

7. Language and literacy experiences are prominent throughout the classroom.

7a. A rich assortment of age-appropriate children's books as well as other meaningful print materials are available to children (big books, small books, magazines, restaurant menus/table mats, toy catalogues).

Description: A variety of books (sizes, shapes, topics of interest) are made available to children in this cozy reading area.



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7b. The classroom is equipped with a listening area that children can access on their own, which includes books and audiotapes.

Description: Books-on-tape are available for independent use by the children. Parents are encouraged to read and tape stories at home and send them in for class use.



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7c. Teachers take dictations from children frequently and post them in visible locations.

Description: Copies of dictation by the children are posted on the bulletin board. The teaching staff talks about the pictures and reads the dictation to the children when appropriate.



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7d. Children use books independently, or teaching staff read to children in small groups throughout the day in addition to group story time.

Description: Independent reading is encouraged as this child reads in a cozy bean bag chair.



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7e. There is a daily sign-in procedure where children are encouraged to experiment with printing their name.

Description: Children are encouraged to sign-in in when they arrive in the morning, by either printing their name on the dry-erase board or moving their picture to the center of the board.



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7f. All centers are equipped with various writing materials in order to encourage children to create print during play (e.g., blank paper with markers in several areas, shopping lists and pencils in the Dramatic Play/Housekeeping Area, clipboard with tickets for the “police officer” to write in the Block Area).

Description: Use of a mailbox in the reading area encourages children to write letters or draw pictures to one another. This also supports social emotional skill development.



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7g. Visual supports are available throughout the classroom to enhance communication. This may include communication boards, a picture exchange system, picture schedules to learn sequence of the day.



Description: Communication boards and notebooks are used to support children with limited expressive or receptive language skills. The pictures are kept in a binder for organization and ease of use.

Description: On the left, pictures and words on the classroom schedule support children as they transition through the daily routine.



