

ECERS-R: USING BOOKS (ITEM 15)

Teacher name: _____ Classroom name: _____ Date _____

Accessibility target:

- Indicator 1.1, 3.1: *Accessible* = Children have free access for at least 1 hour in programs of 8 hours or more. (See p7 of the ECERS-R spiral for chart to determine the amount of time required for part-day programs.)
- Indicator 5.1: *Substantial Portion of the Day (SPD)* = At least 1/3 of the time the children are in attendance. This is calculated from program open to program close; For example, 1 hour in a 3-hour program or 3 hours in a 9-hour program. *Substantial portion of the day* is calculated separately for each item. It is based on what is observed during the 3-hour observation, plus the teacher response during the interview about what happens during the rest of the day.

Considerations:

- Indicator 1.1 requires at least 5 appropriate books to be *accessible*.
- Indicator 3.1 requires at least 1 book for every 2 children enrolled to be *accessible*.
- Indicator 5.1 requires at least 3 books from each category (listed below) to be accessible for a *substantial portion of the day*, with at least 20 books for a group of 15 children, plus 1 extra book for each additional child enrolled.
- Indicator 5.2 requires at least 2 additional language materials to be used daily (e.g., posters and pictures, flannel board stories, picture card games, recorded stories and songs).
- Indicator 5.4 requires that all books are appropriate for children in the group. Look closely at fables, fairy tales, and nature/science books. Books that glorify violence in any way or show frightening images are not considered to be appropriate.
- Indicator 5.5 requires that staff read books to children informally (not during formal teaching times). This must be observed at least once during the 3-hour observation in order to receive credit.
- Books must be in good condition to count. If books are missing covers or pages, have been colored on, or are torn they do not count toward the total number of books required.

Fantasy	Factual	Nature & Science	Different Races and Cultures	Abilities
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.



