

**EARLY LITERACY PROJECT
Student Observation Instrument**

Child's Name: _____ Age: _____ Classroom Teacher: _____

Date: _____ Completed by: _____

Instructions: *This instrument is designed to provide information about a child's access to classroom literacy tools and activities, as well as the nature of their participation in literacy activities. The instrument will be completed in the fall (baseline) and spring. Observe the child during classroom activities over a one-week period of time. For each activity, indicate with a ✓ if the child was observed participating in the activity. If the activity is not applicable at this time, record N/A. Indicate whether the child was participating independently or whether accommodation(s) were needed. Describe the accommodation(s) that are used, such as hand-over-hand assistance, verbal cues, photo cues, picture cues, use of concrete objects, etc.*

LITERACY ACTIVITY	Observed ✓ or N/A	Independent ✓	Accommodation(s) Please specify.
GENERAL			
Hold book, other print materials			
Turn pages			
Point to items on page			
Select items on computer screen			
Play with puzzles & games (e.g., letter blocks, cards, magnetic letters, bingo, lotto)			
Participate in drama			
Participate in social play			
Identify own name			
Identify the name(s) of classmate(s)			
Other			

LITERACY ACTIVITY	Observed ✓ or N/A	Independent ✓	Accommodations Please specify.
Participate in STORY READING:			
Predict story events			
Read story lines			
Ask questions			
Re-tell story events			
Answer questions about events & characters			
Engage in other story time talk (e.g., share own experiences, etc)			
Choose reading during activity time (e.g., books from group reading, new books; hard copy or electronic)			
Other			
Participate in PHONEMIC AWARENESS activities (understanding that speech is made up of small segments of sound (phonemes) and the ability to manipulate the individual sounds).			
Sing songs			
Say rhymes			
Identify or produce words that begin with the same sound			
Add or substitute sounds in words (e.g., add /ch/ to “Old MacDonald” refrain, “ee-igh, ee-igh, oh)			
Blend sounds (e.g., when teacher says, /k/ /a/ /t/, the child indicates that the word is ‘cat’)			
Isolate the sounds in words (e.g., when teacher says the word bat, the child says the isolated sounds /b/ /a/ /t/)			
Other			

LITERACY ACTIVITY	Observed ✓ or N/A	Independent ✓	Accommodations Please specify.
Participate in WRITING activities:			
Draw (e.g., pencils, markers, chalk)			
Paint			
Write name			
Write letters & numbers			
Invent spellings			
Write lists (e.g., shopping, wish lists, recipes, etc.)			
Label, write, or dictate stories			
Choose writing activities (including any of the above) during activity time			
Other			

Comments: