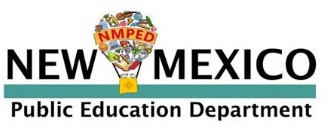


Text

Description automatically generated NM Preschool Practice-Based Coaching Menu of Practices

**Revised Sept 2022**

**Menu of Practices**:

* Evidence-Based Teaching Practices
* Required by FOCUS Essential Elements of Quality and Practice-Based Coaching
* Address literacy and social emotional practices
* Guide for two-week coaching cycles
* Resources to support teaching practices: CLASS, Pyramid Strategies, LETRS-EC Strategies, and WIDA Principles

**The purpose of the Menu of Practices is to guide teacher practices to maximize children’s learning.**

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| **Introduction** |
| Practice-Based Coaching focuses on improving teacher’s use of evidence-based practices to support ongoing children’s learning and development through progress on the New Mexico Early Learning Guideline outcomes (Essential Indicators).   * **Practices** are specific statements of the actions and behaviors of teachers\* that support ongoing child learning. * **Practices** can be something that you want to learn more about and try out, do more often, do better, or do differently. * **Practices** should occur throughout the day, every day. * Teachers select **practices** based on data from the CLASS, ECERS-3, ECOT, and Four-Step Data Analysis reflecting areas of need. * **Practices** listed in purple denote practices that are designed to help support multi-lingual learners. * **Practices** for social emotional and early literacy are not to be implemented as activities that are “checked off”, but as ongoing practices that occur throughout the day and multiple times a week. New Mexico is unique in the adoption of intentional structured literacy practices in preschool. These literacy practices come directly from LETRS-EC and have been reviewed by the authors. The Pyramid Model has also been adopted by New Mexico as the basis for effective social emotional teacher practices that help young children develop competency in this area.   \* In this document, the term “teacher” refers to the teaching team (teacher and educational assistant/s). |

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| **Social-Emotional Practices** | **Resources** |
| **SE1. The teacher employs developmentally appropri****ate strategies that are culturally and linguistically responsive for children as SCHEDULES AND ROUTINES are presented and/or reviewed each day.**  **SE1.1** Teacher **introduces/reviews** the posted classroom schedule of activities every day. The schedule is at children’s eye level and includes visual representations of daily activities.  **SE1.2** Teacher structures activities so that there is a **clear beginning, middle, and end**. **SE1.3** Teacher **refers to** the posted schedule with children throughout the day.  **SE1.4** Teacher-directed activities are **20 minutes or shorter** in duration. There is a balance of child-directed and teacher-directed activities throughout the day.  **SE1.5** Teacher only continues with a specific teacher-directed activity when the **majority**  (75% or more) of children are **actively engaged** and interested.  **SE1.6** Teacher **prepares children who need extra guidance** by using an activity schedule or individualized cues that use language, sensory, graphic, or interactive supports at the beginning of activities.  **SE1.7** Teacher **prepares multi-lingual children who need extra guidance** by using an activity schedule or individualized cues that use language, sensory, graphic, or interactive supports at the beginning of activities, considering the language demands of the task to make them successful for multi-lingual learners. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3- Definition of Engagement p. 10   * Chapter 6 p. 49- (Unpacking the Pyramid Model) * [Tips for Teachers Schedules and](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/schedulesandroutines-teachertips.pdf) [Routines](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/schedulesandroutines-teachertips.pdf)- (15 Minute In-service Suites) * [Visual Schedule](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf)- (CSEFEL) * [How to Make a Visual Schedule](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_HowMakeVisSched.pdf)- (NCPMI) * [Classroom Visuals and Supports](https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/)- (Head Start Inclusion) * [Tips and Ideas for Making Visuals to](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf) [Support Young Children with](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf) [Challenging Behavior](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf)- (CSEFEL) * [Visual Strategies Tips](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_VisualStrategiesTip.pdf)- (NCPMI) * [Classroom Routine Support Guide](https://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf)- (NCPMI) * WIDA Essential Action 5 p. 31- (Promising Practices) * Visual Supports for Routines, Schedules, and Transitions at Home ([English](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home_SP.pdf))- (NCPMI) * Language Supports- p. 5-7 (WIDA: Supporting Dual Language Learners) * [Greetings Board for Social Distancing-](https://challengingbehavior.cbcs.usf.edu/docs/Greeting-Board_EN-BLANK.pdf) (NCPMI) * [Boosting Child Engagement Through](https://brookespublishing.com/resource-library/boosting-child-engagement-through-classroom-schedules-and-routines/) [Classroom Schedules and Routines](https://brookespublishing.com/resource-library/boosting-child-engagement-through-classroom-schedules-and-routines/) [Webinar](https://brookespublishing.com/resource-library/boosting-child-engagement-through-classroom-schedules-and-routines/)- (Brooke’s Publishing) |

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| **Social-Emotional Practices** | **Resources** |
| **SE2. The teacher uses develop****mentally appropriate strategies that are culturally and linguistically responsive to TEACH BEHAVIOR EXPECTATIONS to students in the classroom.**  **SE2.1** Teacher **reviews posted behavior expectations or rules** that are **positively** stated, include a visual, and are limited in number during large-group or small- group activities.  **SE2.2** Teacher **provides instruction and positive reminders** (verbal and nonverbal) on posted behavior expectations or rules to individual children during play or within small-group activities.  **SE2.3** Teacher ensures that **multi-lingual children are supported** through modeling, practice, and succinct behavior expectations supported with visuals.  **SE2.4** Teacher **positively reminds children** of posted behavior expectations or rules throughout the day, not only when challenging behavior occurs.  **SE2.5** Teacher **comments** on appropriate child behavior and **links** the behavior to the posted classroom rules or expectations.  **SE2.6** Teacher provides **specific, positive feedback** to children on meeting posted behavior expectations or rules.  **SE2.7** Teacher **reflects** on behaviors and facilitates an intentional conversation where children are involved in critically thinking about posted behavior expectations or rules and the importance of behavior expectations or rules in the classroom, during an appropriate teachable moment. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Discipline p. 77   * Chapter 8- p. 71 (Unpacking the Pyramid Model) * [Creating Classroom Rules](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/classroomrules-teachertools.pdf)- (15 Minute In-service Suites) * [Use Positive Words](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_UsePositiveWords.pdf)- (NCMPI) * Our Preschool Rules ([English](https://challengingbehavior.cbcs.usf.edu/docs/Our-Preschool-Rules_Story.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Our-Preschool-Rules_Story_SP.pdf))- (NCPMI) * [Stating Behavioral Expectations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-teacher-tips.pdf)- (15 Minute In-service Suites) * [Visual Reminders of Classroom](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-teacher-tools.pdf) [Expectations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-teacher-tools.pdf)- (15 Minute In-service Suites) * Circle Time Expectations- (HS Inclusion) * [Behavior Expectations Poster (English](https://challengingbehavior.cbcs.usf.edu/docs/Expectations_EN-SP.pdf) [and Spanish)-](https://challengingbehavior.cbcs.usf.edu/docs/Expectations_EN-SP.pdf) (NCPMI) * Guide Children’s Behavior- (Powerful Interactions) 1st ed. p. 57-62, 2nd ed. p. 62-67 * Chapter 11- p. 101 (Unpacking the Pyramid Model) * [Teaching Expectations and Rules](https://register.gotowebinar.com/register/7158237825072548110) [Webinar](https://register.gotowebinar.com/register/7158237825072548110)- (Brooke’s Publishing) * [Starters for Giving Positive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)- (NCPMI) * [Providing Positive Feedback and](https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback-encouragement_tipsheet.pdf) [Encouragement](https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback-encouragement_tipsheet.pdf)- (NCPMI) |

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| **Social-Emotional Practices** | **Resources** |
| **SE3. The teacher implements developmentally appropriate** **strategies that are culturally and linguistically responsive for smooth and clear TRANSITIONS BETWEEN ACTIVITIES.**  **SE3.1** Teacher **explicitly teaches children the steps** and expectations of transitions.  **SE3.2** Teacher provides **whole-class warnings** prior to transitions.  **SE3.3** Teacher uses transition strategies, including those that represent the culture and language of families, that **ensure the majority of children are actively engaged** in the transitions throughout the day.  **SE3.4** Teacher uses transition strategies that **represent the culture and language of families**, that ensure the majority of children are actively engaged in the transitions throughout the day.  **SE3.5** Teacher provides specific **positive, descriptive feedback** to children who appropriately engage in a transition.  **SE3.6** Teacher provides individualized instruction to **begin the transition** based on specific children’s needs through the use of language, sensory, graphic, or interactive supports.  **SE3.7** Teacher provides extra assistance to guide individual children **during the transitions** through the use of language, sensory, graphic, or interactive supports. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3- Transitions and Wait Times p. 79   * Chapter 7- p. 61 (Unpacking the Pyramid Model) * [Tips for Teachers Classroom](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/classroom-transitions-teacher-tips.pdf) [Transitions](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/classroom-transitions-teacher-tips.pdf)- (15 Minute In-service Suites) * [Helping Children Make Transitions](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_4.pdf) [Between Activities-](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_4.pdf) (NCPMI) * [Teaching Transitions](https://www.responsiveclassroom.org/teaching-transitions/)- (Responsive Classroom) * Transition Visual Cards ([English](https://challengingbehavior.cbcs.usf.edu/docs/Transition-visual_cards.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Transition-visual_cards_SP.pdf))- (NCPMI) * WIDA Essential Action 3 p. 20- (Promising Practices) * Chapter 11- p. 101 (Unpacking the Pyramid Model) * [Starters for Giving Positive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)- (NCPMI) * [Tips and Ideas for Making Visuals](https://challengingbehavior.cbcs.usf.edu/docs/tips_for_visuals.pdf)- (NCPMI) * [Strategies to Support Transitions](https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf)- (NCMPI) * Language Supports- p. 5-7 (WIDA: Supporting Dual Language Learners * WIDA Essential Action 5 p. 31- (Promising Practices) * [Planning Transitions to Prevent](https://www.mbaea.org/media/documents/Young_Children__May_2008_Transition_06611DCA084CF.pdf) [Challenging Behavior](https://www.mbaea.org/media/documents/Young_Children__May_2008_Transition_06611DCA084CF.pdf)- (NAEYC) |

