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**MAXIMIZE YOUR POWERS WITH  
SUPERCHARGED STORYTIMES  
AND  
STORYTIME UNDERGROUND!**

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**DIANE HUTCHINS**  
PROJECT WRANGLER  
WASHINGTON STATE LIBRARY

**KENDRA JONES**  
YOUTH & FAMILY SERVICES COORDINATOR  
TIMBERLAND REGIONAL LIBRARY

**MARI NOWITZ**  
YOUTH SERVICES LIBRARIAN  
TUMWATER TIMBERLAND LIBRARY

**SARA WHITE**  
YOUTH SERVICES LIBRARIAN  
OLYMPIA TIMBERLAND LIBRARY

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**GETTING TO KNOW YOU ...**

- WHERE ARE YOU FROM?
- WHAT'S YOUR FAVORITE THING TO DO IN STORYTIME?

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**ARE LIBRARIANS EARLY LEARNING PROFESSIONALS?**

**From page 3 of Washington's Early Learning Plan:**

Early Learning Professionals include any adult who works in a paid capacity to care for and/or educate young children from birth to kindergarten, and their families. This includes, but is not limited to: licensed child care providers; teachers in centers or family home child care; preschool teachers and directors; staff and directors of licensed school-age programs (usually serving children and youth ages 5 to 12 years old); and staff—including paraprofessionals, kindergarten through third grade teachers, and teachers' aides, special education teachers, family support workers, literacy coaches and administrators (e.g., principals, librarians, etc.)—plus staff observations, speech and language pathologists, home visitors, and staff in child care and health services staff, teacher coaches and mentors, trainers, and...

Storytimes can be entertaining, but are they educational?

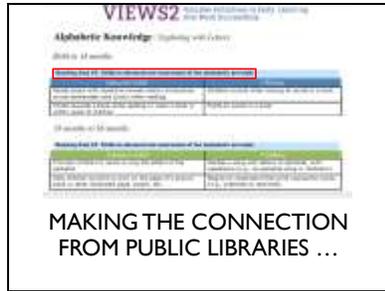
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**WHY DID WE NEED PROJECT VIEWS?**

**QUESTION:**  
DO PUBLIC LIBRARY STORYTIMES REALLY HELP CHILDREN LEARN TO READ?

Important to know in an age of declining budgets and outcome-based decision making.

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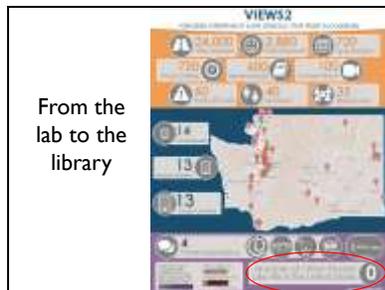
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Domain 5, Goal 67.

Note: VIEWS2 researchers focused on the 36 – 60 month age range in the study.

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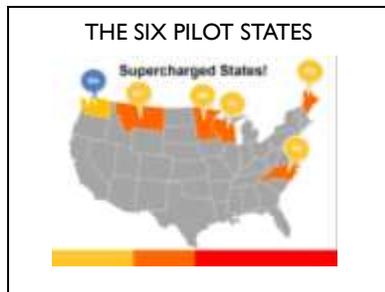
The research went from the lab to the library. Library staff, as well as children present at storytimes, were videotaped. (Parental permission had been obtained in advance for the filming.) The observations from the videotapes were then coded, yielding a massive amount of data.

Project VIEWS was truly statewide, as can be seen in this infographic. As you can also see, no other study like it had ever been done before!

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Washington was the first pilot state for OCLC's Supercharged Storytimes, an online orientation to the tools and methods of Project VIEWS2 and an online community of practice to facilitate communication and sharing among storytime practitioners in Washington State.

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During the Supercharged Storytimes WebJunction online pilot, library participants:

- Received guided support from the project team as they enhanced their personal practice for storytime planning and delivery;
- Became part of an online community of early learning practice.

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ECRR Perspective, how does it fit  
in with what we already know?  
PROOF/validation/confidence of  
what we always knew - storytime  
makes a difference, we're  
experts!

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**EVERY CHILD READY TO READ**

<b>ECRR 1 – THE SKILLS</b>	<b>ECRR 2 – THE PRACTICES</b>
<ul style="list-style-type: none"><li>• PRINT AWARENESS</li><li>• LETTER/ALPHABET KNOWLEDGE</li><li>• PHONOLOGICAL AWARENESS</li><li>• VOCABULARY</li><li>• NARRATIVE SKILLS</li><li>• PRINT MOTIVATION</li></ul>	<ul style="list-style-type: none"><li>• TALK</li><li>• SING</li><li>• READ</li><li>• WRITE</li><li>• PLAY</li></ul>

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**Intentionality**

Talk  
Sing  
Read  
Write  
Play

**HOW** you interact with children is as important as what you do or how frequently you do it.

Slide from OCLC WebJunction 5 state online pilot, "Supercharged Storytimes," Session 3 Webinar, October 5, 2015

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**VIEWS2 – SARA'S STORY**



My first in-depth introduction to early literacy





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Dialogic reading

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**Get Involved!**

Ask a Ninja  
Storytime University

 Facebook  Twitter

Guest Blogger

Guerrilla Storytime

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Project VIEWS2 librarians discovered that the same story can be told in many different ways just by focusing on different early literacy concepts such as:

- Alphabetic knowledge
- Phonological awareness
- Comprehension
- Vocabulary

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Write down one thing you learned today that you will be able to use in your library right away.

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