

## HANDOUT 4

### ELD and LLD Interactions and Strategies

<b>ELD</b> <b>Interactions and Strategies PCF (Vol. 1)</b>	<b>LLD</b> <b>Interactions and Strategies PCF (Vol. 1)</b>	<b>TK Guide ELA/ELD Framework Strategies</b>
<p><b><u>Demonstrate Appreciation</u></b>  Expose children enthusiastically to all types of print (e.g., magazines, billboard signs, books, posters).   Connect literacy to the home culture and community.   Build on existing strengths.   Use read-alouds.</p>	<p><b><u>Literacy Interest and Response</u></b>  Seek children's input.   Make reading and writing meaningful and useful   Make story time not too long, not too short, but just right.   Use voice for expression and with variation.   Make stories come alive and encourage the children to do the same.</p>	
<p><b><u>Understanding of Book Reading</u></b>  Connect print material to children's interests.   Invite children to discuss and react to story narratives.   Encourage children to dictate, retell, and create their own books.</p>	<p><b><u>Comprehension Analysis</u></b>  Plan the environment to support independent story retellings.   Plan for children to use information gained from an information book.   Include information books among the materials utilized for science activities and other hands-on experiences   Discuss a story after reading it.   Read a story several times over a few days.   Plan support for story reading.   Help children understand the words and sentences in a story.   Place information books in all areas.   Model authentic uses of book and non-book forms of information text.</p>	

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<p><b><u>Print Conventions</u></b></p> <p>Point out print features during shared reading.</p> <p>Point out print features during shared writing.</p> <p>Help children create their own books.</p> <p>Equip all learning areas with books and writing materials.</p> <p>Point out the meaning of print around the classroom and in the community.</p> <p>Have lots of clear print in multiple languages in the environment.</p> <p>Engage children in purposeful writing.</p>	<p><b><u>Word/Print Recognition</u></b></p> <p>Provide predictable textbooks in library and listening areas.</p> <p>Provide materials with environmental print in an interest area.</p> <p>Use everyday opportunities to model attending to print details in words.</p> <p>Use activities and games to interest children in letter matching and naming.</p> <p>Point to each letter as its name is sung in a song.</p> <p>Focus on first letters and sounds in alphabet books and posters.</p> <p>Provide children's names as a resource or reference.</p> <p>Provide access to alphabet letters in a variety of contexts.</p> <p>Use children's names in teacher- guided activities.</p> <p>Use children's printed names and letters in transition activities.</p> <p>Use children's printed names as labels and to support routines.</p>	

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<p><b><u>Knowledge of Alphabet</u></b></p> <p>Have children identify the letters of their own names in any language.</p> <p>Provide English alphabet letters in multiple forms.</p> <p>Read alphabet books in multiple languages.</p>	<p><b><u>Concepts about Print</u></b></p> <p>Write down interesting words as they come up and encourage verbal explanations of word meaning.</p> <p>Use print to support teacher-guided activities.</p> <p>Use print as a tool to get things done and to record information.</p> <p>Provide print props for a variety of play themes in the dramatic play and block areas.</p> <p>Use literacy terminology to help children learn it.</p> <p>Provide print props to support dramatic play.</p> <p>Model basic print conventions.</p> <p>Read environmental print.</p> <p>Use print to designate interest areas.</p>	

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<p><b><u>Phonological Awareness</u></b>  Sing silly English songs that can be phonetically manipulated.</p> <p>Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.</p> <p>Identify and practice English sounds that do not exist in the home language.</p> <p>Use real objects and emphasize syllables and phonemes.</p> <p>Play games that emphasize the first sound of common words.</p>	<p><b><u>Phonological Awareness</u></b>  Discuss rhyming words and words that begin with the same sound.</p> <p>Use phonological awareness activities for transitions.</p> <p>Play with sounds by adding new verses to a familiar song.</p> <p>Sing songs and say poems each day.</p> <p>Play language games that focus on segmenting sounds.</p> <p>Play language games that focus on segmenting sounds.</p> <p>Play language games that focus on blending sounds.</p>	

**Additional notes about strategies from the resources that I want to remember:**