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| **Social-Emotional Practices** | **Resources** |
| **SE4. The teacher uses developmentally appropriate strategies that are culturally** **and linguistically responsive to specific needs of the class to support children by PROVIDING DIRECTIONS.**  **SE4.1** Teacher uses directions that are **simple, short, and specific**.  **SE4.2** Teacher describes the activity expectations to children **prior to or at the beginning of** an activity.  **SE4.3** Teacher **checks-in** with children to make sure they understand the directions.  **SE4.4** Teacher uses directions that tell children what **to do** rather than what not to do.  **SE4.5** Teacher consistently provides **positive, descriptive feedback** to children who follow directions. (e.g., “You and your friends helped each other clean up the blocks.”)  **SE4.6** Teacher **redirects** children who are withdrawn, distracted, or off-task with choices to more productive activities.  **SE4.7** Teacher ensures that **multi-lingual children are supported** through modeling, practice, and succinct clear directions supported with visuals.  **SE4.8** Teacher **individualizes directions** for children who need more support, such as additional prompts, nonverbal prompt given with verbal direction, or picture prompts. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324)   * [10 Effective DAP Teaching Strategies](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/inforgraphic_DAP_2%202.pdf)- (NAEYC) * [Communication](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_B_CommunicationIsKey.pdf) is Key- (NCPMI) * [Reinforcing, Reminding, & Redirecting](https://www.responsiveclassroom.org/reinforcing-reminding-and-redirecting/)- (Responsive Classroom) * [Providing Feedback](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/providing-feedback-teacher-tips.pdf)- (15 Minute In- service Suites) * [Recommendations and Considerations](https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf) [for Positive Descriptive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf)- (NCPMI) * Chapter 11- p.101 (Unpacking the Pyramid Model) * [Starters for Giving Positive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)- (NCPMI) * Hand Washing, Toileting, and Transitions Visual Expectations- (Head Start Inclusion) * Transition Visual Cards ([English](https://challengingbehavior.cbcs.usf.edu/docs/Transition-visual_cards.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Transition-visual_cards_SP.pdf))- (NCPMI) * [Tips for Responding to Challenging](https://assets.website-files.com/5d3725188825e071f1670246/5d7045f4db7c951bed357550_2017-01%20pep%20tips.pdf) [Behavior in Young Children](https://assets.website-files.com/5d3725188825e071f1670246/5d7045f4db7c951bed357550_2017-01%20pep%20tips.pdf)- (PBIS) |

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| **Social-Emotional Practices** | **Resources** |
| **SE5. The teacher employs development****ally appropriate strategies that are culturally and linguistically responsive to promote ENGAGEMENT IN SUPPORTIVE CONVERSATION WITH CHILDREN.**  **SE5.1** Teacher **greets/calls all children by name** using the correct pronunciation of their name.  **SE5.2** Teacher uses a **positive, calm, and supportive tone** of voice during conversations with children.  **SE5.3** Teacher **positively acknowledges children's communication** (e.g., nodding, eye contact, holding up a finger to let children know that they must wait to speak, responding verbally, or answering and expanding on children’s communicative initiations to support home language and English language development).  **SE5.4** Teacher has **brief conversations** with children to intentionally support language development throughout the day (Strive for 5).  **SE5.5** Teacher has brief conversations with children to **intentionally support home language and English language development** throughout the day (Strive for 5).  **SE5.6** Teacher responds to children's comments and ideas by **asking questions and making comments**.  **SE5.7** Teacher responds to children's comments and ideas by **asking questions and making comments**, including asking how to say specific words using their home language.  (**continued on page 8**) | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3- Staff-child interactions p. 72   * Chapter 2- p. 7 (Unpacking the Pyramid Model) * [Conversations with Children!](https://www.naeyc.org/resources/pubs/tyc/apr2018/conversations-with-children)- (NAEYC) * [Tips for Teachers Engaging Children in](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/engaging-conversation-teacher-tips.pdf) [Conversations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/engaging-conversation-teacher-tips.pdf)- (15 Minute In-service Suites) * Personalize Your Interactions- (Powerful Interactions) 1st ed. p. 49-52, 2nd ed. p. 54-57 * Have Conversations- (Powerful Interactions) 1st ed. p. 95-99, 2nd ed. p. 99-102 * Listen to Children- (Powerful Interactions) 1st ed. p. 45-48 2nd ed. 49- 53 * [Tips for Teachers Fostering Children’s](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/foster-teachertips.pdf) [Thinking Skills](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/foster-teachertips.pdf)- (15 Minute In-service Suites) * [The Benefits of Supporting Home](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-Learners.pdf) [Language](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-Learners.pdf)- p. 3-6 (WIDA: Dual Language Learners) * Powerful Interactions- Be Present, Connect, and Extend * Show Respect- (Powerful Interactions) 1st ed. p. 53-56, 2nd ed. p. 58-61 * [Language Modeling and Conversations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/conversation-teacher-tips-poster.pdf)- (15 Minute In-service Suites) |

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| **SE5.8** Teacher consistently provides **positive descriptive feedback** for children's skills, behaviors, and activities (e.g., the teacher can say “Wow, you guys were sharing toys and playing together so nicely. The town you built with blocks is so interesting.”).  **SE5.9** Teacher **joins in children's play following their lead**, to expand their interactions and ideas with other children using materials that children are using and talking about what children are doing.  **SE5.10** Teacher supports home language and English language development as they **intentionally join in children's play** and engage in brief conversations about the play**.**  **SE5.11** Teacher allows time and space for children to use their **home language in play**  and promote meaningful conversations.  **SE5.12** Teacher has **extended conversations** that are **natural and positive** with children during activities and routines.  **SE5.13** Teacher **uses alternative strategies** when communicating with children who are nonverbal, or language delayed ensuring that nonverbal cues are consistent, obvious to children and positive.  **SE5.14** Teacher **uses alternative strategies** when communicating with multi-lingual learners, ensuring that nonverbal cues are positive, consistent, and obvious to children. | * [Tips for Teachers Asking Questions](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/ask-teachertips.pdf)- (15 Minute In-service Suites) * WIDA Essential Action 3 p. 21- (Promising Practices) * [Providing Feedback](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/providing-feedback-teacher-tips.pdf)- (15 Minute In- service Suites) * [Starters for Giving Positive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)- (NCPMI) * Inspire Imaginative Play- (Powerful Interactions) 1st ed. p. 101-106, 2nd ed. p. 103-108 * [Supporting Language Development](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-Learners.pdf) [through Play](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-Learners.pdf)- p. 7 (WIDA: Dual Language Learners) * [Facilitating Thick Conversations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/t-t-conversations-teachertips.pdf)- (15 Minute In-service Suites) * Meal Talk- (Head Start Inclusion) * [Mealtime Conversation Cards](https://a62c6154-f18d-470b-8a32-0f0999e41a0d.filesusr.com/ugd/03087a_01c628a26ec74714a8fb1efffb459735.pdf)- (Hello Ello) |

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| **Social-Emotional Practices** | **Resources** |
| **SE6. The teacher promotes** **CHILDREN’S ENGAGEMENT AND SUPPORTS through the use of supports that are developmentally appropriate as well as culturally and linguistically responsive for children.**  **SE6.1** Teacher **communicates** with children at his/her eye level, using eye contact and body language, gestures, or nonverbal signals to show that he/she is listening.  **SE6.2** Teacher **communicates** with children using clear, **culturally appropriate** verbal or nonverbal signals to show that he/she is listening.  **SE6.3** Teacher **offers general guidance** to children in selecting activities or using materials to promote children’s engagement.  **SE6.4** Teacher intentionally refers to language-rich supports in multiple languages within all areas of the classroom (e.g., visual schedules, charts, picture cues, symbols, real objects, play props, read alouds, labels).  **SE6.5** Teacher **structures** opportunities for children to be actively engaged in large- group and teacher-directed time.  **SE6.6** Teacher **assists** individual children in selecting center activities and becoming actively engaged.  **SE6.7** Teacher **provides frequent and positive, descriptive comments** to children who are engaged in activities.  **SE6.8** Teacher **provides** children with **multiple planned opportunities** to make choices within large group, small group, and center activities in the classroom.  **(continued on page 10)** | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324)   * Chapter 5- p. 39 (Unpacking the Pyramid Model) * Chapter 9- p. 81 (Unpacking the Pyramid Model) * [Five Essentials to Meaningful Play](https://www.naeyc.org/our-work/families/five-essentials-meaningful-play)- (NAEYC) * [DAP With Preschoolers-](https://www.naeyc.org/resources/topics/dap/preschoolers) (NAEYC) * [3 Core Considerations of DAP](https://www.naeyc.org/resources/topics/dap/3-core-considerations)- (NAEYC) * Listen to Children- (Powerful Interactions) 1st ed. p. 45-48, 2nd ed. p. 49-53 * Language Exposure and Cultural Considerations- p.65-67 (LETRS 2nd Edition) * [Engaging Children in Conversations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/engaging-conversation-teacher-tips.pdf)- (15 Minute In-service Suites) * Learning Center Activities- (Head Start Inclusion) * [Providing Feedback](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/providing-feedback-teacher-tips.pdf)- (15 Minute In- service Suites) * [Starters for Giving Positive Feedback](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)- (NCPMI) * Chapter 11- p.101 (Unpacking the Pyramid Model) * [Tips and Ideas for Making Visuals](https://challengingbehavior.cbcs.usf.edu/docs/tips_for_visuals.pdf)- (NCPMI) |

