

Classroom Environment Checklist

Classroom Libraries
Is the classroom library inviting and attractive?
Is the classroom library organized by baskets of interest, genre, series, author-based baskets that are labeled clearly?
Are the books leveled accurately (for teacher reference)?
Are there enough books? Take note of specific needs:
Does the collection of books reflect diversity in the main character's race, family structures, gender, ethnic & religious background, and more? Do the books serve in classroom library serve as both windows and mirrors for students?
Have you set aside a section of your library for nonfiction? Are the baskets labeled clearly – with picture support?
Have you put away the books that you don't anticipate any children choosing (too hard, etc)? Removed outdated books and books that reinforce stereotypes?
Is the library arranged so that children can easily access the baskets of books? (Has it been kid-proofed? Make sure the baskets aren't too heavy for a child to lift off the shelf.)
Book Baggies/Book Boxes
Are there enough books in each book baggie to easily last a child a week? (10-12 for levels A-F, 8-10 levels G-I, 6-8 levels J-M, 2-3 Levels M+)
Did the child choose the books/Do they want to read those books? Will the child be able to read all the books successfully? (In other words, are the books matched well to the reader?)
Do the genre of the all books match the unit?
Are the book boxes/baggies clean and organized, containing only current materials for reading workshop?
Are there tools for reading workshop in the baggie? (For example, pointers, bookmarks, mini-charts, personal word wall, alphabet or blends chart, conference or small group reminders, etc.)
Looking across baggies: Is it clear that baggies are differentiated? Can you tell that kids choose their own books? Can you tell that tools that are geared for their particular needs?
Writing Workshop
Is student independent writing displayed proudly, in places where children and others can read it?
Are children's approximations honored and displayed?
If children are emergent writers, is there a caption near the child's story so adults can access the content of the writing?
Are there examples of mentor texts - on display (throughout the day, not just during writing workshop)? Are these examples at grade level or above? Have the examples been shared and discussed or modeled with (or created by) the children?
Are there some mentor texts large enough for children to see from their writing spots around the room?
Are strategy charts displayed that match the current unit of study? Are the charts easy for young children to understand and use on their own?
Is the writing center clearly labeled w/picture support for your students? Is the center easy to get to, and designed to be used regularly by children?
Are there a variety of appropriate paper choices available to meet the needs of children in the class?
Are children's writing folders easily accessible to children & kept organized/well-cared for?
Are there objects, pictures, class stories, and published children's books on display in the classroom to inspire writing?
Reading Workshop - Other
Are there examples or photos of independent work from reading displayed proudly, in and out of the classroom?
Are there examples of high level reading work (mentor post-its, reading responses, examples from notebooks) on display (throughout the day, not just during reading workshop)? Are these examples at grade level or above?
Are the examples large enough for children to see from their writing spots around the room? Have the examples been shared and discussed or modeled with (or created by) the children?
Are strategy charts displayed that match the current unit of study?
Are the charts easy for young children to understand and use on their own?