

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: COMMUNICATION

- Goal 48: Children demonstrate the meaning of language by listening.
- Goal 49: Children communicate effectively.
- Goal 50: Children comprehend and use conventions of social communication.

SUB-DOMAIN: LANGUAGE

- Goal 51: Children use receptive vocabulary.
- Goal 52: Children use expressive vocabulary.
- Goal 53: Children demonstrate progression in grammar and syntax.
- Goal 54: Children demonstrate comprehension and meaning in language.
- Goal 55: Children use language for a variety of purposes.

SUB-DOMAIN: LITERACY

- Goal 56: Children develop phonological awareness.
- Goal 57: Children make connections between sounds, symbols, and letters.
- Goal 58: Children demonstrate awareness of print concepts.
- Goal 59: Reading - Children demonstrate comprehension of printed materials and oral stories.
- Goal 60: Reading - Children demonstrate awareness that written materials can be used for a variety of purposes.
- Goal 61: Writing - Children demonstrate knowledge and use of letters and symbols.
- Goal 62: Writing - Children use writing skills and demonstrate knowledge of writing conventions.
- Goal 63: Writing - Children use writing for a variety of purposes.

SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS

Goal 64 NOTE: This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language.

Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing.

- Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: COMMUNICATION****LISTENING****GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Receives messages in conversations, directions, music, and stories.</p>	<ul style="list-style-type: none"> ▪ Attends to simple stories. ▪ Follows two-three step oral directions. ▪ Gains information and understanding through listening. ▪ Responds to and engages in two-way conversation. ▪ Listens and participates in finger plays, stories, and nursery rhymes. ▪ Joins in songs with repetition and movement. ▪ Reacts to a spoken refrain in a story such as “And they all said BOO!” or “I think I can, I think I can.”). ▪ Selects specific details in a story and repeats them. ▪ Listens to others in a group discussion for a short period. ▪ Responds to questions with appropriate concepts and answers. ▪ Attends to an adult or peer who is speaking. ▪ Follows multiple-step oral directions. ▪ Attends to stories. With support, can ask and answer questions about what is happening in a story (e.g. “What happens next?” “Are you worried about the little bear?”). ▪ Responds appropriately to either a question or a statement. ▪ Can take turns in group discussions, though does not always respond to the topic of the discussion. 	<ul style="list-style-type: none"> ▪ Increase the length and complexity of books you read and stories that you tell the child. ▪ Offer a listening ear as children “read” a book you just read, or retell the story you read. ▪ Engage children in two way conversations about pictures and accompanying stories in books, magazines, and catalogs. ▪ Provide child with games and pictures where directions are given by the adult or other child to find things in the material. ▪ Sing repetitious songs with actions and give children plenty of time to respond physically to what they hear. Change up the directions and actions in the songs (i.e. “You put your pinky finger in,” or “You put your forehead in,” as you sing the Hokey Pokey song.). ▪ Read or tell stories with a refrain that children can speak and change (“Trip trop, who’s that trip- tropping over my bridge?!”). ▪ Facilitate listening skills as children talk with each other (i.e. “Let’s listen to Susie tell us about her new cat.”). ▪ Play games with child that require listening and understanding (“Going on a Bear Hunt,” “Red Light/Green Light, Red stand up, green stand up, yellow and blue sit down”). ▪ Provide English Language Learner (ELL) or child learning any other language with opportunities to participate in by using gestures, props, pictures,

		<ul style="list-style-type: none"> ▪ Has a growing ability to appropriately respond to fantasy and reality. ▪ Is working on responding to concepts of yesterday, today, and tomorrow. 	<p>demonstration.</p> <ul style="list-style-type: none"> ▪ Provide tape-recorded stories from the child's home culture and in the child's home language. ▪ Provide wait time and protect opportunity for each child to respond to directions, questions, or conversation. ▪ Create times when children in groups come together to listen to information. ▪ Provide a listening center for child to listen to books, music, and to respond to sound games. ▪ Provide clear instructions that help child move from simple directions to an increasingly complex sequence of actions. ▪ Ask questions and give prompts about events in the past, present, and future.
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: COMMUNICATION			
ORAL COMMUNICATION			
GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses a variety of communication forms with purpose to convey a message.	<ul style="list-style-type: none"> ▪ Speaks clearly enough to be understood by most listeners. ▪ Uses prepositions, though not always correctly. ▪ Relays a simple message. ▪ States opinions and preferences using simple sentences, signs, or picture boards. ▪ Describes objects and events using simple details. ▪ Initiates conversation by making statements or asking questions using why, how, when, what, where, and who, though not always choosing the correct interrogatives. ▪ Expresses an idea in more than one way. ▪ Uses character voices when retelling a story or event. ▪ Uses both simple and complex sentences. ▪ Responds meaningfully in conversation with adults and peers. ▪ Adjusts communication style appropriately to a variety of settings and people. ▪ Dictates words, simple stories, and messages for adult to write. ▪ Listens while engaged in conversation in order to extend or connect an idea expressed. ▪ Makes comments related to the topic being discussed. 	<ul style="list-style-type: none"> ▪ Offer repetitious songs, poems, and nursery rhymes. ▪ Ask questions about familiar stories and events. ▪ Speak clearly to child. ▪ Encourage child to express opinions, feelings, and ideas. ▪ Provide puppets and props for telling and retelling stories. ▪ Provide opportunities for children to state their choices and to tell their plans. ▪ Ask open-ended questions that can be answered by child in own way, to eliminate the need for right or wrong answers. ▪ Respect the child's response. ▪ Initiate mime games that use the body to tell a story or express an idea. ▪ Engage child in conversation about a child-selected photograph or object. ▪ Provide opportunities to speak or perform in front of a group and acknowledge the effort. ▪ Provide opportunities for self-expression, creative representation, and oral expression (drawing materials, blocks, musical instruments for made up songs). ▪ Recognize and encourage alternate forms of communication (dance, drumming, sign, and storytelling). ▪ Provide opportunities for verbal expression in home