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| **SE6.9** Teacher **assists individual children** who are exhibiting challenging behavior within an activity to actively engage.  **SE6.10** Teacher **intentionally modifies instruction or activity** when children (two or more) lose interest in large group or small group activities. | * Chapter 15- p. 141 (Unpacking the Pyramid Model) * Chapter 16- p. 151 (Unpacking the Pyramid Model) |

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| **Social-Emotional Practices** | **Resources** |
| **SE7. The teacher uses a variety of Pyramid strategies (role-play, discussions, description of observations, puppets, read alouds, etc.) to teach and support students’** **SOCIAL SKILLS AND EMOTIONAL COMPETENCIES in a developmentally appropriate environment that is culturally and linguistically responsive.**  **SE7.1** Teacher intentionally **teaches social skills** by using a Pyramid strategy, connecting them to naturally occurring events or read alouds throughout the day.  **SE7.2** Teacher intentionally **teaches emotional competencies** by using a Pyramid strategy, connecting them to naturally occurring events or read alouds throughout the day.  **SE7.3** Teacher **models expected social skills and emotional competencies** while describing his or her own behavior.  **SE7.4** Teacher intentionally structures **opportunities for children to work together**  using Pyramid strategies.  **SE7.5** Teacher **comments positively and descriptively** on children who are using social skills and expressing their emotions in appropriate ways.  **SE7.6** Teacher guides children to **reflect** on their use of social skills and emotional competencies either individually or in groups.  **SE7.7** Teacher **individualizes instruction** of social skills and emotional competencies, such as one-to-one instruction and different prompting strategies, based on children's developmental needs or language demands. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Peer interaction p.75   * Chapter 10- p. 91 (Unpacking the Pyramid Model) * [Embedding Friendship Opportunities](https://challengingbehavior.cbcs.usf.edu/docs/Embedding-Friendship-Opportunities.pdf) [into Daily Schedule](https://challengingbehavior.cbcs.usf.edu/docs/Embedding-Friendship-Opportunities.pdf)- (Pyramid Model Consortium) * [“You Got It!” Teaching Social and](https://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf) [Emotional Skills](https://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf)- (NCPMI) * [You’ve Got to Have Friends Article](http://www.pyramidmodel.org/wp-content/uploads/2016/12/H2.3.pdf)- (Pyramid Model Consortium) * [Scripted Stories Tip Sheet](http://csefel.vanderbilt.edu/modules/module3b/handout3.pdf)- (CSEFEL) * [Enhancing Emotional Vocabulary in](http://csefel.vanderbilt.edu/modules/module2/handout6.pdf) [Young Children](http://csefel.vanderbilt.edu/modules/module2/handout6.pdf)- (Pyramid Model Consortium) * [Strategies for Increasing Peer Social](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_17.pdf) [Interactions: Prompting and](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_17.pdf) [Acknowledgment](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_17.pdf)- (CSEFEL) * Chapter 11- p. 101 (Unpacking the Pyramid Model) * [Social Emotional Development Book](http://csefel.vanderbilt.edu/documents/booklist.pdf) [List](http://csefel.vanderbilt.edu/documents/booklist.pdf)- (CSEFEL) * [Teaching Emotional Intelligence in Early](https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence) [Childhood](https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence)- (NAEYC) * Building Social Skills Visuals- (Head Start Inclusion) |

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| **Social-Emotional Practices** | **Resources** |
| **SE8. The teacher uses a variety of Pyramid strategies (rol****e-play, discussions, description of observations, puppets, read alouds, etc.) to TEACH FRIENDSHIP SKILLS in a developmentally appropriate environment that is culturally and linguistically responsive.**  **SE8.1** Teacher uses small-group or large-group time to **teach friendship skills** which include helping others, taking turns, organizing play, sharing toys and materials, being affectionate, giving compliments, understanding how and when to give an apology, and beginning to empathize.  **SE8.2** Teacher **models friendship skills** during interactions with children or other adults.  **SE8.3** Teacher provides intentional opportunities for children to **practice friendship skills**  throughout the day.  **SE8.4** Teacher **encourages children to play together** throughout the day.  **SE8.5** Teacher **comments positively and descriptively** on children who are working together, helping each other, or engaging in other friendship behaviors.  **SE8.6** Teacher explicitly teaches and provides ongoing prompts to individual children about how to initiate and **respond to their peers**.  **SE8.7** Teacher provides individualized assistance to help children **maintain interactions**  through multiple exchanges with their peers. (**continued on page 13**) | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Peer interaction p.75   * Chapter 12- p. 109 (Unpacking the Pyramid Model) * [Embedding Friendship Opportunities](https://challengingbehavior.cbcs.usf.edu/docs/Embedding-Friendship-Opportunities.pdf) [into Daily Schedule](https://challengingbehavior.cbcs.usf.edu/docs/Embedding-Friendship-Opportunities.pdf)- (Pyramid Model Consortium) * [You’ve Got to Have Friends Article](http://csefel.vanderbilt.edu/modules/module2/handout3.pdf)- (Pyramid Model Consortium) * Super Friend Certificate ([English](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super-friend-award.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super-friend-award_SP.pdf))- (NCPMI) * [Scripted Stories Tip Sheet](http://csefel.vanderbilt.edu/modules/module3b/handout3.pdf)- (CSEFEL) * [Scripted Story-I Can Be A Super Friend](https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_super-friend.ppt)- (NCPMI) * Chapter 11- p. 101 (Unpacking the Pyramid Model) * Asking a Friend to Play Visuals- (Head Start Inclusion) * [Intentional Instruction: Instructional](https://www.pyramidmodel.org/wp-content/uploads/2021/04/H2.8.pdf) [Strategies](https://www.pyramidmodel.org/wp-content/uploads/2021/04/H2.8.pdf)- (Pyramid Model Consortium) * Friendship Kit- (Head Start Inclusion) * Peer Mediated Social Skills ([English](https://challengingbehavior.cbcs.usf.edu/docs/Peer-Mediated-Skills.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Peer-Mediated-Skills_SP.pdf))- (NCPMI) * [Unpacking the Pyramid Model:](https://brookespublishing.com/resource-library/unpacking-the-pyramid-model-friendship-skills-and-strategies-for-teaching-them/) [Friendship Skills and Strategies for](https://brookespublishing.com/resource-library/unpacking-the-pyramid-model-friendship-skills-and-strategies-for-teaching-them/) [Teaching Them Webinar](https://brookespublishing.com/resource-library/unpacking-the-pyramid-model-friendship-skills-and-strategies-for-teaching-them/)- (Brooke’s Publishing) |

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| **SE8.8** Teacher creates frequent opportunities for children to **support their peers** by helping each other learn and practice social and language skills (e.g., language buddies to assist with directions, cleaning buddies, reading pairs, etc.).  **SE8.9** Teacher creates frequent opportunities for children to **support their peers** by utilizing **language buddies** to help each other learn and practice social and language skills (e.g., assist with directions, cleaning buddies, reading pairs, etc.).  **SE8.10** Teacher often **invites and/or initiates peer interactions** after carefully selecting peer buddies for specific situations or child interactions, based on observational assessments and the individualized needs of each child (e.g., language needs, social needs, behavioral needs, etc.).  **SE8.11** Teacher supports children in **reflecting on interactions** with their peers and encourages children to do most of the talking. | * [Stay Play Talk](https://challengingbehavior.cbcs.usf.edu/docs/Stay-Play-Talk.pdf)- (NCPMI) * [Buddy System Tip Sheet](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_BuddySystemTipSheet.pdf)- (NCPMI) |

