Storytime Early Literacy Observation Checklist

EarlyTalkers: Ages newborn to 2 years

<table>
<thead>
<tr>
<th>Targeted audience age: ____</th>
<th>Approx. # not in age group: ____</th>
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<tbody>
<tr>
<td>Approx. # in age group: ____</td>
<td># adults attending: ____</td>
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### 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.

#### 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 Adults in attendance seemed to have fun.

#### II. Language & Vocabulary
- _____ 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 repeats rhymes/songs written out so adults can follow and children notice text.

#### III. Phonological Awareness
- _____ Presenter invites children/adults to chime in saying of rhymes/fingerplays/poems.
- _____ Presenter uses music/songs.

#### IV. Print Awareness
- _____ 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.

#### V. Narrative Skills
- _____ 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.

#### VI. Letter Knowledge
- _____ 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.

#### 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 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.