

Key: (+) Consistently (3) Sometimes (-) Not yet

Child Observed: _____

Observer: _____

Observational Setting

Large Group	Small Group	Individual	Comments
Date: _____			
Speaking			
<input type="checkbox"/> Responds when spoken to.			
<input type="checkbox"/> Takes turns speaking.			
<input type="checkbox"/> Participates in group discussions.			
<input type="checkbox"/> Recalls and recites songs and fingerplays.			
<input type="checkbox"/> Speaks clearly.			
<input type="checkbox"/> Speaks in complete sentences.			
<input type="checkbox"/> Initiates conversations.			
<input type="checkbox"/> Asks questions.			
<input type="checkbox"/> Tells a personal story.			
<input type="checkbox"/> Uses appropriate sentence structure (word order, pronouns, verbs).			
Listening			
<input type="checkbox"/> Listens to rhymes, songs, and stories with interest.			
<input type="checkbox"/> Listens to speaker in conversations.			
<input type="checkbox"/> Follows single-step direction.			
<input type="checkbox"/> Follows multiple-step directions.			
Vocabulary			
<input type="checkbox"/> Plays with words.			
<input type="checkbox"/> Links new words to what is already known about a topic.			
<input type="checkbox"/> Uses new words appropriately in conversation and discussion.			

FIGURE 2.3. Oral Language Checklist. From McGraw-Hill/Wright Group (2002). Copyright 2002 by Wright Group/McGraw-Hill. Reprinted with permission of McGraw-Hill Education.

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Books

Is the book age appropriate?

- The children can relate the story to their lives and past experiences.
- The children can identify with characters.
- There is directly quoted conversation.
- The children will benefit from the attitudes and models in the story.

Does the book teach early literacy?

- The book can be used to expand knowledge.
- There is new, related vocabulary.
- The book increases or broadens understanding.
- The book is clearly written with a vocabulary and sequence that the children can understand.
- Repetitions of words, actions, rhymes, or story parts are used.
- The story structure is evident with a beginning, middle, and end.
- The story includes humorous events and silly names.

What are some key criteria in choosing books?

- The text is not too long to sit through.
- There are not too many words to read.
- There are enough colorful or action-packed pictures or illustrations to hold the children's attention.
- The children can participate in the story by speaking or making actions.
- The story is not too complex, symbolic, or confusing for the children.

Toys

Is the toy age appropriate?

- The toy is the correct age level for the children.
- Special instructions are not necessary to play with the toy.
- Children cannot harm themselves unintentionally with the toy.

(continued)

FIGURE 3.2. Evaluation checklist for books, toys, websites, and software.

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Does the toy teach early literacy?

- The toy can be used in relation to storytelling.
- The toy provides opportunities to expand vocabulary.
- The toy has writing on it that correlates with actions being done.
- There are opportunities for children to practice new vocabulary using the toy.
- The toy increases or broadens understanding.

What are some key criteria in choosing toys?

- The children are interested in the toy.
- The toy is reusable.
- The toy can be integrated into current or future lessons.
- The toy is durable.
- There are materials included with the toy for parents/teacher to use with the toy.

Websites and Software

Is the website or software age appropriate?

- The children can understand the directions to use the website or software.
- The instructions are easy to follow or relay to the children.
- The website or software provides separate instructions for the parent or teacher.

Does the website or software teach early literacy?

- The website or software can be used by the parent or teacher in a special way.
- The website or software offers new vocabulary.
- The website or software increases or broadens understanding.
- The website or software is written clearly with a vocabulary and sequence that children can understand.
- There are repetitions of words, actions, or rhymes.
- The website or software has humorous parts and silly names.

What are some key criteria in choosing a proper website or software?

- The parent or teacher enjoys using the website or software.
- There are no confusing parts that the teacher or parent does not understand.
- The children are able to follow the instructions with a parent or teacher present.
- The website or software is challenging and provides opportunities for increasing skills.

