C	S	NP	NA	Resources
The following occur:					
· Posted written communications for family members (letters, notices, and signage) are presented in a format that can be understood by all families.					• Kids Help Phone • Libraries • OEYC Workshops • Chatham-Kent Public Health Unit -Family Health Dept • PC-Early Words • Chatham-Kent Children's Services • Average reading ability: Fleish-Kincaid grade level 6 (available on Microsoft Word)
· Families are provided with information – through direct, face-to-face discussions, by telephone, and in writing through postings, notices, and letters about upcoming literacy workshops and events.					
· Informal and formal opportunities and facilities are available to accommodate: - parent networking and mutual support - parents and children together.					
· Drop-off/pick-up times and locations are designed to support informal discussions among staff and parents.					
· Physical set-up of the program, including bulletin boards, posters, decorations and other cultural items, display evidence of the diversity of families in our communities and are 'print-rich'.					
· Newsletters reflect diversity of families in our communities and respect literacy levels of readers.					
· Other (specify)					
Lending Library:					
· Books are made available for loan to children and families.					

Comments	Next Steps/Action to be Taken

ENVIRONMENT FOR THE COMMUNITY:

Educator demonstrates a commitment to strengthening partnerships that promote child and family literacy with the community.

ENVIRONMENT FOR THE COMMUNITY	C	S	NP	NA	Resources
The following occur:					
· Brochures are available promoting literacy through other agencies.					• Libraries
· Space and/or resource personnel are made available for the community to come together for sessions regarding early literacy.					• OEYCs • Chatham-Kent Public Health Unit -Family Health Dept
· Other (specify)					

Comments	Next Steps/Action to be Taken

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Section II
Interactions

Emergent Literacy Checklist
Chatham-Kent

INTERACTION WITH CHILDREN:
Educator facilitates the emergence of knowledge and skills that support literacy acquisition in young children. Note that all of these strategies may not pertain to all children.

INTERACTION WITH CHILDREN	C	S	NP	NA	Resources
Educator interacts with children:					
· Actively play with child(ren).					• *Tender Care and Early Learning,* High/Scope Foundation
· Initiate and respond to child(ren)'s messages.					
· Model how to play.					
· Get down to the child(ren)'s level.					
· Are face to face in interactions.					• *Transition Times: Let's Do Something Different,* Jean Feldman
· Initiate and expect eye contact.					
· Offer and share a variety of experiences that promote social and language development eg. Art, sensory-creative, music, puppetry, reading, story telling, outdoor play, snack, finger plays.					
· Facilitate peer interaction					
· Support children, individually and in groups, to express ideas or feelings during an activity or routine.					
· Demonstrate positive interactions among staff and children, as well as among children.					
· Support an inclusive program and adapt to meet the needs of each individual child.					
Educator uses speech and language stimulation strategies to match and support extension of the communication styles of each child:					
Speaking and Listening:					
· Model appropriate actions and words, grammar and articulation - "I broke the tower. It fell".					**PC-Early Words Program** • available to discuss any questions or concerns
· Simplify language and use a slow rate especially in singing, talking about pictures and "reading".					• **Learning Language and Loving It!** – The Hannen Program® for Early Childhood Educators - A Guide to Promoting Children's Social, Language and Literacy Development in Early Childhood Settings
· Repeat child(ren)'s utterances with true words and sounds - Child: "Him doe home" Adult: "Yes, he is going home".					
· Expand child(ren)'s utterances with one word or idea - Child: "Bu" Adult: " Big Bus".					
· Use natural gestures and signs to augment words. - "Yes" +head nod, "Come here"+ arm wave.					
· Use open ended questions and comments to encourage conversation - "What happened?" "I love cheese" (used at snack time).					• Workshops on specific requested topics
· Use consistent labels for an object or activity or description.					• Collaboration/consultation on general program strategies

Comments	Next Steps/Action to be Taken

INTERACTION WITH CHILDREN	C	S	NP	NA	Resources
Speaking and Listening (continued):					
· Use key words and phrases. - "All done" "Wash your hands"					**PC- Early Words Program**
· Use a variety of communication forms - Gestures, signs, pictures, concrete objects, facial expression, graphics/printed words					• available to discuss any questions or concerns