			<p>language.</p> <ul style="list-style-type: none">▪ Offer props and settings for dramatic play so the child can share roles and practice traditional communication with adults and other children.
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: COMMUNICATION****CONVENTIONS OF SOCIAL COMMUNICATION****GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Sustains interactions using social conventions.	<ul style="list-style-type: none"> ▪ Attends to speaker during a conversation. ▪ Uses spoken language or signing for greetings including, "Hi," "Good-bye," and softeners in language such as "please and thank you." ▪ Seeks interaction with others (e.g. "Sing with me," and "Read a story."). ▪ Recognizes subtle, nonverbal cues (e.g. crooking a finger to indicate come closer, or finger on lips for "Shhh," and facial expressions for happy, sad, danger, and encouragement). ▪ Asks for help. ▪ Initiates and takes turns in group conversations. ▪ Recognizes appropriate time to enter conversation. ▪ Recognizes rising and falling intonation and what that means (difference between a "what" question and a statement). ▪ Bilingual children adjust language and communication form according to the person with whom they are speaking. ▪ Uses and interprets appropriate language depending on the purpose. ▪ Communicates in simple conversation with age peers. ▪ Defines the expectations during play. ▪ Relates personal experiences to others. 	<ul style="list-style-type: none"> ▪ Talk and play frequently. ▪ Model and cue the use of greetings, and conventions of politeness (please, thank you) according to culture. ▪ Set up dramatic play opportunities where children practice social conventions. ▪ Create some situations where child needs to ask for help. ▪ Use props, puppets, and role-play to encourage child to participate in group conversations. ▪ Read or tell stories that involve children telling and listening to others ideas. Schedule special time to sit down for leisurely conversations that are of interest to the child. ▪ Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups. ▪ Turn off a child appropriate video or T.V. program, after 3-5 minutes and discuss the movie or show with the child. ▪ Provide child with opportunities for problem solving. ▪ Ask child to describe their play to adult or other children. ▪ Pair kind, sensitive, patient peer models with less competent or reticent children for conversation. ▪ To prime the conversation pump, be the third person when two children are playing. Offer words to the children that they might say to each other.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Demonstrates increased comprehension of spoken language, vocabulary, and gestures.	<ul style="list-style-type: none"> ▪ Identifies objects by name and category. ▪ Follows three step directions. ▪ Identifies objects by attributes (e.g. shapes, size, color, and other attributes.) ▪ Listens to stories read or told with attention. ▪ If learning a second language, may have a period of silence (not speaking), but shows comprehension. ▪ Responds to yes or no, who, what, where, when, how, and why questions. ▪ May look quizzical when hearing new words in a verbal context. ▪ Responds to simple time concepts (tonight, tomorrow, yesterday). ▪ Understands relationships expressed by if then, or because sentences. ▪ Responds to basic number concepts of one, all, sets. ▪ Recognizes and responds to some family and traditional stories and their meanings. ▪ Identifies verb tense in a sequence of pictures. ▪ Responds to directions in sentences with mean lengths of 5 to 7 words. ▪ Responds to opposites, comparatives, and superlatives. 	<ul style="list-style-type: none"> ▪ Talk, sign, sing, and read with the child. ▪ When reading, say and point out words in books. ▪ Play advanced word games where listening and responding to what the child hears is required (e.g. "I Spy"). ▪ Use the everyday environment to encourage discussion of familiar objects, places, and people. ▪ Use adult-like language when conversing. Always use correct pronunciation and grammar. ▪ Help the child gain vocabulary and better understand objects and experiences through descriptive words (e.g. "This bowl of beans is a bit warm to touch. I would call it tepid."). ▪ Make request using specific attributes and category (e.g. "Bring me the green towel. I need a cloth towel for this clean up."). ▪ Provide opportunities for child to listen for new words in the environment and identify them when heard (e.g. "The man working on the sink said 'wrench.' I wonder which tool is the wrench."). ▪ Make photo "books" for child for identifying people, places, or animals. ▪ Play "placement games" to show understanding of prepositions (i.e. "Put the ball under/on top of/beside the table."). ▪ Converse naturally about what child is doing, hearing,