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| **Social-Emotional Practices** | **Resources** |
| **SE9. The teacher uses variety of Pyramid strategies (role-play, discussions,** **description of observations, puppets, read alouds, creative/artistic expression, etc.) to TEACH CHILDREN TO EXPRESS EMOTIONS in a developmentally appropriate environment that is culturally and linguistically responsive.**  **SE9.1** Teacher intentionally teaches a **range of emotions** and feelings.  **SE9.2** Teacher uses a variety of **strategies** to teach children about **emotion words**.  **SE9.3** Teacher frequently models or **labels own emotions** and appropriate ways to express emotions.  **SE9.4** Teacher uses strategies to teach children how to **recognize emotions** in themselves and others.  **SE9.5** Teacher frequently **validates children's emotions** by labeling them and helping children talk about and reflect on their emotions.  **SE9.6** Teacher provides children with **strategies to calm down** when they are angry or frustrated.  **SE9.7** Teacher uses strategies to teach children how to **respond to other children's emotions**.  **SE9.8** Teacher **individualizes instruction on emotions** based on children's developmental needs. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Discipline p. 77   * Chapter 14- p. 131 (Unpacking the Pyramid Model) * [Enhancing Emotional Vocabulary in](http://csefel.vanderbilt.edu/modules/module2/handout6.pdf) [Young Children](http://csefel.vanderbilt.edu/modules/module2/handout6.pdf)- (Pyramid Model Consortium) * Emotions Visual Cards- (Head Start Inclusion) * [Feelings Faces Chart (English and](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_EN-SP.pdf) [Spanish)-](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_EN-SP.pdf) (NCPMI) * [Feelings Faces Cards (English and](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-SP.pdf) [Spanish)-](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-SP.pdf) (NCPMI) * [Feelings Sign in Chart (English and](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_signin.pdf) [Spanish)-](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_signin.pdf) (NCPMI) * [Feeling Wheel (English and Spanish)-](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel.pdf) (NCPMI) * [Scripted Stories Tip Sheet](http://csefel.vanderbilt.edu/modules/module3b/handout3.pdf)- (CSEFEL) * [Helping Young Children Control Anger](http://csefel.vanderbilt.edu/modules/module2/handout7.pdf) [and Handle Disappointment](http://csefel.vanderbilt.edu/modules/module2/handout7.pdf)- (Pyramid Model Consortium) * Tucker Turtle Takes Time to Tuck and Think ([English](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_sp.pdf))- (NCPMI) * Calm Down Poster ([English](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down_Poster_EN.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down_Poster_SP.pdf))- (NCPMI) * Emotional Regulation- (Head Start Inclusion) * Self-Regulation Skills: Breathing Strategies ([English](https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow_SP.pdf))- (NCPMI) |

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| **Social-Emotional Practices** | **Resources** |
| **SE10. The teacher uses develo****pmentally appropriate strategies that are culturally and linguistically responsive to TEACH PROBLEM-SOLVING.**  **SE10.1** Teacher explicitly **teaches problem-solving steps** using visuals.  **SE10.2** Teacher uses problem-solving in interactions with children and **models problem- solving steps**.  **SE10.3** Teacher engages children in **generating solutions** to common classroom problems as they occur.  **SE10.4** Teacher notes problem situations and intentionally uses those as examples during a different part of the day to talk about **how to problem-solve**.  **SE10.5** Teacher **supports** children as they work through the **problem-solving process**  using visuals of problem-solving steps or possible solutions throughout the day.  **SE10.6** Teacher comments on and **recognizes** children who have been **"good problem- solvers."**  **SE10.7** Teacher helps children **reflect** on their own use of problem-solving.  **SE10.8** Teacher **individualizes instruction** on problem-solving based on children's individual needs. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Peer interaction p.75   * Chapter 13- p. 119 (Unpacking the Pyramid Model) * [Problem Solving Steps Poster](http://csefel.vanderbilt.edu/resources/strategies/problemsolvingboy.pdf)- (CSEFEL) * [Problem Solving Cube](http://csefel.vanderbilt.edu/resources/strategies/2x2cuesprobsolv.ppt)- (CSEFEL) * [Scripted Stories Tip Sheet](http://csefel.vanderbilt.edu/modules/module3b/handout3.pdf)- (CSEFEL) * Problem Solving Visuals- (Head Start Inclusion) * [Problem Solving in the Moment Visuals](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/teacher-tools-problem-solving.pdf)- (15 Minute In-service Suites) * Problem Solving Steps: Wrist Cards ([English](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_wrist.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_wrist_SP.pdf))- (NCPMI) * Solution Kit: Classroom Edition ([English](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_school_SP.pdf))- (NCMPI) * [Solution Kit Cue Cards 2x2 English and](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cuecards_en-sp.pdf) [Spanish](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cuecards_en-sp.pdf)- (NCPMI) * [Large Solution Kit Cards-](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit.pdf) (NCPMI) * We Can Be Problem Solvers Social Story ([English](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_SP.pdf))- (NCPMI) * Solve Problems Together- (Powerful Interactions) 1st ed. p. 107-112, 2nd ed. p. 109-113 * Problem Solving Notes ([English](https://challengingbehavior.cbcs.usf.edu/docs/problem-solving-notes.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_notes_SP.pdf))- (NCPMI) |

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| **Social-Emotional Practices** | **Resources** |
| **SE11. The teacher uses culturally and linguistically responsive strategies to support COLLABORATIVE TEAMING among all adults in the classroom.**  **SE11.1** All adults know what they are supposed to be doing throughout the day so the classroom runs smoothly. The teacher **informs** all adults of the schedule and plans for supports for individual students (e.g. language goals, IEP goals, behavioral supports etc.) for the day.  **SE11.2** Adult roles are **shared** among all adults in the classroom.  **SE11.3** All adults use a positive, calm, and **supportive tone** of voice with one another.  **SE11.4** All adults **provide instruction** at some point during the day.  **SE11.5** All adults are **engaged with children** during classroom activities and routines.  **SE11.6** Adults give **positive feedback** to each other about something that is going well with a child or in the classroom.  **SE11.7** Adults **initiate** positive interactions with children.  **SE11.8** Adult interactions are **related** to children or classroom activities.  **SE11.9** Teacher **acknowledges and models** greeting adults who enter the classroom, including related service personnel and administrators. | [Social Emotional One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588324) ECERS-3 Staff-child interaction p. 73   * Chapter 4- p. 27 (Unpacking the Pyramid Model) * [Top 10 List to Teachers What](https://dsagsl.org/wp-content/uploads/2019/02/what-paras-want-teachers-to-know.pdf) [Paraeducators Want You to Know](https://dsagsl.org/wp-content/uploads/2019/02/what-paras-want-teachers-to-know.pdf)- (Teaching Exceptional Children) * [Teacher to Teacher Talk Tips](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/staffing/teachertalk-teachertips-update.pdf)- (15 Minute In-service Suites) * WIDA Essential Action 1 p. 9- (Promising Practices) |

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| **Social-Emotional Practices** | **Resources** |
| **SE12. The teacher uses culturally and linguistically responsive strategies to COMMUNICATE WITH FAMILIES.**  **SE12.1** Teacher uses **different methods** of communication with different families (e.g., home visits, phone calls, classroom visits, notes, technology platform (apps), or newsletter) to ensure that an effort is made to **connect with all families**.  **SE12.2** Teacher creates and regularly uses **bidirectional communication** systems with families, offering a mechanism to share information about the family or child with the teacher.  **SE12.3** Teacher regularly partners with families to bridge the home-school connection to **support early literacy development** by providing opportunities for families to engage in literacy activities both in and out of the classroom.  **SE12.4** Teacher regularly partners with families to support learning activities that are **culturally, linguistically, and developmentally appropriate** (e.g., inviting families to help create topics based on children’s interests and utilizing the resources and assets that families bring to the classroom).  **SE12.5** Teacher regularly partners with families to **set language goals** for their children and include them in the decision-making process.  **SE12.6** Teacher regularly **solicits words from families** that honor their language and are meaningful to the child to incorporate into daily conversations in the classroom and instruction.  **SE12.7** Teacher regularly communicates with families to **support the use of Pyramid strategies** at home to help with social-emotional development, prosocial behavior, and/or addressing challenging behavior. | [Supporting Families One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588332)   * Chapter 3- p. 17 (Unpacking the Pyramid Model) * [Building Parent-Teacher Relationships](https://www.readingrockets.org/article/building-parent-teacher-relationships)- Reading Rockets * [Backpack Connection Series](https://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2)- (NCPMI) * [Family Tools](http://csefel.vanderbilt.edu/resources/family.html)- (CSEFEL) * [Family Routine Based Support Guide](https://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_early-elementary.pdf)- (NCPMI) * [NM Early Literacy Guides for Families](https://webnew.ped.state.nm.us/wp-content/uploads/2021/07/TNTP_P4-FiveGuidesForParents.pdf) * [Family Engagement Parent Resources](https://challengingbehavior.cbcs.usf.edu/Implementation/family.html)- (NCPMI) * My Teachers Want to Know Survey ([English](https://challengingbehavior.cbcs.usf.edu/docs/My-teacher-wants-to-know.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/My-teacher-wants-to-know_SP.pdf))- (NCPMI) * [Teaching Rules at Home](https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf)- (NCPMI) * [Our Rules! For Home](https://challengingbehavior.cbcs.usf.edu/docs/Rules_poster_home_sample.pdf)- (NCPMI) * [Introducing the Solution Kit for Parents-](https://challengingbehavior.cbcs.usf.edu/docs/solution-kit-families.pdf) (NCMPI) * Solution Kit: Home Edition ([English](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home_SP.pdf))- (NCPMI) * We Can Be Problem Solvers at Home ([English](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_SP.pdf))- (NCPMI) * Tucker Turtle Takes Time to Tuck and Think at Home ([English](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf)) ([Spanish](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home_SP.pdf))- (NCPMI) * [Connecting with Families Tip Sheet](https://challengingbehavior.cbcs.usf.edu/docs/Connecting-with-Families_tipsheet.pdf)- (NCPMI) * [Promoting Positive Family Partnerships](https://brookespublishing.com/resource-library/promoting-positive-family-partnerships-within-the-pyramid-model/) [within the Pyramid Model Webinar-](https://brookespublishing.com/resource-library/promoting-positive-family-partnerships-within-the-pyramid-model/) (Brooke’s Publishing) |

