CLASSROOM ENVIRONMENT

CLERC CENTER AT GALLAUDET

Classroom Library Reflection Checklist (Grades 1-5)

Deaf & Hard of Hearing (DHH) Students

Purpose: Reflect and prepare your classroom library to support bilingual (ASL–English) literacy, identity development, and content learning.

ASL & English Are Visible and Valued

- ◯ Library supports ASL storytelling and English reading
- ◯ Books include strong visuals and accessible text
- ◯ ASL supports (videos, QR codes, recordings) are available
- ◯ Students use ASL and English to discuss books

Reflects Students' Lived Experiences

- ◯ Deaf/DHH characters with varied communication styles
- ◯ Books reflect racial, cultural, and family diversity
- ◯ Stories show everyday Deaf life (school, friends, fun)
- ◯ Texts avoid deficit-based or medical-only views

Deaf Authors & Perspectives

- ◯ Deaf-authored or Deaf-illustrated books are included
- ◯ Deaf culture, history, and community are represented
- ◯ Authorship and perspective are discussed explicitly

Used Intentionally for Instruction

- ◯ Books are used in ASL read-alouds and shared reading
- ◯ Lessons include clear ASL and/or English language goals
- ◯ Students retell, summarize, or respond bilingually
- ◯ Texts support content learning (science, social studies)