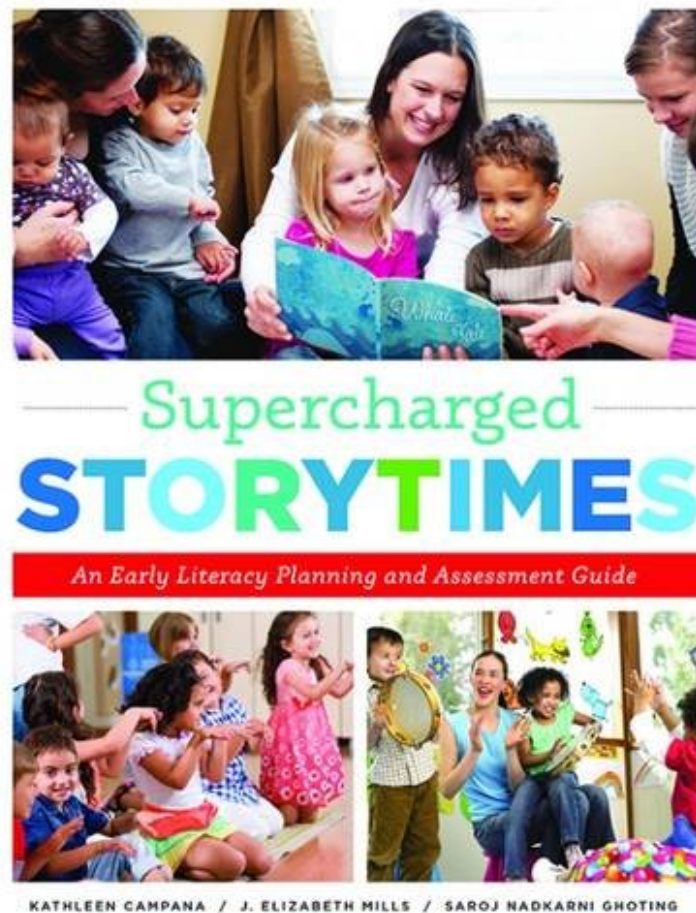


# Supercharged Storytimes: An Early Literacy Planning and Assessment Guide

*Kathleen Campana, J. Elizabeth Mills, Saroj Nadkarni Ghoting*  
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**Kathleen Campana, J. Elizabeth Mills, Saroj Nadkarni Ghoting : Supercharged Storytimes: An Early Literacy Planning and Assessment Guide** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Supercharged Storytimes: An Early Literacy Planning and Assessment Guide:

0 of 1 people found the following review helpful. Helpful information By Lynn Darling A lot of good information.

Based on the groundbreaking research of VIEWS2 the first systematic study of storytimes done to date this book recommends simple interactive ways to emphasize early literacy techniques and encourage children to use and practice their pre-reading skills while preserving the delight inherent in storytime. And unlike many other storytime resources, the authors use the findings of VIEWS2 to offer guidance in performing assessment, as well as giving tips for planning

and conducting storytimes. Put simply this book assists storytime presenters, children's librarians, and others involved with early literacy by presenting ready-to-use planning tools based on early learning benchmarks with a clear focus on developmental stages; demonstrating how to foster early literacy development by inserting the VIEWS2 early literacy domains into the five practices from the second edition of *Every Child Ready to Read @ your Library*; interweaving testimonials from storytime practitioners throughout the text to provide real-world insight; showing how storytime presenters can connect with parents and caregivers to promote family engagement; providing guidelines, worksheets, and recommendations for storytime assessment, with particular attention to self-reflection and peer-to-peer community learning; highlighting professional development resources that encourage sharing and problem-solving within the larger community of children's and youth librarians; and providing administrators with research-based evidence that supports current and future advocacy for early literacy in public library programming for children. Using this book's systematic approach, readers will be able to plan their storytimes with a clear idea of what to look for in the children they serve, and then continually improve how they meet the needs of their communities.

From *School Library Journal* Based on a research project from the University of Washington's iSchool called VIEWS2, whose goal was to understand whether the early literacy focus of public library storytimes was making a difference, this work is a departure from typical materials on this subject. The book is divided into four sections. The first describes the VIEWS2 training and planning tool, which can help storytime providers boost their programs by using early literacy practices and behaviors from *Every Child Ready to Read 2nd Edition (ECRR2)*. The second part describes how the VIEWS2 early literacy domains fit into and support each aspect of ECRR2 (talking, singing, reading, writing, and playing). Various tips and suggestions from storytime providers are included, broken down by developmental stage. The third part presents the findings of the last year of the Project VIEWS2 study, focusing on storytime assessment. The fourth and last part is a reflection on the project and covers possible next steps. Sidebars and real-world examples from the participants in the study are interspersed throughout. Each chapter gives guidance in how to incorporate, in small steps, more early literacy behaviors. Understanding the VIEWS2 early literacy domains and how they fit into ECRR2 will take some background knowledge of ECRR2. VERDICT An in-depth look at how librarians can incorporate early literacy practices and behaviors into their storytimes, thus ultimately increasing the perceived value of the programs. Renee McGrath, Nassau Library System, Uniondale, NY "This work is a departure from typical materials on this subject ... An in-depth look at how librarians can incorporate practices and behaviors into their storytimes, thus ultimately increasing the perceived value of the programs." --*School Library Journal* "A worksheet at the end of each chapter allows for reflection on the early literacy activities of talking, reading, singing, playing, and writing. Appendices in the back of the book provide storytime assessment worksheets, outcomes crosswalks, and a VIEWS2 planning tool organized by age. For those who want or need to provide proof that preschool storytimes are important for early literacy development, this will be invaluable." --*Catholic Library World* About the Author Kathleen Campana is a doctoral candidate at the University of Washington Information School. She has a background in school and corporate libraries. Her research focuses on the learning that occurs for children and youth in library programs and the role that family engagement plays in that learning. She has served as a research assistant on the VIEWS2 research grant for all four years. J. Elizabeth Mills is a doctoral student and a MLIS graduate from the University of Washington Information School. She has a background in children's literature as an editor and author. She studies how librarians are planning and presenting their storytimes in terms of learning theory and interactivity with respect to technology in storytimes. She has been a research assistant on the grant for three years. Saroj Nadkarni Ghoting is an Early Childhood Literacy Consultant and national trainer on early literacy. She presents early literacy training and information sessions at national, regional, and state conferences, and training for library staff and their partners. She has been a consultant for the Public Library Association and the Association for Library Service to Children of the American Library Association on the *Every Child Ready to Read @ your library* early literacy initiative. She has coauthored four other books on early literacy and storytimes.