FIGURE 3.2. *(continued)*

Evaluating Your Literacy Center and Literacy Center Time

- _____ Children participate in some phase of the library corner design (develop rules, select a name for the area, develop materials, etc.).
- _____ The area is placed in a quiet section of the room.
- _____ The area is visually and physically accessible.
- _____ Part of the area is partitioned off from the rest of the room.
- _____ Bookshelves are available for storing books with spines facing outward.
- _____ Open-faced bookshelves are available for new or featured books.
- _____ There is an organizational system for shelving books (e.g., baskets by genre).
- _____ Five to eight books are available per child.
- _____ Many books are available representing three or four levels of difficulty and of the following types:
 - _____ picture storybooks
 - _____ traditional literature
 - _____ poetry
 - _____ realistic literature
 - _____ informational or expository texts
 - _____ biographies
 - _____ easy-to-read books
 - _____ riddle and joke books
 - _____ participation books
 - _____ series books
 - _____ textless books
 - _____ TV-related books
 - _____ brochures
 - _____ newspapers
 - _____ magazines
- _____ New books are circulated once a month.
- _____ There is a checkout system for children to take home books.

(continued)

FIGURE 3.3. Evaluation checklist for a literacy center.

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- _____ There is a rug.
- _____ There are throw pillows or beanbag chairs.
- _____ There is a rocking chair.
- _____ There are headsets and taped stories.
- _____ There are computers.
- _____ There are posters about reading.
- _____ There are stuffed animals.
- _____ The area is labeled with a name selected by the class.
- _____ There are a flannelboard and story characters, along with related books.
- _____ There are puppets and props for storytelling.
- _____ There are letters of the alphabet.
- _____ There are materials for writing stories and making them into books.
- _____ There is a private spot in the corner, such as a box to crawl into and read.
- _____ The area utilizes about 10% of the classroom; five or six children can fit easily.

FIGURE 3.3. *(continued)*

Child's Name: _____		Date: _____	
Voluntarily looks at or reads books at school.	Always	Sometimes	Never
Asks to be read to.	Always	Sometimes	Never
Listens attentively while being read to.	Always	Sometimes	Never
Responds during book discussions with classmates.	Always	Sometimes	Never
Comments on stories read aloud.	Always	Sometimes	Never
Takes books home to read voluntarily.	Always	Sometimes	Never
Teacher Comments:			

FIGURE 3.4. Checklist for assessing attitudes toward reading.

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Directions: Read a story to one child or a small group of children. Encourage the children to respond with questions and comments. Record the session. Transcribe or listen to the recording, noting each child's responses by placing checks in the appropriate categories. A category may receive more than one check, and a single response may be credited to more than one category. Total the number of checks in each category.

Child's Name: _____

Date: _____

Name of Story: _____

1. Focus on Story Structure

_____ identifies setting (time, place)

_____ identifies characters

_____ identifies theme (problem or goal)

_____ recalls plot episodes (events leading toward problem solution or goal attainment)

_____ identifies resolution

2. Focus on Meaning

_____ labels pictures

_____ identifies details

_____ interprets characters and events (makes associations, elaborations)

_____ predicts events

_____ draws from personal experience

_____ seeks definitions of words

_____ uses narration behavior (recites parts of the book along with the teacher)

3. Focus on Print

_____ asks questions or makes comments about letters

_____ asks questions or makes comments about sounds

_____ asks questions or makes comments about words

_____ reads words

_____ reads sentences

4. Focus on Illustrations

_____ asks questions or makes comments about illustrations

FIGURE 5.3. Coding children's responses during story readings. From Morrow (1988b). Copyright 1988 by the International Reading Association. Reprinted by permission.

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Setting

- _____ Begins the story with an introduction.
- _____ Names the main character.
- _____ Lists the other characters.
- _____ Includes a statement about time and place.

Theme

- _____ Refers to the main character's primary goal or problem to be solved.

Plot episodes

- _____ Recalls episodes.
- _____ Lists episodes recalled.

Resolution

- _____ Includes the solution to the problem or the attainment of the goal.
- _____ Includes an ending to the story.

Sequence

- _____ Tells the story in a sequential order.

