Accessible Literacy Learning (ALL)
User's Manual

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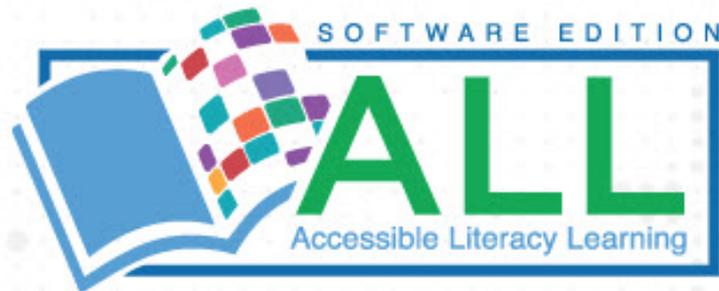
8   ALL Readiness Checklist

Use this checklist to help determine whether a potential student would benefit from reading instruction through ALL.

If you answer YES to all of the questions, the individual may be a good candidate for beginning reading instruction using ALL.

If you answer NO to any of the questions, then the individual should participate in and enjoy a variety of activities supporting the development of emergent literacy skills before beginning instruction with ALL. They will benefit from having interesting books read to them and being encouraged to communicate about those books. Watch for changes in the skills on the checklist and repeat the checklist in the future to reassess ALL readiness.

	YES	NO
1. Does the individual understand basic questions and instructions? *Examples: Responds appropriately to "What do you want?" or "What is that?"*		
2. Does the individual understand simple conversations about events outside their immediate environment? *Examples: Understands simple conversation about school while at home or about being outside while in the kitchen.*		
3. Does the individual recognize pictures and/or line drawings? *Examples: Able to understand that a photo of the dog depicts a dog, or that a line drawing of a ball depicts a ball.*		
4. Can the individual communicate using signs, line drawings, or other graphic symbols? *Examples: Individual signs "more" and "eat" to request food; points to line drawings of a toy to ask for toys.*		
5. Does the individual demonstrate an interest in books, letters, and/or the keyboard, but canot yet read simple books or other texts? *Examples: Individual flips through the pages of books; points to letters or words on a keyboard, in books, or in the environment.*		
6. Does the individual have a reliable physical means to indicate a response? *Examples: Pointing or selecting with a finger or fist; mouse; head-controlled mouse; Gaze Interaction; scanning; partner assisted scanning.*		