

## LITERACY ENVIRONMENT PLAN

### Goals of a Print Rich Environment

1. Supports the program’s curriculum and goals for children’s language and early literacy development.
2. Provides opportunities for children to learn and practice language and early literacy skills.
3. Provides a meaningful context to informally engage in language and literacy activities.
4. Provides opportunities to individualize and scaffold children’s language and early literacy development in response to their individual abilities and interests.
5. Affirms each child’s culture, language and linguistic background.
6. Provides easy access to literacy materials.
7. Provides purposeful opportunities to use print materials throughout the day. (Learning to Read and Write)

### Components of Print Rich Environment

**A. General Environment** – A carefully planned early childhood print rich environment encourages children to communicate with each other and to engage in a wide range of literacy experiences while supporting their natural disposition to progress as readers and writers. The physical design of an educational setting or family child care space can promote enriched language and the development of complex sentence structures. A strong print rich environment includes space for large and small groups, and cozy areas for children to communicate with each other while practicing language and emerging literacy skills. Adaptive materials and equipment are available to support children with special needs as they interact with the environment.

	Descriptors	Evidence of meeting the indicator	Action plan Item
<b>A.</b>	<b>General Classroom Environment Organization</b>		
<b>1.</b>	The physical environment allows for groupings of different sizes (individuals, small and large groups) and for different types of activities (quiet, active, messy).		
<b>2.</b>	Materials are placed on shelves that are low enough for		

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	children to access materials. Furnishings are arranged to support children's ability to engage in activities.		
<b>3.</b>	Materials are organized and labeled with words and pictures.		
<b>4.</b>	Materials that are easily accessible to children.		
<b>5.</b>	Adaptive materials such as non slip surfaces, adaptive scissors, and slanted or vertical surfaces are available to children with special needs.		
<b>6.</b>	Displays using words and pictures are related to current classroom activities. Teachers refer to the displays to stimulate conversations among children.		
	<b>Print Materials</b>		
<b>7.</b>	All print materials are placed at eye level.		
<b>8.</b>	Print materials in the room represent children's cultural and linguistic backgrounds.		
<b>9.</b>	Posters and other print materials are placed in the room to promote functional literacy experiences that are related to the topics being explored.		
<b>10.</b>	Print materials created by teachers use a standard print form in upper and lower case letters.		
<b>11.</b>	Classrooms need to have print materials that include:		
	1. Child-generated writing and drawings		
	2. Familiar environmental print such as food labels, road signs and restaurant logos		
	3. An alphabet chart is displayed		
	4. Teacher created charts, including charts that show evidence of group discussion and shared writing experiences		
	5. A variety of writing dictated by children		

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	6. Class schedules, helper charts and calendars with both words and pictures/photos		
	7. Signs that help children remember expected classroom procedures such as steps for washing hands		
<b>12.</b>	Labels are displayed to designate learning centers, and materials.		

**B. Learning Centers** – All learning centers are carefully designed and intentionally organized with materials for children to practice literacy skills. Materials have a clear purpose in all learning centers and include books about current topics or themes, writing materials to promote purposeful writing, posters made by teachers and displays of children’s work. Paper and pencils in the block and dramatic play areas provide opportunities for children to make signs, develop shopping lists and write notes.

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<b>13.</b>	There are books related to theme in every learning center.		
<b>14.</b>	Children have access to a listening area with materials such as recorded books or songs.		
<b>15.</b>	Manipulatives include alphabet and word puzzles.		
<b>16.</b>	Writing materials including paper and writing implements are in each center.		
<b>17.</b>	Props such as clipboards and menus are available in centers to encourage children to “read” and “write”.	Telephone removed	
<b>18.</b>	Materials in centers are labeled with words.		

**1. Library Area** - In the library area, a collection of children's books are accessible to all children in the program for most of the day. The library area is a quiet, cozy place separated from the noisy or active areas allowing children to read on their own, to one another, or be read to by an adult without interruption. Books in the library area include a variety of fiction and nonfiction texts of different levels of difficulty about themes. Books represent the interests, language, and culture of the children in the program. Materials that support literacy development such as posters with pictures and print are also in the center.