FIGURE 5.6. Analysis of story retelling.

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Your child's ability to read and write depends a lot on the things you do at home from the time he or she is born. The following list suggests materials, activities, and attitudes that are important in helping your child learn to read and write. Check off the things you already do. Then, try to do something on the list that you have not done before.

Materials

- _____ Have a space at home for books and magazines for your child.
- _____ If you can, subscribe to a magazine for your child.
- _____ Keep reading materials on hand for everyone in your home. Visit the library and fill your home with books, magazines, and newspapers for children and adults.
- _____ Provide materials that will encourage children to tell or create their own stories, such as puppets, dolls, and audiobooks.
- _____ Provide materials for writing, such as crayons, markers, pencils, and paper in different sizes.

Activities

- _____ Read or look at books, magazines, or the newspaper with your child. Talk about what you look at or read.
- _____ Tell stories together about books, about your family, and about things that you do.
- _____ Look at and talk about written material you have such as catalogues, advertisements, work-related materials, and mail.
- _____ Provide a model for your child by reading and writing at times when your child can see you.
- _____ Write with your child and talk about what you write.
- _____ Point out print in your home, such as words on food boxes or recipes, directions on medicine, or instructions on things that require assembly.
- _____ Point out print in the neighborhood, such as road signs and names of stores.
- _____ Visit the post office, supermarket, or zoo and get books to read about these places. On the way home, talk about what you saw. When you get home, draw and write about the experience.
- _____ Use print to communicate with your child. Leave notes for each other. Make to-do lists, grocery lists, and lists for holiday shopping.

(continued)

FIGURE 6.1. Promoting early literacy at home.

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Foster Positive Attitudes toward Reading and Writing

- _____ Reward your child's attempts at reading and writing, even if they are not perfect, by offering praise. Say kind words like, "What nice work you do," "I'm happy to see you are reading," and "I'm happy to see you are writing. Can I help you?"
- _____ Answer your child's questions about reading and writing.
- _____ Be sure that reading and writing are enjoyable experiences.
- _____ Display your child's work in your home.
- _____ Visit school when your child asks. Volunteer to help at school, attend programs in which your child is participating, and attend meetings and family conferences. This lets your child know you care about him or her and school.

FIGURE 6.1. *(continued)*

1. **Communicate goals.** At the beginning of the school year, send home the goals to be achieved in literacy development for the age group you teach in an easy-to-understand format.
2. **Publish a newsletter.** With each new unit of instruction or concept being taught in literacy, send a newsletter to let family members know what you are studying and what they can do to help. Include titles of books they can get from the library to read at home.
3. **Meet with parents.** Invite parents to school programs, parent–teacher conferences, and public meetings about curriculum decisions. Sponsor informational workshops on topics such as reading with children and selecting books to share at home.
4. **Encourage families to assist in the classroom.** Invite parents and grandparents to help with literacy activities such as bookbinding, reading with children, taking written dictation of children’s stories, and supervising independent activities while teachers work with small groups and individual children. Whenever parents visit the classroom, encourage them to work with their children. For instance, if parents visit during center time, they can read and write with their children, see what the literacy environment is like at school, and become a more integral part of the child’s literacy development.
5. **Send home activities and encourage feedback.** Extend the work you do in the classroom with take-home activities such as reading books aloud, visiting the library, using cookbooks, writing notes, writing in journals together, and watching and talking about programs on television. Whenever you send home activities for parents and children to do together, ask families to provide written feedback about the experience. Such feedback provides insight into what happens at home, holds families accountable for participating, and helps you plan future activities.
6. **Celebrate the families in your classroom.** Invite parents and grandparents to school to share special skills they have, to talk about their cultural heritage, and so forth.
7. **Send home notes when a child is doing well.** Don’t wait to send notes just when problems arise.
8. **Provide lists of literature for family members to share with their children.** (Appendix A suggests books on a variety of topics.)
9. **Include family members in helping to assess their child’s progress.** Provide forms for family members to fill out about their child’s literacy activities and things they do with their child at home. Have them contribute information about their child’s progress at parent conferences.

