

# Storytime Early Literacy Observation Checklist

Pre-Readers: Ages 4 - 5

Library:

Date/Time:

Targeted audience age: \_\_\_\_\_ Approx. # not in age group: \_\_\_\_\_

Approx. # in age group: \_\_\_\_\_ # adults attending: \_\_\_\_\_

**Directions:** Check off items each time you observe them during the storytime. Use back of page to add items observed that support the area addressed. Use right column for comments.

## I. Print Motivation

- Y  N Presenter conveyed the idea that reading is fun.
- Y  N Presenter seemed to have fun.
- Y  N Children seemed to have fun.
- Y  N  NA Adults in attendance seemed to have fun.

## II. Language & Vocabulary

- \_\_\_\_\_ Presenter makes connections to concepts and vocabulary.
- \_\_\_\_\_ Presenter exposes children to vocabulary/explains vocab. they may not be familiar with.
- \_\_\_\_\_ Presenter calls attention to the pictures in the story.
- \_\_\_\_\_ Presenter encourages children to join in repeated phrase(s).
- \_\_\_\_\_ Presenter encourages the children to respond through movement/music.
- \_\_\_\_\_ Presenter gives children opportunity to respond orally by asking simple questions about the story and/or pictures.

## III. Phonological Awareness

- \_\_\_\_\_ Presenter invites children to chime in rhymes/fingerplays/songs/poems and/or music.
- \_\_\_\_\_ Presenter uses books that highlight sound awareness (for ex. rhyming text, alliteration)
- \_\_\_\_\_ Presenter plays rhyming game with children.
- \_\_\_\_\_ Presenter uses nametags to help children understand letter sounds.

## IV. Letter Knowledge

- \_\_\_\_\_ Presenter uses and enjoyable alphabet book/activity/song.
- \_\_\_\_\_ Presenter makes connections between letters in children's names and in alphabet book or book title.
- \_\_\_\_\_ Presenter talks about/points out letters and/or letter sounds.
- \_\_\_\_\_ Presenter uses nametags to help children understand letters.
- \_\_\_\_\_ Presenter provides opportunity for children to play with magnetic or foam letters.

## V. Print Awareness

- \_\_\_\_\_ Presenter calls attention to the cover of the book; points to and reads the title/author.
- \_\_\_\_\_ Presenter points to the print and occasionally runs finger along text while reading.
- \_\_\_\_\_ Presenter has rhymes/songs written out so adults can follow and children notice text.
- \_\_\_\_\_ Presenter comments on names on nametags.
- \_\_\_\_\_ Presenter provides opportunity for children to draw picture/"write" about story.

## VI. Narrative Skills & Comprehension

- \_\_\_\_\_ Presenter allows children to participate in retelling of story; may use puppets/props/creative dramatics/flannel board.
- \_\_\_\_\_ Presenter talks about the events of the story/theme; encourages children's comments.
- \_\_\_\_\_ Presenter reads book without much interruption so children exposed to story structure.
- \_\_\_\_\_ Presenter helps children link the events and characters to what they know about.
- \_\_\_\_\_ Presenter encourages children to make predictions before/during reading of story.
- \_\_\_\_\_ Presenter demonstrates/models dialogic reading.

## VII. Parent/Caregiver Connection

In what ways did presenter call the parents' attention to ways that early literacy is supported during the storytime?

- \_\_\_\_\_ Presenter explains to parents ways in which activities/techniques support early literacy.
- \_\_\_\_\_ Presenter notes the important role parents/caregivers play in early literacy development.
- \_\_\_\_\_ Presenter makes suggestions for parents/caregivers to do at home.
- \_\_\_\_\_ Presenter calls attention to early literacy handouts/displays for parents/caregivers.