# Teachers provide a language and literacy rich environment.

**For example:**

* Provide audiotapes or CDs at a listening area for children to use. (PCF, Vol. 1, p. 145; ECERS, p. 23; *California Preschool Program Guidelines,* p. 25)
* Use picture cards or electronic switch-activated speaking devices for children who cannot speak, allowing them to communicate their choices. (*Inclusion Works!*, p. 17; PEL Guide, p. 69)
* Provide picture symbols for children to initiate comments or respond to questions. (PCF, Vol. 1, p. 104)
* Place information books in all areas of the classroom. (PCF, Vol. 1, p. 150; ECERS, p. 23)
* Place relevant books, signs, and other print artifacts in each classroom area—along with writing supplies—to support children in using print props in play (e.g., notepads and telephone directories, menus and order pads, road signs, etc.) and in routines (e.g., paper for a turns list, name tags for an activities chart, a helper chart, etc.). (PCF, Vol. 1, p. 104; ECERS, p. 23; *California Preschool Program Guidelines*, p. 84)
* Provide access to books, pictures, and materials showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles. (ECERS, p. 36; PEL Guide, p. 28; *California Preschool Program Guidelines*, p. 84; *Family Partnerships and Culture*, p. 77)
* Provide writing materials in multiple interest areas other than the writing area—both inside and outside. (PCF, Vol. 1, pp. 131, 162; ECERS, pp. 30, 31; PEL Guide, p. 85)
* Make children’s attempts at writing visible throughout the classroom (e.g., tickets for bus play in the block area, a list for grocery shopping in the dramatic play area, a colorful painting of letters, etc.). (PCF, Vol. 1, p. 164)
* Rotate materials frequently in the writing area. New materials can support units of study (e.g., envelopes, stationary, card stock cut into postcards sizes, stickers for use as stamps when children are investigating the post office, etc.) or spark children’s interest in writing. (PCF, Vol. 1, p. 162)
* Support children with special needs by modifying materials to meet their needs, such as placing art and other materials on lower shelves to give easier access or wrapping duct tape around the handles of some paintbrushes to make the handles larger and easier to grasp. (*Inclusion Work*s*!,* pp. 39, 41; PEL Guide, p. 69)

# Teachers facilitate the development of language and literacy through daily routines and activities.

**For example:**

* Maintain a consistent routine—along with a picture or photo schedule—so that, with a little observation, children can pick up clues about what to do next. (PEL Guide, p. 31)
* Explain the helper chart and assist children to find their names and their job. (PCF, Vol. 1, p. 100)
* Use language and literacy activities for transitions. For example, send children to the next activity by saying each of their names in parts (e.g., “Me-lin-da) or hold up a card with the child’s name. (PCF, Vol. 1, pp. 138, 163)
* Use children’s printed names as labels to support routines. For example, use name cards on the tabletop for mealtime or snack time to designate children’s seats. (PCF, Vol. 1, p. 142; PEL Guide, p. 85)
* Use a plan for children to request stories, songs, and poems for the teacher to read at circle time. (PCF, Vol. 1, p. 153)

# Teachers facilitate the development of literacy and language through modeling.

**For example:**

* Demonstrate effort to learn specific ways of interacting or communicating with a child, such as sign language. (*Inclusion Works!*, pp. 17, 47; *California Preschool Program Guidelines,* p. 119)
* Model the authentic use of book and nonbook forms of information text. For example, use information texts when setting up a new aquarium, making muffins, or drying flowers. (PCF, Vol. 1, p. 150, 153; ECERS, p. 23)
* Share thinking aloud during writing by describing actions. For example, “To write the letter K, you start with a long vertical line like this, and then you draw a short diagonal line like this, and then another short diagonal line from here down to here.” (PCF, Vol. 1, p. 102; *The Integrated Nature of Learning*, p. 13)
* Point out environmental print on walks; read the print on road signs, storefronts, and passing vehicles (e.g., bus stop, school bus) to children. (PCF, Vol. 1, p. 132)
* Use print as a tool to get things done and to record information. For example, write steps on a chart for small-group activities requiring specific directions (e.g., cooking, planting seeds, etc.). (PCF, Vol. 1, p. 132; *California Preschool Program Guidelines*, p. 84)

