

Embedded instructional strategies in developmental domains

2e. Early literacy activities are embedded throughout the routine.

Quality indicators:

- Books and literacy materials are in all areas of the classroom, including centers.
- Children have access to many books, on a variety of topics of interest, and at developmentally appropriate levels.
- Books are rotated throughout the year and coordinate with the class units of study.
- Children are provided the opportunity to read and write throughout the day **and to use these skills in functional ways across activities.**



Questions to ask:

- ✓ How often do children visit the reading area or are children read to individually or in small groups?
- ✓ What materials are children provided for independent writing? Where are they located in the classroom? **How are they used for functional purposes?**
- ✓ How are children encouraged to select stories to read for pleasure that are not tied to the current unit of study?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Provide books, stories, and lessons that address varying developmental levels.
- Plan lessons that address varying needs for extended and **guided practice, hands-on activities, and real-life, visual, and photo connections.**

[Universal Design in Early Childhood](#)

[Tips for Inclusion from Head Start Inclusion Center](#)

[Florida Early Learning and Developmental Standards](#)

[Creating Literacy Rich Classrooms](#)

[TATS Talks to Families - Reading to Your Child](#)

Targeted/Specialized Supports

- Consider children's knowledge of pre-requisite skills when teaching new skills.
- Provide step-by-step practice, paired with visuals and/or photos, for teaching skills.
- Include multi-sensory activities related to early literacy in centers, **classroom activity areas, and additional school settings.**
- Ensure that children are given varying modes to respond to activities, questions, and books.

[Individualizing Instruction in PreK Classrooms](#)

[Read and Repeat - Suggestions from Center for Early Literacy Learning](#)

[Visuals for Supporting Instruction](#)

[Supporting Children of Various Ages and Developmental Levels](#)

Intensive Interventions

- Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials.
- Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.

[Adapting Activities and Materials for Young Children with Disabilities](#)

[Using Adapted Books to Encourage Participation and Teach Core Words](#)

[Curriculum Planning Form](#)