

**Nonverbal and Verbal Emergent
Reading Behaviors Observational Tool (Allen, 2010)
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This observational tool is designed to assist pre-service and in-service teachers in observing and documenting systematically what deaf and hard of hearing children 5 and under do when engaged in storytelling and/or read aloud and during *interactive book sharing*.

- *Interactive book sharing* is defined as a planned time that occurs immediately after a storytelling/read aloud presentation whereby each child in the classroom is provided the same book that was just read.
- *Interactive book sharing* provides children the time to interact and have “conversations” with their peers, adults, small and large groups about the book that was just presented.
- During these sessions, students can choose to look at the book and “read” alone. It is highly recommended that children be allowed to choose their preferred book sharing group, peer or adult without adult interference.
- The time allotted for *interactive book sharing* will allow teacher and others to systematically document nonverbal and verbal emergent reading behaviors via videotape and/or direct observations.
- Tool should be used to find out what the child can do, not what they cannot do.

Systematic documentation is best accomplished when the teacher plans to observe on a daily and/or weekly basis. Each *interactive book sharing* session allows the teacher to systematically document each child’s behaviors not just one time, but over a period of time. It is best to not observe the same child on consecutive days in order to document emergent reading behaviors over time that will inform the teacher of the child’s show growth in literacy.

There are 5 categories that have been identified: (1) Book Handling, (2) Signaling Behaviors, (3) Labeling, (4) Comparing and (5) Retelling. Each of these categories have nonverbal and verbal emergent reading behaviors that have been separated into 2 categories labeled: (1) Self when the child is “reading alone” “ (2) Others when engaged in reading/interacting with others. Non-verbal behaviors may include gestures, facial expressions, eye gaze, movement of the head or torso, sounds, babbling, mouthing, pointing to pictures and/or words and tracking text with a finger. Should a teacher identify a behavior that is not listed in the observational tool, adding it to the nonverbal or verbal categories is highly encouraged. For each quarter, it is recommended to document a minimum of 2 observations for each child. The title of books read should also be documented as well as other pertinent information that is included on the front page of the observational tool. This tool can also be used in conjunction with The Learning Record Portfolio Assessment System’s (Barr,) development reading rubrics and with the ASL Scale of Development (Herzig, 2000) to summarize the literacy development of the child. Or other tools the teacher may have to summarize the child’s literacy development and plan for next steps. A suggested timeline is as follows:

Fall September- October	Date of observations or videotaping (5-10 minutes) Complete Checklist	Review & Summarize Evidence	Plan for Next Steps
Winter January -February	Date of observations or videotaping Add observations to the checklist	Review & Summarize Evidence	Plan for Next Steps
Spring March-April	Date of observations or videotaping Add observations to the checklist	Review & Summarize Evidence	Plan for Next Steps
Summer May -June	Date of observations or videotaping Add observations to the checklist	Review & Summarize Evidence	Plan for Next Steps

Codes For Observational Tool

N=Not Observed
1= Observed 1 time
2=Observed 2 times
3=Observed 3 times

Nonverbal and Verbal Emergent Reading Behaviors Observational Tool

Name of student:

Age/DOB:

Child's Primary Family Language: ASL English Spanish Other Languages

Child's Primary Language : ASL English Spanish Other Languages

Title of Books Used During Interactive Book Sharing Observations/Videotaping

- Fall

- Winter

- Spring

- Summer

Language & Literacy:

- IFSP or IEP Goals

- Parent or Family Goals

Additional Comments/Information/Concerns

Nonverbal Emergent Reading Behaviors						Book Handling					
Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	Holds book upside down Walking around and holding book Puts book on head Turns pages randomly Turns each page—page by page Throws book on the floor Puts book away when finished Engaged in other creative uses of the book: scooting on the book; sitting on book; etc					Holds book facing others Folds book back to show a picture to a person or group Grab's another at another's book Gives book to another when finished Engaged in other creative uses of the book with another: scooting on the book; sitting on book; etc					

Verbal Emergent Reading Behaviors						Book Handling					
Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	Turns to end of the book and says/signs word, phrase, sentence indicating they are finished reading the book					Turns to end of the book and says/signs word, phrase, sentence to another person indicating they are finished reading the book Turns pages in unison with another person and signs/sys acknowledgment					

Nonverbal Emergent Reading Behaviors

Signaling

Quarter Observed	Nonverbal Emergent Reading Behaviors					Signaling				Comments	
	Self	N	1	2	3	Others	N	1	2		3
						Looks towards another's book Waving hand towards another and holds book up Tapping another's shoulder, leg, or arm of another and holds book up Waving of hand towards another and then pointing to picture in own book Eye gaze is towards another then eye gaze toward picture in own book Waits for eye gaze of another person and then points to a picture in own book Looks at a person and uses facial expressions with or without a gesture and then points to picture in own book e.g. covers mother with excited facial expression Approaches a person and shows book or picture in own book Points to a picture in another's book Holds book and wants to sit in the lap of an adult Holds book up facing another with intent of getting attention Grabs book from another with the intent of getting their attention					

Verbal Emergent Reading Behaviors

Signaling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
						Holds book up facing another says/signs Look! Waving hand towards another and holds book, says/signs Look! Tapping shoulder, let or arm of another and holds book, says/signs Look! Grabs book from another with the intent of getting attention says/signs Mine!					