# Teachers facilitate the development of language and literacy through adult-child interactions.

**For example:**

* Create adult-child interactions around focused play opportunities. (PCF, Vol. 1, pp. 103, 105; ECERS, pp. 24, 30, 41)
* Ask children open-ended questions that require more than one word to answer. For example, “What are all the foods you like to eat for breakfast?” rather than “What did you eat this morning?” (PCF, Vol. 1, p. 102; ECERS, p. 25; *California Preschool Program Guidelines,* p. 44, 149)
* Use caregiving situations to help children learn new vocabulary. For example, “Rub the palms of your hands together, like this, to work up a lather.” (PCF, Vol. 1, p. 100)
* Talk with a child about what happened the day before to support both language development and narrative skills. (PCF, Vol. 1, p. 100; ECERS, p. 26; *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, p. 184)
* Talk one-on-one with children and have conversations with individual children whenever possible. (PCF, Vol. 1, p. 124; ECERS, p. 24)
* Focus on the meaning that children are trying to convey in writing (e.g., “Tell me about this”) rather than on the form of their writing (e.g., “What’s that letter?”). (PCF, Vol. 1, p. 163, *California Preschool Program Guidelines*, p. 72)
* Model language by playing imitation games in which the child has to do or say what the adult or puppet says. (PEL Guide, p. 40)
* Ask questions that prompt children to provide information. For example, “Where were you when the wind blew your hat off?” (PCF, Vol. 1, p. 100; ECERS, p. 26; *California Preschool Program Guidelines,* p. 149)
* Ask children to predict what will happen next and other questions about a story. (PCF, Vol. 1, p. 124; ECERS, p. 26)
* Notice where children look and then talk about the things that are the focus of their attention and action. (PCF, Vol. 1, p. 118; ECERS, p. 24; *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, p. 184)
* Allow trial-and-error speech and accept mistakes in pronunciation, vocabulary, and grammar. (PEL Guide, p. 41)

# Teachers facilitate the development of language and literacy through planned learning experiences.

**For example:**

* Use dialogic reading with one child at a time or with a small group of children. (PEL Guide, p. 79)
* Make stories come alive and encourage the children to do the same. For example, use voice for expression and with variation. (PCF, Vol. 1, p. 152)
* Relate literacy activities to children’s cultures, languages, and experiences to motivate their participation. (PEL Guide, p. 85; *California Preschool Program Guidelines*, p. 84, 118; *Family Partnerships and Culture*, p. 77)
* Use activities and games to interest children in letter matching and naming. (PCF, Vol. 1, p. 144)
* Play language games that focus on blending sounds. (PCF, Vol. 1, pp. 114, 137)
* Play language games that focus on segmenting sounds and deletion. (PCF, Vol. 1, p. 113, 137)
* Model language by playing imitation games in which the child has to do or say what the adult or puppet says. (PEL Guide, p. 40; *The Integrated Nature of Learning*, p. 19)
* Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means, such as speech, pantomime, pointing, and role-playing. (PEL Guide, p. 28, p. 27)

# Teachers use language and literacy to promote the connection between school and home.

**For example:**

* Provide books in a lending library, including books in the home language(s) of the children in the group. (PCF, Vol. 1, p. 155; PEL Guide, p. 43; *Family Partnerships and Culture*, p. 86; *California Preschool Program Guidelines*, p. 83; *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, p. 147)
* Ask family members and specialists to provide information regarding a child who uses (or is learning to use) an alternative communication system. (PCF, Vol. 1, p. 101; ECERS, p. 46; PEL Guide, p. 69; *Family Partnerships and Culture*, p. 86; *California Preschool Program Guidelines*, p. 132)
* Provide basic clothing and other props from home and community environments in a dramatic play area to introduce cultural differences in preferred foods, clothing, or eating utensils. (PCF, Vol. 1, p. 105; ECERS, p. 31)
* Plan literacy projects in which children bring something from home. (PCF, Vol. 1, p. 126; ECERS, p. 36; PEL Guide, p. 40)
* Provide a list of the kinds of questions that parents might ask when sharing books with their child, in both English and the home language. (PCF, Vol. 1, p. 155)
* Talk to families about resources where they can get access to more books (e.g., local libraries, resources, and referral agencies). (PCF, Vol. 1, p. 156; ECERS, p. 46)
* Encourage family members to share writing with their child. For example, some family members might make shopping lists or write letters to relatives. A teacher may suggest that family members show these to their preschool child and explain what they are. (PCF, Vol. 1, p. 166)
* Provide ideas about where family members can find paper on which their preschooler can write and draw. In a parent meeting, teachers can show parents how to cut up cereal boxes and other light cardboard food containers, as well as envelopes from mail they receive. (PCF, Vol. 1, p. 16)