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| **Literacy Practices** | **Resources** |
| **L1. The teacher builds developmentall****y appropriate skills that are culturally and linguistically responsive to children’s VOCABULARY AND COMPREHENSION.**  **L1.1** Teacher intentionally plans and provides **child-friendly definitions** for words during the read aloud.  **L1.2** Teacher intentionally plans for and engages children in the 1st, 2nd 3rd Read strategy daily.  **L1.3** Teacher includes **vocabulary** from read alouds into **daily conversations** with children.  **L1.4** Teacher uses **words and phrases multi-lingual learners are learning** repeatedly using read alouds, activities, and examples in the environment.  **L1.5** Teacher uses **visual supports** for retelling stories.  **L1.6** Teacher ensures multi-lingual learners have opportunities to use higher level thinking skills.  **L1.7** Teacher uses the **language of mathematics and science (STEAM)** in daily conversations with children.  **L1.8** Teacher **individualizes** vocabulary instruction based on the needs of each child.  **L1.9** Teacher intentionally supports multi-lingual learners by planning and providing child- friendly definitions for Tier 1 vocabulary words. | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323) [Language and Vocabulary Activities](https://fcrr.org/student-center-activities/pre-kindergarten#sca4) [(FCRR)](https://fcrr.org/student-center-activities/pre-kindergarten#sca4)   * Vocabulary Teaching Routines- p. 77 (LETRS 2nd Edition) * Interactive Storybook Routines- p. 76 (LETRS 2nd Edition) * Picture Puzzles- p. 227 (BELLS) * WIDA Essential Action 3 p. 21 (Promising Practices) * [Supporting DLLs During Read Alouds in](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-Early-Literacy-Development.pdf) [English](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-Early-Literacy-Development.pdf)- p. 8-10 (WIDA: Supporting Early Literacy Development) |

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| **Literacy Practices** | **Resources** |
| **L2. The teacher actively engages in developmentally appropriate auditory instruction that i****s culturally and linguistically responsive to children’s oral language skills to develop PHONOLOGICAL AWARENESS.**  **Rhyming Development: This occurs on a continuum beginning with rhyme sensitivity first (age 2-3), then detect and match words that rhyme (age 3-5), and finally move on to produce words that rhyme (age 4-5) (see Stages of Rhyming pages 104 & 107 of LETRS-EC 2nd Edition).**  **L2.1** As children develop **rhyme sensitivity**, the teacher embeds rhyming songs, finger plays, nursery rhymes, and/or read alouds throughout the day.  **L2.2** As children develop **rhyme matching**, the teacher embeds opportunities to detect and match words that rhyme throughout the day.  **L2.3** As children develop **rhyme production**, the teacher embeds opportunities to produce words that rhyme throughout the day.  **Syllables: Children learn to blend (combine) syllables first, this is an early developing phonological awareness skill. Segmenting is the opposite skill of blending but can be taught together (see pages 104 & 113 of LETRS-EC 2nd Edition)**  **L2.4** Teacher uses **physical cues** (such as clapping, tapping, arm tapping, fingers, etc.) to model counting the segmented syllables.  **L2.5** Teacher embeds opportunities to model **blending syllables** to produce words throughout the day (e.g., the teacher says, “Today is Tues-day, Tuesday”).  **L2.6** Teacher embeds opportunities to model **segmenting syllables** to produce words throughout the day (e.g., the teacher says, “Today is Tuesday, Tues-day”). | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)  [PALS Phonological Awareness Activities](https://pals.virginia.edu/tools-activities.html) [Phonological Awareness Activities (FCRR)](https://fcrr.org/student-center-activities/pre-kindergarten#sca3) Early Literacy Checklist- p. B13 (LETRS 2nd Edition)   * Rhyming Development and Strategies-   p. 107-110 (LETRS 2nd Edition)   * Rhyming- p. 54-57 (LETRS 1st Edition) * Rhyming Activities- p. 135-140, 141- 142, 143-145, 147-148, 149-152, 153- 154, 155-160, 161-163, 165-170, 171- 172, 173-176, 177-182. 183-184, 185- 186, 187-193, 197 (BELLS) * Rhyming- p. 128-131 (CORE) * [Rhyming Games](https://www.readingrockets.org/strategies/rhyming_games)- (Reading Rockets) * WIDA Essential Action 3 p. 20 - 21 (Promising Practices) * Blending and Segmenting Strategies p. 113, Syllables p. 114 (LETRS 2nd Edition) * Syllable Segmentation and Blending- p.137-139 (CORE) * [Syllable Games](https://www.readingrockets.org/strategies/syllable_games)- (Reading Rockets) |

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| **Initial Sounds: Children first identify and match words with a common initial sound (ages 3-5), then they learn to produce words that begin with the same sound (ages 5-7) (see page 58 of LETRS-EC 1st Edition and page 113 of LETRS-EC 2nd Edition).**  **L2.7** Teacher intentionally focuses on the **initial sound in children’s names** by “bouncing” on the initial sound and pointing out other words that begin with the same initial sound throughout the day (e.g., teacher says, /j/-/j/-/j/-Joey can you /j/-/j/-/j/- jump, Joey and jump both start with /j/).  **L2.8** Teacher intentionally focuses on the **initial sound in words** by “bouncing” on that sound throughout the day (e.g., teacher says, “/d/-/d/-/d/-dog”).  **L2.9** Teacher intentionally uses **materials** with words that begin with the **same sound**  (e.g., read alouds, toys, songs, puppets, etc.).  **Blending and Segmenting: Children must be able to blend and segment syllables before they are able to blend and segment parts (phonemes) of a word. Blending is the ability to combine isolated sounds together to produce a recognizable word, segmenting is the opposite skill of blending and requires the ability to pull apart individual speech sounds (see pages 59 & 60 of LETRS-EC 1st Edition and pages 113-117 of LETRS-EC 2nd Edition).**  **L2.10** Teacher explicitly plans opportunities to model **segmenting and blending** isolated sounds (**phonemes**) to produce words throughout the day (e.g., the teacher says, “I want a block that is /r/-/e/-/d/, red” or “I want a block that is red, /r/-/e/-/d/.”).  **L2.11** Teacher explicitly plans opportunities to model **segmenting onset-rime** throughout the day (e.g., the teacher says, “Where is the /b/-/all/?” /b/ is the onset and /all/ is the rime. Note: students do not need to know the vocabulary onset-rime). | * Alliteration- p. 113, Initial Sounds p. 114- 115 (LETRS 2nd Edition) * Alliteration- p. 58-59 (LETRS 1st Edition) * Alliteration- p. 118, 122-124 (BELLS) * Blending and Segmenting Development and Strategies p. 111, Blending and Segmenting Strategies p. 113, Activities across the Linguistic Hierarchy p. 115- 117 (LETRS 2nd Edition) * Blending p. 59-60, Segmenting p. 60-64 (LETRS 1st Edition) * Blending- p.118-119, 124-125, 195-196,   197-198, 199-200, 201-202, 203-206,  207-208, 209-210 (BELLS)   * Segmenting- p. 119-120, 125-126, 197,   211-212, 213-215, 217-218, 219-224,  225-226, 227-228, 229-230, 231-233,  235-236, 237-238 (BELLS)   * Word-Part Blending, Segmentation, and Deletion- p. 132-136 (CORE) * [Blending and Segmenting Games](https://www.readingrockets.org/strategies/blending_games)- (Reading Rockets) |

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| **Literacy Practices** | **Resources** |
| **L3. The teacher employs developmentally appropriate strategies** **that are culturally and linguistically responsive to build children’s knowledge of the ALPHABETIC PRINCIPLE throughout the day.**  **L3.1** Teacher intentionally names **letters** and their **sounds** throughout the day.  **L3.2** Teacher intentionally includes all components of letter learning in letter instruction, including **name, shape (both upper and lowercase), sound, target word, mouth shape, writing it, and gesture**.  **L3.3** Teacher uses “**own-name advantage**” approach throughout the day, drawing children’s attention to the letters in their name and matching them to letters in the environment.  **Sequence of Alphabet Instruction: Below is the recommended LETRS-EC instructional sequence to create an effective cycle of planning letter learning instruction, this is dependent upon children’s developmental levels. (see pages 145- 146 of LETRS-EC 2nd Edition)**   * Teacher uses “**own-name advantage**” approach throughout the day, drawing children’s attention to the letters in their name. * Teacher uses “**alphabet order**” approach through the use of the alphabet song to teach the components of letters. * Teacher uses “**letter-name and letter-sound connections**” approach to teach the components of letters. * Teacher uses “**letter frequency**” approach to teach the components of letters. * Teacher uses “**consonant acquisition order**” approach to teach the components of letters. * Teacher uses “**distinctive visual features in writing**” approach to teach the components of letters. | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323) [Play with Letters](https://wnmu.instructure.com/courses/1138273/pages/play-with-the-alphabet-and-letter-sounds?module_item_id=11184833)  [Alphabet Knowledge Activities (FCRR)](https://fcrr.org/student-center-activities/pre-kindergarten#sca2) Early Literacy Checklist- p. B13 (LETRS 2nd Edition)   * Alphabetic Principle- p. 133 (LETRS 2nd Edition) * Alphabet Knowledge That Leads to the Alphabetic Principle- p. 75-78 (LETRS 1st Edition) * Letter-Sound Correspondence- p. 110- 113 (CORE) * [Alphabetic Principle](https://www.readingrockets.org/article/alphabetic-principle)- ([Reading Rockets](https://www.readingrockets.org/article/alphabetic-principle)) |

