

## 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 during adult-directed and child-directed 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 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 and activity areas.
- 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

Right click to open in new window

[Universal Design in Early Childhood](#)

[Embracing Inclusion in the Early Childhood Classroom](#)

[Florida Early Learning and Developmental Standards](#)

[Developing Literacy-rich Classrooms](#)

[Individualizing Instruction in PreK Classrooms](#)

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

[Visuals for Supporting Instruction](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

[Resources Related to Adapting Materials and Activities](#)

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

[Supports for Devices](#)

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

[Curriculum Modification Planning Form](#)