· Model and encourage "play" with words.
  - Nursery rhymes: change the words of rhymes and songs
  - Make up funny sounding words: "You will be Mr. BarFar"
  - Make up rhyming words: "Matt in the hat"
  - Common expressions: "See you later gator" "Ready Freddy"
  - Play with word meaning: In the spring, a summersault should be called a springsault.
  - Say phrases or lists of words that sound alike: "Big baby bear" (all /b/ sounds)
					• **Learning Language and Loving It!** – The Hannen Program® for Early Childhood Educators - A Guide to Promoting Children's Social, Language and Literacy Development in Early Childhood Settings
					• Workshops on specific requested topics
					• Collaboration/consultation on general program strategies

· Promote awareness of connection between sounds and letters, letters and words.					
· Use key words and phrases from the language spoken by children and families in the program.					
· Teach key words and phrases from the languages spoken by children and families to other children and families and staff.					
· Use a variety of positive responses when children speak in their first language, including smiling and showing interest in what they are saying.					
Writing:					
· Encourage and support children's attempts at writing.					• www.dltk-kids.com • www.enchantedlearning.com
· Promote awareness of the connection between oral and written language. (e.g. stories dictated by the child)					
· Demonstrate how oral and written language connects. (E.g. "I'm writing what I'm saying".)					
· Demonstrate that writing communicates a message.					
· Point out print in the environment and convert it to words. (E.g., open, close, exit)					
· Discuss conventions linked to written materials such as left to right text, upper and lower case letters.					

Comments	Next Steps/Action to be Taken

INTERACTION WITH CHILDREN	C	S	NP	NA	Resources
Reading:					
· Read stories, poems, and signs with individuals and in groups.					• OEYC Early Literacy Specialist
· Provide a variety of books and ensure they are accessible for all.					• Libraries
· Model interest and excitement in own reading and printing.					• *Read Aloud Handbook* –Jim Trelease
· Encourage page turning from left to right.					• OEYC Resource and Toy Lending Program
· Encourage scanning of pictures.					• www.dltk-kids.com
· Create stories by looking at pictures.					
· Encourage child to recognize, identify and print letters in their name and print in the environment. (e.g. Exit, Stop, B button in elevator for basement)					
· Point and touch printed words in books, including the title.					
· Talk about letters and their sound associations and talk about letters in words and the meaning of the words.					
· Put up labels in the environment (e.g. graphics with printed word or printed words only).					
· Provide opportunities for shared reading and follow-up activities.					

C-practised **C**onsistently   **S**-practised **S**ometimes   **NP**-usually **N**ot **P**ractised   **NA**-**N**ot **A**pplicable

Comments	Next Steps/Action to be Taken

INTERACTION AMONG STAFF:

Educator demonstrates a commitment to promoting early literacy as displayed in curriculum delivery with team members.

INTERACTION AMONG STAFF	C	S	NP	NA	Resources
The following occurs:					
· Support one another in learning new strategies related to early literacy.					
· Model appropriate use of language for children and families.					
· Other (please specify)					

C-practised Consistently   **S**-practised **S**ometimes   **NP**-usually **N**ot **P**ractised   **NA**-**N**ot **A**pplicable

Comments	Next Steps/Action to be Taken

INTERACTION WITH FAMILIES:

Educator demonstrates a commitment to interacting effectively with families to support early literacy development within the family context.

