

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 <input type="checkbox"/> Y <input type="checkbox"/> N Presenter conveyed the idea that reading is fun. <input type="checkbox"/> Y <input type="checkbox"/> N Presenter seemed to have fun. <input type="checkbox"/> Y <input type="checkbox"/> N Children seemed to have fun. <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Adults in attendance seemed to have fun.		
II. Language & Vocabulary <input type="checkbox"/> _____ Presenter makes connections to concepts and vocabulary. <input type="checkbox"/> _____ Presenter exposes children to vocabulary/explains vocab. they may not be familiar with. <input type="checkbox"/> _____ Presenter calls attention to the pictures in the story. <input type="checkbox"/> _____ Presenter encourages children to join in repeated phrase(s). <input type="checkbox"/> _____ Presenter encourages the children to respond through movement/music. <input type="checkbox"/> _____ Presenter gives children opportunity to respond orally by asking simple questions about the story and/or pictures.		
III. Phonological Awareness <input type="checkbox"/> _____ Presenter invites children to chime in rhymes/fingerplays/songs/poems and/or music. <input type="checkbox"/> _____ Presenter uses books that highlight sound awareness (for ex. rhyming text, alliteration) <input type="checkbox"/> _____ Presenter plays rhyming game with children. <input type="checkbox"/> _____ Presenter uses nametags to help children understand letter sounds.		
IV. Letter Knowledge <input type="checkbox"/> _____ Presenter uses and enjoyable alphabet book/activity/song. <input type="checkbox"/> _____ Presenter makes connections between letters in children's names and in alphabet book or book title. <input type="checkbox"/> _____ Presenter talks about/points out letters and/or letter sounds. <input type="checkbox"/> _____ Presenter uses nametags to help children understand letters. <input type="checkbox"/> _____ Presenter provides opportunity for children to play with magnetic or foam letters.		
V. Print Awareness <input type="checkbox"/> _____ Presenter calls attention to the cover of the book; points to and reads the title/author. <input type="checkbox"/> _____ Presenter points to the print and occasionally runs finger along text while reading. <input type="checkbox"/> _____ Presenter has rhymes/songs written out so adults can follow and children notice text. <input type="checkbox"/> _____ Presenter comments on names on nametags. <input type="checkbox"/> _____ Presenter provides opportunity for children to draw picture/"write" about story.		
VI. Narrative Skills & Comprehension <input type="checkbox"/> _____ Presenter allows children to participate in retelling of story; may use puppets/props/creative dramatics/flannel board. <input type="checkbox"/> _____ Presenter talks about the events of the story/theme; encourages children's comments. <input type="checkbox"/> _____ Presenter reads book without much interruption so children exposed to story structure. <input type="checkbox"/> _____ Presenter helps children link the events and characters to what they know about. <input type="checkbox"/> _____ Presenter encourages children to make predictions before/during reading of story. <input type="checkbox"/> _____ 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? <input type="checkbox"/> _____ Presenter explains to parents ways in which activities/techniques support early literacy. <input type="checkbox"/> _____ Presenter notes the important role parents/caregivers play in early literacy development. <input type="checkbox"/> _____ Presenter makes suggestions for parents/caregivers to do at home. <input type="checkbox"/> _____ Presenter calls attention to early literacy handouts/displays for parents/caregivers.		