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| **Literacy Practices** | **Resources** |
| **L4. The teacher employs developmentally appropri****ate strategies that are culturally and linguistically responsive to increase children’s ORAL LANGUAGE.**  **L4.1** Teacher gives opportunities throughout the day for children to **talk and tell stories**.  **L4.2** Teacher allows children **equitable time to share** and tell stories about themselves and their home.  **L4.3** Teacher uses **questioning techniques** for children to **tell stories** with increasingly complex plot and events.  **L4.4** Teacher utilizes appropriate **wait time** for children to think about and formulate oral responses.  **L4.5** When children are talking, the teacher uses **eye contact** and **body language** or other culturally appropriate nonverbal signals to show that he/she is listening.  **L4.6** When children are talking, the teacher **listens and asks questions** to encourage the children to elaborate or clarify what they mean.  **L4.7** In conversations with children, the teacher **summarizes** what he/she hears children saying and asks them for confirmation that they understand.  **L4.8** Teacher engages in **extended conversations** with children that have at least **5 turns** either verbally or nonverbally.  **L4.9** Teacher engages in **extended conversations** in the child’s home language either verbally or nonverbally for at least **5 turns**.  (**continued on page 23**) | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)  Early Literacy Checklist- p. B13 (LETRS 2nd Edition)   * Language-Simulation Strategies- p. 65 (LETRS 2nd Edition) * Strategies That Facilitate Oral Language Development- p. 40-47 (LETRS 1st Edition) * Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds) * Language Exposure and Cultural Considerations- p.65-67 (LETRS 2nd Edition) * [Engaging Children in Conversations](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/engaging-conversation-teacher-tips.pdf)- (15 Minute In-service Suites) * Questioning Routines- p. 71-72 (LETRS 2nd Edition) * Questioning Strategies- p. 45-46 (LETRS 1st Edition) * Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds) * [Asking Questions](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/ask-teachertips.pdf)- (15 Minute In-service Suites) * Take Turns- p. 68 (LETRS 2nd Edition) * [Talking Is Teaching](http://striveforfive.com/assets/file/general-files/Preschool-Tipsheet-9-20-16.pdf)- (Strive for Five!) * [Scaffolding Children’s Learning](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/scaffolding-teachertips.pdf)- (15 Minute In-service Suites) * Connecting Oral Language and Early [Literacy Development](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-Early-Literacy-Development.pdf)- p. 3-5 (WIDA: Supporting Early Literacy Development) |

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| **L4.10** Teacher offers a **range of possible responses** to choose from, by outlining key words and phrases, when children need additional support.  **L4.11** Teacher intentionally provides **language supports** during play and other learning experiences to help multi-lingual children fully participate (e.g., key words in home language, gestures, sign language, small groups, audio recording, technology supports, visuals, real objects, etc.).  **L4.12** Teacher provides **child-friendly definitions** for high utility (Tier 2) and/or specialized (Tier 3) vocabulary words throughout the day in a variety of settings. | * [Nonverbal Communication Self-Check](https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Planning-for-Dual-Language-Development.pdf) Tool- p. 7 (WIDA: Planning for Dual Language Development and Learning) |

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| **Literacy Practices** | **Resources** |
| **L5. The teacher employs developmentally appropriate strategies that are culturally** **and linguistically responsive to build children’s understanding through the use of SCAFFOLDED ORAL LANGUAGE DEVELOPMENT that can be used either for groups of children or for an individual child:**  **L5.1** Teacher uses **child-directed speech** utilizing a melodic singsong rhythm, a higher pitch, positive tone, and simplified vocabulary and sentences. This type of language is concrete and literal; it is not baby talk.  **L5.2** Teacher purposefully uses **elaborated language**. (e.g., “Jimmy, will you please move over so your friend can see the book better?” rather than, “Move, Jimmy.”)  **L5.3 Teacher tunes in**: notices the object or focus of children’s attention. When appropriate, talks with children and joins in play.  **L5.4 Teacher talks more**: engages in conversations *with* children (Strive for 5) throughout the day, rather than giving directions *to* them. Teacher talk is high quality by using bidirectional exchanges.  **L5.5 Teacher uses self-talk**: describes what he/she is doing as it occurs.  **L5.6 Teacher uses parallel talk**: describes what the child is doing as the child does it.  **L5.7** Teacher **recasts** what the child inaccurately said with a correct model when a child makes grammatical or word choice errors. (e.g., when a child says, “Him putted coat on”. Teacher says, “Yes, *he* put *his* coat on. Tell me that again.”)  (**continued on page 25**) | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)   * Language Exposure and Cultural Considerations- p. 65-67 (LETRS 2nd Edition) * Tune In- p. 67 (LETRS 2nd Edition) * Talk More- p. 67-68 (LETRS 2nd Edition) * Self-Talk- p. 68-69 (LETRS 2nd Edition) * Language-Simulation Techniques- p. 41 (LETRS 1st Edition) * Parallel-Talk- p. 68-69 (LETRS 2nd Edition) * Language-Simulation Techniques- p. 41 (LETRS 1st Edition) * Recasts and Expansions- p. 69 (LETRS 2nd Edition) |

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| **L5.8** Teacher **expands** on what a child says by adding more information, vocabulary, and complexity to a child’s sentences. (e.g., when a child says, “A fire truck!” the teacher says, “There is a big, lime green fire truck with a loud siren.”)  **L5.9** Teacher engages in **decontextual talk** with children which includes pretend, narrative, imaginary talk, or talk about things that are in the past or future or happening somewhere else.  **L5.10** Teacher provides children with **hints** when they struggle to understand concepts. (e.g., teacher provides visual cues for unknown vocabulary words)  **L5.11** Teacher **scaffolds language for multi-lingual children** in authentic ways throughout the day (including social interactions) to support their language development and learning.  **L5.12** Teacher watches and listens for children’s spontaneous play with **sounds of language** and then responds by encouraging and extending it (e.g., when a child taps two blocks together while vocalizing, “Bam, bam, boom, boom,” join in by tapping two blocks while saying, “Zam, zam, zoom zoom,” extend the play by asking, “What other sounds can you tap?”).  **L5.13** Teacher speaks in complete sentences and **varies the type of sentences** used throughout the day (e.g., short and long sentences).  **L5.14** Teacher uses **evidence-based strategies** to support multi-lingual children as they make meaning of oral language (e.g., use of cognates as appropriate). | * Recasts and Expansions- p. 69 (LETRS 2nd Edition) * Contextual and Decontextual Talk- p. 73-75 (LETRS 2nd Edition) * [Scaffolding Children’s Learning](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/scaffolding-teachertips.pdf)- (15 Minute In-service Suites) |

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| **Literacy Practices** | **Resources** |
| **L6. The teacher employs developmentally appropriate strategies that are culturally** **and linguistically responsive to build children’s understanding by using COMPREHENSION QUESTIONING STRATEGIES:**  **L6.1** Teacher asks **literal questions** that require children to identify, name, or remember information. Literal questions typically have only one “right” answer. If children answer literal questions incorrectly, the teacher models correct responses.  **L6.2** Teacher asks children **higher-level, open-ended questions**, based on the child’s developmental level, that asks children to describe, discuss, explain, connect, compare, contrast, infer, express opinion, or create. | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)   * Literal and Inferential Questioning- p. 72 (LETRS 2nd Edition) * Questioning Strategies- p. 45-46 (LETRS 1st Edition) * Literal and Inferential Questioning- p. 72 (LETRS 2nd Edition) * Expand Children’s Thinking and Learning by Asking Questions p. 17, 23, 29, 35, 41, 47, 55, 61, 67, 73, 79, 84, 91, 99, 105, 113, 121, 127, 133 (Big Questions for Young Minds) * Contextual and Decontextual Talk- p. 73-75 (LETRS 2nd Edition) * Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds) |

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| **Literacy Practices** | **Resources** |
| **L7. The teacher employs developmentally appropriate strategies** **that are culturally and linguistically responsive to build children’s understanding of PRINT KNOWLEDGE through playful experiences as each child progresses through the developmental continuum**:  **L7.1** Teacher intentionally draws children’s attention, in a playful manner, to the **symbols** and **print in their environment** and read alouds, focusing on **specific letters and words**.  **L7.2** Teacher intentionally **provides exposure** or **points out a variety of print** in different settings throughout the day so that children understand that print can be found almost everywhere, carries meaning, and has a purpose.  **L7.3** Teacher provides opportunities and encourages children to **figure out the meanings of the print** they see around them in naturally occurring situations.  **L7.4** When looking at print with or reading to children, teacher **models movement** to indicate that print moves from left to right and top to bottom. Teacher provides opportunities for children to practice the movement as well.  **L7.5** Teacher **models tracking print** by pointing word by word when reading aloud during shared reading in large group, small group, or with individual children (e.g., morning message, big books, poems on chart paper etc.). | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)  Early Literacy Checklist- p. B13 (LETRS 2nd Edition)   * Concepts of Print- p. 127-132 (LETRS 2nd Edition) * Concepts of Print- p. 70-74 (LETRS 1st Edition) * Print Awareness- p. 78-82 (CORE) * Activities for Building Print Awareness- p. 263-344 (BELLS) * Recognizing print in the environment p. 127 (LETRS 2nd Edition) * Concepts of Print- p. 70 (LETRS 1st Edition) * Understand that print carries meaning-   p. 128 (LETRS 2nd Edition)   * Concepts of Print- p. 70-71 (LETRS 1st Edition) * Assessing Print Concepts- p. 130-131 (LETRS 2nd Edition) * Ways to Help Young Children Develop Print Awareness- p. 72-73 (LETRS 1st Edition) * Elements of Print and Book Awareness-   p. 73 (CORE) |

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| **Literacy Practices** | **Resources** |
| **L8. The teacher builds developmentally appropriate strategies that are culturally and linguistically responsive for children’s** **WRITING skills.**  **L8.1** Teacher is responsive to **children’s attempts to write** at all developmental levels by giving positive, descriptive feedback.  **L8.2** Teacher intentionally provides experiences and encourages children to engage in the writing process by providing diverse opportunities for **authentic student writing experiences** throughout the classroom environment (e.g., notes, lists, or journals).  **L8.3** Teacher asks the child to read what he/she wrote and **engages in conversations**  about the child’s writing.  **L8.4** Teacher provides multiple opportunities for children to **authentically write their name** at their developmental stage throughout the day.  **L8.5** Teacher routinely models the stages of writing development using the ***Picture Story/Word Story*** strategy.  **L8.6** Teacher **models writing** throughout the day (e.g., teachers can model journal writing, morning message, and signing in).  **L8.7** Teacher **intentionally exposes children to print in the children’s home languages** using the morning message or other authentic writing experiences, when appropriate.  **L8.8** Teacher assesses how children use **writing tools and supports and** modifies writing opportunities by providing developmentally appropriate tools based on individual needs. | [Literacy One Page Resources](https://wnmu.instructure.com/courses/1138273/modules#module_1588323)  Early Literacy Checklist- p. B13 (LETRS 2nd Edition)   * Picture Story/Word Story Strategy- p. 161-163 (LETRS 2nd Edition) * Picture Story/Word Story Strategy- p. 85-88 (LETRS 1st Edition) * Provide Writing Opportunities- p. 165- 166 (LETRS 2nd Edition) * Ways to Help Young Children Develop Print Awareness- p. 72-74 (LETRS 1st Edition) * Provide Writing Opportunities- p. 165- 166 (LETRS 2nd Edition) * Ways to Help Young Children Develop Print Awareness- p. 72-74 (LETRS 1st Edition) * WIDA Essential Action 3 p. 21 (Promising Practices) |

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| **Glossary of Terms** | |
| Alphabetic Principle | The concept that letters are used to represent individual phonemes in the spoken word; insight into this principle is critical for learning to read and spell (LETRS-EC). |
| Bidirectional Communication | Communication method that is consistent and allows families a way to share information about the family or child with the teacher, and the teacher to share information about the child or the class with the family (TPOT). |
| Blending | The ability to combine or synthesize a sequence of isolated syllables or sounds to produce a recognizable word (LETRS-EC). |
| Challenging Behavior | Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers or adults (NCPMI). |
| Child-Directed Activity | A learning experience that occurs in a preschool classroom that allows frequent opportunities for child choice and expression (e.g., free choice, center time, or other activities that the child chooses to do and completes using materials they choose) (TPOT). |
| Contextual Talk | Speech related to the here and now; may reference people, objects, and actions present in the immediate context (LETRS-EC). |
| Culturally and Linguistically Responsive | An approach that leverages the strengths that all students bring to the classroom to make learning more relevant and effective (California DOE). |
| CSEFEL | Center on the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/> |
| Decontextual Talk | Speech that requires responses using information from the past or future; may include pretend, narrative, or explanatory talk (LETRS-EC). |
| Developmentally Appropriate Practices (DAP) | Methods that promote each child’s optimal development and learning through a strengths-based, play- based approach to joyful engaged learning (NAEYC). |

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| Emotional Competencies | Refer to behaviors related to emotion expression, emotion understanding, and emotion regulation (e.g., telling a friend you are sad, helping a child who is hurt, walking away when mad) (Unpacking the Pyramid Model). |
| Environmental Print | The print of everyday life. The name given to the print that appears in signs, labels, and logos (Reading Rockets). |
| Friendship Skills | Skills include sharing, taking turns, organizing play, being helpful, initiating play, responding to and maintaining interactions, giving compliments, and giving and accepting apologies (Unpacking the Pyramid Model). |
| Graphic Supports | Support transitions, remind children of behavioral expectations, and support their learning through play (e.g., charts, diagrams, etc) (WIDA). |
| Interactive Supports | Focus on providing interactions with peers and/or adults to support language development (e.g., in pairs with partners, small groups, home language, etc.) (WIDA). |
| NCPMI | The National Center for Pyramid Model Innovations <https://challengingbehavior.cbcs.usf.edu/> |
| Onset-Rime | The natural division of a syllable into two parts; the onset comes before the vowel, and the rime includes the vowel and what follows after it (e.g., pl-an) (LETRS). |
| Parallel Talk | A strategy where an adult describes what a child is doing (LETRS-EC). |
| Phoneme | A speech sound that combines with others in a language system to make words; English has 40-44 phonemes, according to various linguists (LETRS-EC). |
| Phonemic Awareness | The conscious awareness of the individual speech sounds (consonants and vowels) in spoken syllables and the ability to consciously manipulate those sounds (LETRS-EC). |
| Phonological Awareness | The conscious awareness of all levels of the speech sound system, including syllables, initial sounds, and phonemes (LETRS-EC). |
| Positive Descriptive Feedback | Refers to a teacher providing positive feedback to a child using words that describe the behavior for which the child is being acknowledged (Unpacking the Pyramid Model). |

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| Segmenting | The ability to analyze the components of a word and pull them apart into syllables, initial sounds, and individual speech sounds (LETRS-EC). |
| Self-Talk | A strategy where an adult describes what he or she is doing while doing it (LETRS-EC). |
| Sensory Supports | Allows children to use their senses to help them access language and learning. They can be incorporated throughout learning activities, during transitions, and throughout the environment (e.g., real life objects, toys, manipulatives, pictures, photographs, gestures, etc) (WIDA). |
| Social Skills | Refers to behaviors observed when children interact with peers and adults (e.g., initiating, responding, organizing play, greeting, helping a friend, taking turns, offering solutions to common social problems) (Unpacking the Pyramid Model). |
| Teacher-Directed Activity | A learning experience structured and led by the teacher, which has limited opportunities for child choice or free-expressions, can be large group, small group, or one-to-one activities led by a teacher (Unpacking the Pyramid Model). |
| Tier 1 Vocabulary | Words that are frequent and familiar, making up the bulk of words in everyday conversation and written text (LETRS-EC). |
| Tier 2 Vocabulary | Words that are high-utility vocabulary that contribute to conceptual understanding and are used across settings and situations. These words are not as common in spoken conversation but are often seen in written language (LETRS-EC). |
| Tier 3 Vocabulary | Words that are highly specialized vocabulary related to single or limited topics and are rarely used in everyday conversation (LETRS-EC). |