INTERACTION WITH FAMILIES	C	S	NP	NA	Resources
The following occurs:					
· Provide opportunities for interactions with family members on a spontaneous basis.					• OEYC Resource and Toy Lending Program
· Talk with family members in a way that will be understood by all families, including those whose first language is neither French nor English.					• *Good Beginnings,* High/Scope Foundation
· Greet families warmly and regularly invite them to spend time together.					• *RAPP, The Classics Collection.*
· Encourage parents and other family members to include their children in gatherings.					• Video – *Precious Minds,* Kiwanis International
· Share documented information regarding a child's progress in literacy skills development with families at times convenient to them.					• Video - *Ready to Learn,* I am Your Child Foundation
· Provide alternate forms of communication for non-English/French speaking families.					• www.nwt.literacy.ca/famlit/ famlit.htm
· Provide family literacy activities, which reflect and support diversity in families.					
· Plan literacy events for families on a regular basis, encouraging parent involvement and keeping families' schedules in consideration.					
· Other (specify)					

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Comments	Next Steps/Action to be Taken

INTERACTION WITH THE COMMUNITY:

Educator demonstrates a commitment to enhancing early literacy through interactions with the community.

INTERACTION WITH THE COMMUNITY	C	S	NP	NA	Resources
The following occur:					
· Educator promotes early literacy within the community. (e.g. hold community family literacy events, encourage early literacy networks, provide workshops, resources to community members, discuss the importance of early literacy)					• Ontario Early Years Early Literacy Specialist • Board of Education Literacy Consultants

Comments	Next Steps/Action to be Taken

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Section III
Collaboration

Emergent Literacy Checklist
Chatham-Kent

COLLABORATION WITH CHILDREN: Educator demonstrates commitment to enhancing early literacy by supporting children's interests.

COLLABORATION WITH CHILDREN	C	S	NP	NA	Resources
The following occurs:					
· Provide regular opportunities for self-directed activities and independent exploration. (e.g., children choose books and literacy activities)					• www.sitesforteachers.com
· Educator responds to and builds upon children's interests. (e.g. making Valentines for their friends)					

COLLABORATION AMONG STAFF: Educator demonstrates a commitment to forming and strengthening partnerships that promote child and family literacy within the program.

COLLABORATION AMONG EDUCATORS	C	S	NP	NA	Resources
Regular opportunities are provided for staff to communicate and share information and strategies to promote early literacy:					
· Staff meetings					
· Meetings with resource personnel					
· Shared program planning and development of related resources					

COLLABORATION WITH FAMILIES: Educator demonstrates a commitment to work with parents to promoted early literacy development at home.

COLLABORATION WITH FAMILIES	C	S	NP	NA	Resources
Raise awareness of and support literacy within the family setting:					
· Plan, implement and host family based literacy events.					• www.collegefrontiere.ca
· Display information to promote early literacy (brochures, posters).					• www.corra.org/Literacy/ Literacy.asp
· Include information regarding literacy in newsletter for families.					• www.nald.ca/Clr/creating/ contents.htm
· Meet with families to share strategies for promoting early literacy.					• www.nwt.literacy.ca/famlit/ famlit.htm

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COLLABORATION WITH THE COMMUNITY: Educator demonstrates a commitment to work with members of the community to enhance early literacy.

COLLABORATION WITH THE COMMUNITY	C	S	N P	N A	Resources
Raise awareness of early literacy within the community:					

· Actively participate with community organizations that support early literacy:
  – Ontario Early Years Centres
  – Chatham-Kent Public Health Unit -Family Health Dept
  – Libraries
  – Literacy networks and councils
  – Schools
  – Prism Centre – Early Words
  – St. Clair College, Thames Campus
  – Other (specify)
					• See **Resources** (pg. vi)

· Host workshops focusing on early literacy.					
· Include articles regarding early literacy in newsletters.					
Funding resources shared within programs in the community:					
· Business sponsorships					• Service Clubs • Community Businesses
· Read-a-thon profits					
· Book sale profits					
· In-kind and volunteer resources					
· Formal protocols or agreements developed, maintained and tracked for sharing of funding resources.					
Regular communication and information sharing among early years programs in the community:					
· Staff resources shared with other programs					• OEYC Resource and Toy Lending Program • Chatham-Kent Ontario Early Years Centres • Best Start Implementation / Planning Committee
· Educators shadowing opportunities with other programs					
· Educators exchange opportunities to experience programs with strong literacy components					
· Professional development opportunities extended to educators in other programs					
· Networking between and among agencies					
· Resource fairs					

Comments	Next Steps/Action to be Taken