<table>
<thead>
<tr>
<th>Storytime Early Literacy Observation Checklist</th>
<th>Library:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Readers: Ages 4 – 5</td>
<td>Date/Time:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Targeted audience age: ____</th>
<th>Approx. # not in age group: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approx. # in age group: ____</td>
<td># adults attending: ____</td>
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**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.