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| **CLASS and Menu of Practices Alignment** | | | | |
| **Domain** | **Dimension** | **Indicator** | **Aligned Practices** | |
|  |  |  | **SE** | **LIT** |
| **Emotional Support** | **Positive Climate** | **Relationships** | **5.1, 5.14 ,8.1, 11.5, 11.6** | **4.5, 4.9, 5.3, 8.7** |
| **Enjoyment** | **7.5, 11.7, 11.8** | **2.1, 2.9, 3.3, 4.1** |
| **Positive Communication** | **2.4, 4.4, 4.5, 5.2, 5.3, 6.1, 6.7, 8.5, 9.6, 10.6, 11.3, 11.6, 11.7, 11.8** | **4.5, 4.9, 5.1, 8.1** |
| **Respect** | **5.1, 5.2, 5.7, 6.2, 6.7, 11.1, 11.4, 11.9** | **4.4, 4.5, 4.9, 8.7** |
| **Negative Climate** | **Expressed Negativity** |  |  |
| **Punitive Control** |  |  |
| **Disrespect** |  |  |
| **Severe Negativity** |  |  |
| **Educator Sensitivity** | **Awareness** | **1.4, 2.5, 2.6, 3.5, 4.3, 5.13, 5.14, 6.1, 6.10, 8.9, 9.6, 9.8, 10.6** | **5.3, 5.12, 8.8** |
| **Responsiveness** | **3.7, 4.8, 5.3, 7.7, 6.9, 6.10, 10.5** | **4.5, 5.10, 5.12, 8.8** |
| **Problem Resolution** | **6.10, 9.6, 10.1** | **5.7, 8.8** |
| **Child Comfort** | **4.3, 5.2, 5.7, 5.11, 9.5** | **4.9** |
| **Regard for Child Perspectives** | **Child-centered** | **1.4, 8.4** | **4.2** |
| **Support for Autonomy and Leadership** | **1.4, 6.8** | **4.1, 4.4, 4.6, 8.4** |
| **Child Expression** | **5.11, 8.5, 10.3** | **4.1, 4.4, 4.4, 8.3** |
| **Allows Movement** | **8.4** | **2.4, 7.4** |
| **Classroom Organization** | **Behavior Management** | **Behavior Expectations** | **2.1, 2.3, 2.5, 7.5, 8.6, 10.3, 10.4** |  |
| **Proactive** | **2.4, 2.6, 2.7, 4.7, 6.9, 7.3, 8.1, 8.2, 8.6, 9.3, 9.6, 9.7, 10.4, 10.5** |  |
| **Redirection of Behavior** | **2.2, 2.4, 2.5, 2.6, 2.7, 4.6, 6.9, 10.1, 10.2, 10.4** |  |
| **Child Behavior** | **2.6, 2.7, 3.5, 7.5** |  |
| **Productivity** | **Opportunities for Learning** | **3.3, 3.4, 4.6, 6.5, 6.8, 7.4, 8.3, 8.8, 8.9** | **1.6, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.10, 2.11, 5.12, 5.8, 6.1, 6.2, 7.2, 7.3, 8.2, 8.4** |
| **Routines** | **1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2** | **4.4, 4.5** |
| **Transitions** | **3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7** |  |
| **Preparation** | **1.1, 1.6, 1.7, 2.1, 3.6, 3.7, 6.3, 6.4, 8.10, 11.1** | **1.1, 1.2, 1.9, 2.9** |
| **Instructional Learning Formats** | **Effective Facilitation** | **1.7, 3.1, 4.1, 4.2, 4.3, 5.13, 5.14, 6.4, 6.5, 6.6, 7.6, 8.1, 8.10, 9.1, 10.3** | **3.1, 3.2, 4.3, 5.2, 7.4, 7.5, 8.4, 8.5** |
| **Variation in Approach** | **1.6, 1.7, 6.9, 7.4, 8.3, 8.7, 8.10, 9.2, 9.4, 9.8, 10.5, 10.8** | **1.5, 1.8, 2.1, 2.4, 2.9, 3.1, 5.13, 7.1, 7.2, 8.2, 8.8** |
| **Child Interest** | **1.5, 8.6** | **2.2, 3.3, 4.2** |
| **Clarity of Learning Objectives** | **7.1,7.2, 9.1** | **1.1, 1.2, 2.7, 2.8, 2.9, 3.1, 3.2, 7.1, 7.2, 8.2** |
| **Instructional Support** | **Concept Development** | **Analysis and Reasoning** | **7.6, 8.11, 10.3, 10.7** | **1.6, 6.2, 7.3** |
| **Creativity** | **5.9, 10.3** | **4.1, 4.2, 5.9** |
| **Integration** | **7.1, 7.2, 10.4** | **1.3, 1.4, 2.1, 2.2, 2.3, 2.7, 2.8, 2.9, 3.1, 7.1, 7.2** |
| **Connections to Everyday Lives** | **7.1, 7.2, 7.3, 10.3** | **1.7, 2.7, 3.3, 4.2, 8.4, 8.7** |
| **Quality of Feedback** | **Scaffolding** | **1.6, 1.7, 2.3, 3.6, 3.7, 4.7, 4.8, 5.5, 5.10, 5.13, 5.14, 6.9, 6.10, 7.3, 7.7, 8.2, 8.6, 8.7, 8.10, 9.3, 10.2, 10.5, 10.8** | **1.5, 1.8, 1.9, 3.3, 2.4, 2.5, 2.6, 4.10, 4.11, 5.1, 5.10, 5.11, 5.14, 7.4, 7.5, 8.5, 8.6, 8.8** |
| **Feedback Loops** | **2.6, 5.8, 4.5, 5.6** | **4.6, 5.4, 8.1** |
| **Prompting Thought Processes** | **2.7, 7.6, 8.11, 10.7** | **4.3, 4.6, 5.9, 6.2, 6.1** |
| **Providing Information** | **4.1, 5.9** | **4.10, 4.12, 7.1, 7.2, 8.1, 8.4, 8.5** |
| **Encouragement and Affirmation** | **2.6, 3.5, 4.5, 5.8, 6.7, 7.5, 8.4, 8.5, 10.6, 11.6** | **4.6, 7.3** |
| **Language Modeling** | **Frequent Conversation** | **5.4, 5.5, 5.10, 5.11, 5.12, 6.1, 6.2** | **4.6, 4.8, 4.9, 5.2, 5.9, 8.3** |
| **Open-Ended Prompts** | **5.6, 5.7, 5.8** | **4.2, 4.3, 4.6, 6.2** |
| **Communication Extensions** | **5.3, 5.6, 5.9, 5.12** | **4.7, 5.7, 5.8, 5.12** |
| **Narration** | **5.9, 9.5** | **5.5, 5.6** |
| **Advanced Language** | **5.8, 5.13, 5.14** | **1.1, 1.3, 1.7, 1.9, 4.1, 4.12, 5.2, 5.13** |

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| **Menu of Practices, ECOT, and ECO Alignment**  **ECO KEY**  **1-Positive Social Relationships 2- Acquires and Uses Knowledge**  **3- Takes Appropriate Action to Meet Needs** | | | |
| **Domain** | **Essential Indicator** | **ECO** | **Aligned Practices** |
| **Physical Development, Health, and Well Being** | **1.1 Coordination and Strength** | **3** | **SE4.1, L1.9, L4.11, L4.12, L5.11, L5.12** |
| **1.2 Spatial Awareness** | **3** | **SE4.1, SE8.3, SE8.4, L1.9, L4.11, L4.12, L5.11, L5.12** |
| **2.1a. Fine Motor Tools,**  **b. Self-Help Fine Motor** | **3** | **SE4.1, L8.8** |
| **3** | **SE3.5, SE3.6, SE3.7, SE4.1** |
| **Literacy** | **5.2 Follows Directions** | **2** | **SE1.6, SE1.7, SE2.7, SE3.6, SE3.7 SE4, SE7.7, SE10.8** |
| **5.3 Vocabulary** | **2** | **SE9.1, SE9.2, L1, L4.12, L5.8** |
| **6.1 Conversational Ability** | **1** | **SE5, SE8.7, SE8.9, L4, L5** |
| **7.2 Reading Comprehension** | **2** | **SE7.1, SE7.2, L1.2, L1.5, L1.6, L4.10, L6.1, L6.2** |
| **7.3a. Concepts of Print,**  **b. Print Meaning** | **2** | **SE1.6, SE4.6, SE6.1, SE6.2, SE6.6, L7** |
| **2** |

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|  | **7.4a. Rhyme**  **b. Phonological Awareness** | **2** | **L2.1, L2.2, L2.3** |
| **2** | **L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10, L2.11** |
| **7.5a. Letter Naming**  **b. Letter-Sound Correspondence** | **2** | **L2.7, L2.8, L2.9, L3.1, L3.2, L3.3** |
| **2** |
| **8.3 Writing** | **2** | **L7, L8** |
| **Mathematics** | **9.1 One-to-One Correspondence** | **2** | **SE1.2, SE4.1, SE10.3, L1.7,** |
| **9.3a. Rote Counting**  **b. Numerals** | **2** | **SE1.2, L1.7, L1.8, L1.9, L2.1, L2.4** |
| **2** |
| **10.1 Shape Recognition** | **2** | **SE1.2, L1.6, L1.7, L1.8, L1.9, L4.6, L4.11, L4.12** |
| **11.3 Measurement** | **2** |
| **12.1 Sorting** | **2** |
| **Aesthetic Creativity** | **13.1 Creativity** | **1** | **SE1.4, SE9.5, L4.1, L4.2,** |

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| **Scientific Conceptual Understanding** | **14.1 Investigations** | **2** | **SE8.9, L1.2, L1.5, L1.6, L1.7, L4.10, L6.1, L6.2** |
| **14.3 Predictions** | **2** | **SE8.9, L1.2, L1.5, L1.6, L1.7, L4.10, L6.1, L6.2** |
| **16.1 Earth Science** | **2** | **L1.2, L1.7, L1.9, L2.1, L2.4** |
| **Self, Family, and Community** | **18.1 Self Control** | **1** | **SE2, SE3, SE4** |
| **19.1 Cares for Possessions** | **1** | **SE1.6, SE1.7, SE2.4, SE2.5, SE2.6, SE8.1, L7.1, L7.2, L7.3** |
| **20.1 Cooperative Play** | **1** | **SE7, SE8, SE9** |
| **20.2 Social Problem Solving** | **1** | **SE10** |
| **21.2 Guidance and Support** | **3** | **SE9.6, SE10** |
| **Approaches to Learning** | **24.2 Independence** | **3** | **SE3, SE6.3, SE6.4, SE6.5, SE6.6, SE6.9** |
| **25.3 Role-Plays** | **3** | **SE7, SE8, SE9, SE10, L5** |
| **27.1 Focus** | **3** | **SE6.3, SE6.4, SE6.5, SE6.6, SE6.7, SE6.8, SE6.9 SE6.10, SE10.3, SE10.5, SE10.6, SE10.7, SE10.8** |

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| **Suggested Practices for New Preschool Teachers** | |
| **Literacy** | **Social Emotional** |
| **L2.1** As children develop **rhyme sensitivity**, the teacher embeds rhyming songs, finger plays, nursery rhymes, and/or read alouds throughout the day. | **SE1.1** Teacher **introduces/reviews** the posted classroom schedule of activities every day. The schedule is at children’s eye level and includes visual representations of daily activities. |
| **L4.1** Teacher gives opportunities throughout the day for children to **talk and tell stories**. | **SE1.4** Teacher-directed activities are **20 minutes or shorter** in duration. There is a balance of child-directed and teacher- directed activities throughout the day. |
| **L4.5** When children are talking, the teacher uses **eye contact** and **body language** or other culturally appropriate nonverbal signals to show that he/she is listening. | **SE2.1** Teacher **reviews posted behavior expectations or rules** that are **positively** stated, include a visual, and are limited in number during large-group or small-group activities. |
| **L5.1** Teacher uses **child-directed speech** utilizing a melodic singsong rhythm, a higher pitch, positive tone, and simplified vocabulary and sentences. This type of language is concrete and literal; it is not baby talk. | **SE3.1** Teacher **explicitly teaches children the steps** and expectations of transitions. |
| **L8.2** Teacher intentionally provides experiences and encourages children to engage in the writing process by providing diverse opportunities for **authentic student writing experiences** throughout the classroom environment (e.g., notes, shopping lists, or journals). | **SE12.2** Teacher creates and regularly uses **bidirectional communication** systems with families, offering a mechanism to share information about the family or child with the teacher. |

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