FIGURE 6.2. Tips for promoting parent involvement in the preschool literacy program.

Checklist: Observing My Child's Literacy Growth				
Child's Name: _____				
Date: _____				
	Always	Sometimes	Never	Comments
1. My child asks to be read to.				
2. My child will read or look at a book alone.				
3. My child understands what is read to him or her, or what he or she reads to him- or herself.				
4. My child handles a book properly, knows how to turn pages, and knows that print is read from left to right.				
5. My child will pretend to read or read to me.				
6. My child participates in the reading of a story, with rhymes and repeated phrases.				
7. My child will write with me.				
8. My child will write alone.				
9. My child will talk about what he or she has written.				
10. My child reads print in the environment, such as sign and labels.				
11. My child likes school.				
Comments about your child:				

FIGURE 6.3. Child progress information form. From Morrow (1988b). Copyright 1988 by the International Reading Association. Reprinted by permission.

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APPENDIX B

E-Book Quality Rating Tool

E-book title: _____

Source: _____

Rater: _____

Date: _____

This tool has three general categories for rating the quality of an e-book: (1) ease of use (easy for child to pick and use), (2) multimedia (use of auditory, visual, and touch media), and (3) interaction (multimodal: seeing, hearing, touching). Each category has several features. Each feature has a criterion to judge quality. Rate the extent to which the criterion is met for each feature. Keep in mind that not every book has every feature and the more features does not mean higher quality.

Key: LE = large extent, equals 1 point; SE = some extent, equals 0.5 point; NE = no extent, equals 0 points; NA means “not applicable” and is not computed. To obtain a score, add up the points and divide by the number of items. Total points = 20.

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Category	Feature	Criterion	Rating			
			NA	LE	SE	NE
Ease of use (8)	Home page	Access is quick; easy				
	Start/stop/pause buttons	Large; easy to select				
	Previous/next buttons	Large; easy to select				
	Manual/auto control buttons	Easy to locate and select				
	Separate modes (e.g., with/without narration)	Easy to switch between modes				
	Page numbers	Present; easy to see on screen				
	Child control and mastery	In child's motor skill range; supports independence; responsive to child actions				
	User guidance	Directions easy to follow; given verbally; accompanied by pictures				
Multimedia (8)	Print font size	Sufficiently large; age appropriate				
	Amount of text per screen	Age appropriate; avoids information overload				
	Print highlights	Synced with the narration at paragraph, sentence, or word level				
	Print-graphics match	Meaningful; supportive of story comprehension				
	Music effects	Meaningful to book content; motivating; not distracting				
	Audio narration	Appealing to young children; well paced				
	Animations	Meaningful to story comprehension; motivating				
	Sound effects	Meaningful; appealing to children; not distracting				

(continued)

Category	Feature	Criterion	Rating			
			NA	LE	SE	NE
Interaction (4)	With text (sentences, words, letters)	Dictionary option with pictures, animations, or oral explanations				
	With educational content	Disciplinary content in one or more areas, including vocabulary				
	With illustrations	Active illustration option with auditory or visual options to encourage exploration (hot spots)				
	With games	In a separate mode; connected to theme or topic				
Rate the e-book						
1 = low; 20 = high						

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20						

APPENDIX D

Guided Participation Framework

Step 1: Get ready.

- _____ Have materials out.
- _____ Sit near the children.
- _____ Get their attention.
- _____ Name what you will do.
- _____ Ask them to join in.

Step 2: Build meaning.

- _____ Help children join in.
- _____ Show them how.
- _____ Ask them to check their thinking.
- _____ Talk about what you are doing.
- _____ Help them succeed.

Step 3: Make connections.

- _____ Help children think about the activity.
- _____ Help them remember past experiences like it.
- _____ Ask them to predict what they will do.
- _____ Help them anticipate actions.
- _____ Encourage their ideas.

Step 4: Have fun.

- _____ Smile at the children.
- _____ Respond to their words and actions.
- _____ Show you care.
- _____ Laugh with them.
- _____ Enjoy the time spent.

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