

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

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.**

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.

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.

Links for Additional Information

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[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](#)

[Individualizing Supports in PreK Classrooms](#)

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

[Strategies for Supporting Emergent Literacy](#)

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

[Adapting Activities to Encourage Participation in Shared Reading](#)

[Talk, Read and Sing Together Every Day](#)

[Curriculum Planning Form](#)