

Storytime Early Literacy Observation Checklist EarlyTalkers: Ages newborn to 2 years	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. Y N Presenter seemed to have fun. Y N Children seemed to have fun. Y N Adults in attendance seemed to have fun.</p> <p>II. Language & Vocabulary</p> <p>_____ Presenter calls attention to the pictures in book. _____ Presenter makes connection between pictures and real things/people (uses realia) _____ Presenter encourages the children/adults to respond through movement/music. _____ Presenter models use of language, using synonyms, adjectives. _____ Presenter models booksharing between parent/caregiver and child. _____ Presenter has rhymes/songs written out so adults can follow and children notice text. _____ Presenter <u>repeats</u> rhymes, songs, phrases in books.</p> <p>III. Phonological Awareness</p> <p>_____ Presenter invites children/adults to chime in saying of rhymes/fingerplays/poems. _____ Presenter uses music/songs.</p> <p>IV. Print Awareness</p> <p>_____ Presenter has rhymes/songs written out so adults can follow and children notice text. _____ Presenter uses board books to model how books are toys for young children to handle. _____ Presenter points to text and/or pictures intermittently when reading book.</p> <p>V. Narrative Skills</p> <p>_____ Presenter models talking with infants, leaving time for child to respond. _____ Presenter relates activity/book to experiences/situations familiar to toddlers. _____ Presenter allows toddlers time to respond.</p> <p>VI. Letter Knowledge</p> <p>_____ Presenter uses objects to note the importance of shapes and/or explains to parents. _____ Presenter demonstrates use of large foam/magnetic letters or shapes; importance of learning through senses.</p> <p>VII. 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. _____ Presenter encourages participation by parents/caregivers during storytime. _____ 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.</p>	