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<b>19.</b>	There is a distinct book area in the classroom with a variety of fiction and nonfiction books.		
<b>20.</b>	The library area is comfortable with soft elements such as pillows or bean bags.		
<b>21.</b>	The library area is located in a quiet area away from distractions and traffic.		
<b>22.</b>	Some books in the library area are coordinated with current activities and topics.		
<b>23.</b>	The content and levels of difficulty of the books represent the various cultures, ethnicities, languages, interests and abilities of the children.		
<b>24.</b>	The books read aloud in the previous weeks are available in the library area.		
<b>25.</b>	There are sufficient books (at least 3 for each child) in good condition that are available for children.		
<b>26.</b>	The book shelf should be orderly and neatly organized.		
<b>27.</b>	Literacy materials such as puppets, flannel boards and stuffed animals help children retell familiar stories.		
<b>28.</b>	Books made by both teachers and children are included in the library.		
<b>29.</b>	Literacy materials and books are changed at least monthly.		

30.	Reading materials are adapted for children with special needs. Examples of adaptations include: books with adaptive page turners, and textured or large print books.		
31.	Programs need to coordinate with and access library programs.		

**2. Writing Center –** In the writing area, a variety of paper and writing implements such as pens, pencils and crayons are accessible to the children in the program for most of the day. Interesting accessories such as paper punches, envelopes, stamps and stamp pads are neatly placed on shelves. The writing area provides space for small groups of children to engage in functional literacy activities such as writing “messages” to other children and teachers, illustrating stories, and writing in journals. Words and names of classmates are on display in large print on charts, posters and/or cards in the area. Materials are rotated and replenished as needed.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
31.	A variety of writing tools including colored pencils, markers, crayons, alphabet stamps are available for writing and drawing.		
32.	A variety of lined and unlined paper, clipboards, dry erase boards, calendars, note pads and order forms to write are available.		
33.	Additional materials such as envelopes, tape, alphabet charts, stamp pads, catalogues, picture dictionaries, and posters are included.		
34.	Charts with pictures and words are displayed to support children’s emerging knowledge of words related to the current topic of interest.		
35.	Word cards with children’s names are in the writing center.	0	

36.	Resource books including picture dictionaries, alphabet books and books related to the topic of interest are available.		
37.	Book making materials including paper, staplers and/or hole punches are available for children.		
38.	Materials are rotated regularly to keep the children's interest.		
39.	Materials are neatly organized and accessible.		
40.	New materials placed in the writing center have been modeled by teachers with suggested ways to use them.		
41.	A place is available for children to display their work.		
42.	Templates or tools such as alphabet stencils, sand paper letters and rubber stamps help children form letters.		
43.	Adaptive writing materials such as foam pencil grips and foam balls that fit on pencils are available for children with fine motor needs.		

**3. Technology Center** – Computers and other types of technology such as tape recorders, typewriters and cameras provide rich early literacy experiences for children. Children practice literacy skills while engaging in activities such as writing stories, playing letter recognition games and matching letters on developmentally appropriate computer software. Children also benefit from hearing books read at a listening center.

	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
44.	A variety of technology may include typewriters, cameras, computerized literacy games, and listening devices such as record players and/or tape players.		
45.	Computers with a variety of developmentally appropriate software that promote literacy skills to meet individual and group needs are available to children.		

46.	Assistive technology devices such electronic communication boards and modified key boards should be available if needed by children with special needs.		
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**4. Dramatic Play Center** – In the dramatic play center, children connect literacy to pretend play. Literacy materials and props provide opportunities for reading, writing and communicating while role playing. Literacy-related props allow children to write notes, lists, menus, price tags or bills. Materials are changed frequently to reflect the current theme. Materials and props provide children unique experiences and authentic opportunities to “try out” literacy skills. An example of a dramatic play center is a house, a restaurant, a veterinarian’s office, or a post office.

