

Storytime Early Literacy Observation Checklist Talkers: Ages 2 - 3		Library: Date/Time:
Targeted audience age: _____ Approx. # not in age group: _____ Approx. # in age group: _____ # adults attending: _____		
<p>Directions: Check off items that you observe during the storytime. Use back of page to add items observed that support the area addressed. Use right column for comments.</p> <p>I. Print Motivation</p> <p>Y N Presenter conveyed the idea that reading is fun.</p> <p>Y N Presenter seemed to have fun.</p> <p>Y N Children seemed to have fun.</p> <p>Y N Adults in attendance seemed to have fun.</p> <p>II. Language & Vocabulary</p> <p>_____ Presenter makes connections to concepts and vocabulary when reading.</p> <p>_____ Presenter exposes children to vocabulary/explains vocab. they may not be familiar with.</p> <p>_____ Presenter calls attention to the pictures in the story.</p> <p>_____ Presenter encourages children to join in repeated phrase(s).</p> <p>_____ Presenter encourages the children to respond through movement/music.</p> <p>_____ Presenter gives children opportunity to respond orally by asking simple questions about the story and/or pictures.</p> <p>III. Phonological Awareness/Letter Knowledge</p> <p>_____ Presenter invites children to chime in rhymes/fingerplays/songs/poems and/or music.</p> <p>_____ Presenter uses books that highlight sound awareness (for ex. rhyming text, alliteration)</p> <p>_____ Presenter plays rhyming game with children.</p> <p>_____ Presenter uses nametags to help children understand letters.</p> <p>_____ Presenter points out/talks about letter(s).</p> <p>_____ Presenter talks about/points out letter sound(s).</p> <p>IV. Print Awareness</p> <p>_____ Presenter calls attention to the cover of the book; points to and reads the title/author.</p> <p>_____ Presenter points to the print and occasionally runs finger along text while reading.</p> <p>_____ Presenter has rhymes/songs written out so adults can follow and children notice text.</p> <p>_____ Presenter comments on names on nametags.</p> <p>V. Narrative Skills & Comprehension</p> <p>_____ Presenter uses puppets/props/flannel board to have children participate in telling the story; may have children retell story.</p> <p>_____ Presenter talks about the events of the story/theme; encourages children's comments.</p> <p>_____ Presenter helps children link the events and characters to what they know/experiences.</p> <p>_____ Presenter demonstrates/models dialogic reading.</p> <p>VI. Parent/Caregiver Connection</p> <p>In what ways did presenter call the parents' attention to ways that early literacy is supported during the storytime?</p> <p>_____ Presenter explains to parents during storytime ways in which activities/techniques support early literacy.</p> <p>_____ Presenter notes the important role parents/caregivers play in early literacy development.</p> <p>_____ Presenter makes suggestions for parents/caregivers to do at home.</p> <p>_____ Presenter calls attention to early literacy handouts/displays for parents/caregivers.</p>		