Nonverbal Emergent Reading Behaviors

Labeling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	Points to picture in book with or without facial expression and/or gesture					Points to picture in own book and then points to picture in another's book with or without facial expressing and/or gesture					

Verbal Emergent Reading Behaviors

Labeling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	Points to picture in book and says/signs on or off the page "person or animal" Points to picture in book and says/signs on or off the page "object" Points to picture in book and says/signs on or off the page an "action" Points to picture in book and says/signs on or off the page an "attribute" Points to picture and says/signs on or off the page a "feeling"					Points to picture in book and says/signs on or off the page "person or animal" to another Points to picture in book and says/signs on or off the page "object" to another Points to picture in book and says/signs on or off the page an "action" to another Points to picture in book and says/signs on or off the page an "attribute" to another Points to picture and says/signs on or off the page a "feeling" to another					

Verbal Emergent Reading Behaviors

Labeling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	<p>Points to a letter in the text and says letter/fingerspells "letter name" on or off the page as it is related to own name and/or name of another person</p> <p>Points to a letter in the text and says letter/fingerspells "letter name or full word" on or off the page</p> <p>Points to a letter in the text and says letter/fingerspells "letter name or full word on or off the page</p>					<p>Points to a letter in the text and says letter/fingerspells "letter name" on or off the page as it is related to own name and/or name of another person to same person or another person</p> <p>Points to a letter in the text and says letter/fingerspells "letter name or full word" on or off the page to another person</p> <p>Points to a letter in the text and says letter/fingerspells "letter name or full word" on or off the page</p>					

Nonverbal Emergent Reading Behaviors

Comparing

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	<p>Looks at picture, points to it, then finds another picture that is the same in own book or in another book</p> <p>Looks at the picture and finds the same object in the environment</p> <p>Finds the same page or picture in own book and places book on top of the same page or picture</p>					<p>Looks at picture, points to it, then finds another picture that is the same in own book or in another's book</p> <p>Looks at the picture and finds the same object in the environment with another</p> <p>Helps another child find the same page or picture in book</p> <p>Finds the same page or picture in own book and places book on top of the same page or picture of another's book</p>					

Verbal Emergent Reading Behaviors

Comparing

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
						Finds the same page or picture with another and says/signs, phrase or sentence in reference to a picture					
	<p>Nods head when finds two pictures that are the same in own book and/or another book and says or signs word, phrase, sentence e.g. yes, same, same dog</p> <p>Looks at the picture and finds the same object in the environment and says/signs word, phrase or sentence</p>					<p>Helps another child find the same page or picture and says/signs word, phrase or sentence in reference to the picture</p> <p>Finds the same page or picture in own book and places book on top of the same page or picture of another's book and signs/says word, phrase or sentence in reference to the picture/book</p> <p>Finds a picture and finds the same object in the environment and says/signs word, phrase or sentence to another person</p>					

Nonverbal Emergent Reading Behaviors

Retelling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	<p>Turns pages and points to pictures and mouths/babbles a word, phrase or sentence</p> <p>Turns pages and tracks the text on the page with finger</p>					<p>Turns pages, points to picture in own book and mouths/babbles a word, phrase or sentence to another person</p> <p>Holds up book facing another person and mouths/babbles a word, phrase or sentence</p> <p>Turns pages and tracks the text on the page with finger with another person</p>					

Verbal Emergent Reading Behaviors

Retelling

Quarter Observed	Self	N	1	2	3	Others	N	1	2	3	Comments
	<p>Turns pages and fingerspells on or off the page and/or says each letter of the title or a word on the page</p> <p>Turns pages and touches pictures and says/signs common everyday expressions e.g. Ouch! NO!</p> <p>Turns pages and role-plays/reenacts characters' actions and events depicted on the page and says/signs word, phrase or sentence accompanying the role play/re-enactments</p> <p>Turns pages and says/signs word, phrase or sentence to tell about the characters and events depicted on the page (not sequential order or skips pages)</p> <p>Turns pages, page by page and says/signs word, phrase or sentence to tell about the characters and events depicted on the page in sequential order to the end of the book</p> <p>Turns pages, tracks the text on the page with finger and says/signs words phrase and/or sentences to retell the story; Begins recognizing familiar words in print with the help of pictures, fingerspells unknown</p>					<p>Turns pages and fingerspells on or off the page and/or says each letter of the title or a word on the page to another person</p> <p>Turns pages and touches pictures and says/signs common everyday expressions to another person e.g. Ouch! NO!</p> <p>Turns pages and role-plays characters actions and events depicted on the page and says/signs to another person a word, phrase or sentence accompanying the role-play/re-enactments</p> <p>Turns pages and says/signs word, phrase or sentence to tell about the characters and events depicted on the page (not sequential order or skips pages) to another person</p> <p>Turns pages, page by page and says/signs word, phrase or sentence to tell about the characters and events depicted on the page in sequential order to the end of the book to another person</p> <p>Turns pages, tracks the text on the page with finger and says/signs words phrase and/or sentences to retell the story; Begins recognizing familiar words in print with the help of pictures and fingerspells unknown words to another</p>					

References

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