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47.	Only one setting is created in the dramatic play area at a time.		
48.	Basic materials and props are introduced, then more materials are gradually added to support the topic.		
49.	Materials and props that are made by children can be used in centers to provide a more meaningful experience for children.		
50.	The dramatic play center should represent a place children are familiar with. Props and materials in the center suggest specific roles. Information or experiences can be accessed through field trips, visitors and/or books.		
51.	Simple props, costumes, accessories and labels help children pretend their role. Examples:		
	1. Materials in a restaurant include: menus with words and pictures, order pads, charts with food and labels, cash registers, money, aprons, a chef hat		

	2. Materials in a post office include postal stamps, envelopes, mail bag, maps with children's names and pictures, labeled boxes with mail slots, mail box, cash register and money, post cards, packages, mail labels, ink stamps, and instructions for delivering mail		
52.	Dramatic play centers should be changed every two to four weeks.		

**5. Block Center** – In the Block Center, children can easily connect literacy to pretend play. A variety of props should be available to support literacy and imaginative play.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
53.	Blocks and accessories that facilitate conversation include vehicles, people, animals, pictures, photographs and materials related to the theme.		
54.	Materials that encourage literacy development include traffic signs with words, materials to make labels for structures, labeled pictures of buildings in the neighborhood, maps, and both fiction and nonfiction books.		
55.	Specific materials to support the current theme such as animals, people and vehicles are added periodically and labeled with words and pictures to increase vocabulary related to the theme.		
56.	A block area could coordinate with a dramatic play center. With the centers located near by, children would have increased opportunities to role play and expand their communication skills.		

57.	Photographs of block structures built previously in the area labeled with the “builders” names and the date could be displayed.		
58.	Blocks are organized and labeled by size, shape and/or type. (i.e. Lego, Duplo)		

**6. Science Center** – The Science Center provides opportunities for children to use literacy skills while observing, exploring and recording their scientific concepts and data.

	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
59.	Materials in the Science Center that support scientific knowledge and literacy development include: non fiction books and magazines, interactive labeled displays, journals for recording observations, chart paper, charts and graphs, and writing tools. Other materials that should be included are labeled photos and pictures.		
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61.	Materials that encourage recording observations include journals, recording calendars, and observation cards, cameras and sentence strips and sequencing cards.		
62.	Materials that support interactive experiments include simple directions with words and pictures (i.e. rebus charts) to encourage active exploration and observation using tools such as measuring tools and magnifying glasses.		
63.	When appropriate, coordinate the science area with the theme.		

**7. Math/Manipulatives/Games** – A variety of manipulatives are accessible to children to support literacy skills. There is space for children to work alone, together, or in groups. Manipulatives provide hands on, multisensory learning experiences essential for young children.

	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>64.</b>	Materials include: puzzles with letters, words, names and numbers, ABC's;		
<b>65.</b>	Materials for helping children identify numbers such as number tiles, magnetic numbers and boards		
<b>66.</b>	Puzzles with letters, words and pictures		
<b>67.</b>	Games including Bingo, sequencing cards, letter beads with name cards, book games (example, Cat in the Hat)		

**8. Art Area** - The art area offers opportunities for children to connect literacy to expressive arts. The space should provide opportunities for children to work alone or in small groups.

	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>68.</b>	Materials include:		
	1. Play dough and letters and number		
	2. Markers, crayons and colored pencils		
	3. Paint, finger paint and paint brushes		
	4. Letter and number sponges		
	5. Letter and number stamps		
	6. A variety of paper in different sizes and colors		
	7. Easel for painting and drawing		
	8. Name cards to help children label their art work.		

69.	Space for children to display their work is available for children.		
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**C. Routines and Transitions** – A print rich environment provides opportunities for using print in the daily routines and transitions using a variety of charts and materials.

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70.	A daily schedule chart helps children sequence daily events.		
71.	Literacy materials such as alphabet puzzles and books are available for children who arrive before daily activities begin.		
72.	Literacy materials at arrival time include a sign in sheet with pencils or an attendance chart with stickers.		
73.	Charts with pictures and words provide visual cues for children to complete simple tasks such as toileting and hand washing independently.		
74.	Simple rules and directions that are posted are used by teachers and children together.		
75.	Cereal boxes provide print for letter and word identification at mealtime.		