			<p>or watching.</p> <ul style="list-style-type: none"> ▪ Facilitate and encourage peer language interactions in activities, pretend play, and outings. ▪ Provide opportunities for child to view art from their own culture, and other cultures. Explain related stories (e.g. traditional clothing, flags, totem poles, jewelry). ▪ Invite family members and community leaders to tell stories rich with cultural language and images. ▪ Include child in family and community activities that include traditional songs, stories, and dances. ▪ Choose language rich experiences (library, zoo, parks, shopping). ▪ Discuss concepts from stories read and encourage retelling. ▪ Expand a child's vocabulary for comparison and contrasting objects and actions (e.g. Soup is hotter than milk and cereal. Some people play football and some play soccer. Blue is like the sky, but green is like the grass. We can play outside when the sun is shining. But, today we cannot play outside because the rain made the ground too muddy).
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses phrases and sentences with functional and descriptive vocabulary.	<ul style="list-style-type: none"> ▪ Uses sentences three to seven words in length. ▪ Takes turns in conversation. ▪ Answers why, what, and where questions. ▪ Retells an event or story. ▪ Answers simple comprehension questions from a story read aloud. ▪ Memorizes and recites simple songs and finger plays. ▪ Uses new vocabulary in spontaneous speech. ▪ Asks the meaning of unfamiliar words and then experiments with using them. ▪ Uses words to further describe actions or adjectives (running fast, playing well). ▪ Uses multiple words to explain ideas (e.g. "The dog and the cat and my daddy were all running on the same sidewalk."). ▪ Uses words to express emotions (happy, sad, tired, or scared). ▪ Uses complex vocabulary to describe events. 	<ul style="list-style-type: none"> ▪ When talking with a child in conversation, make ample wait time for the child's response. ▪ Provide experiences in the community and discuss them with the child. ▪ Talk, sign, sing, and read, encouraging the child to offer words, signs, and conversation with you. ▪ Ask questions related to stories read. These can be questions to test the child's understanding of the story, but also ask real questions for which you do not know answers. Have a real conversation. ▪ Encourage word play. ▪ Introduce rhyming words through word play (e.g. "Bat, bat, bat, cat, cat, cat, that, that, that, kersplat!"). ▪ Model for the child how to use and expand language (jokes, rhymes, songs). ▪ Encourage child to repeat rhymes, short poems, and expressions of courtesy (e.g. "I like the dinner, thank you".). ▪ Support meaningful use of language for dual language learners (DLL) by avoiding translating everything for child and by using props, gestures, role-plays, pictures, physical movements, and demonstrations. ▪ Engage child in play for using a varied vocabulary to describe emotions (frustrated, discouraged, thrilled, confused). ▪ Model good grammar and avoid baby talk.

			<ul style="list-style-type: none"> ▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?"). ▪ Provide materials and opportunity to use prewritten language and discuss written communication. ▪ Offer dramatic play opportunity both indoors and outdoors and in songs, poems, stories, as well as toys and equipment for props. This encourages speaking, listening, and conversation. ▪ Respond to child's descriptive talk with synonyms (child says, "Big," adult says, "Huge.").
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****GRAMMAR AND SYNTAX****GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses basic conventions of grammar and syntax.	<ul style="list-style-type: none"> ▪ Uses articles in sentences (the ball, a cat). ▪ Uses complete sentences in conversations during play with peers. ▪ Begins to use correct question forms. ▪ Begins to use prepositions. ▪ Talks in sentences with five to six words to describe people, places, and events. ▪ Uses more complex grammar and parts of speech. ▪ Describes a task, project, and/or event sequentially in three or more sentences. ▪ Asks questions for information/clarification. ▪ Uses sequence sentences in logical order. ▪ Starts using and understanding past, present, and future tense. ▪ Begins to correctly use subject and verb tense. ▪ Strings multiple sentences together in logical order. ▪ Uses complex grammar and parts of speech. ▪ Combines more than one idea using complex sentences. 	<ul style="list-style-type: none"> ▪ Engage child in conversation and give wait time for a response. ▪ Provide multiple experiences in the community and discuss them. ▪ Talk, sign, sing, and read to child. ▪ Model adult sentences in conversation. ▪ Ask open-ended questions (e.g. "What do you think?" "What do you think will happen if . . . ?" "What if . . . ?"). After child answers, repeat the answer in a complete sentence or sentences. ▪ Engage child in meaningful conversations during daily routines. ▪ Set aside a regular time during daily routines to engage child in meaningful conversation (if child is bilingual, talk with the child in both languages, at different times of the day). ▪ Let child know that you recognize all languages and means of expression as a valid means of communication. ▪ When reading with child, point out how text progresses from word to sentence to paragraphs. ▪ Model good grammar. ▪ Ask real questions, rather than questions for which you already know the answer. ▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?").

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****COMPREHENSION****GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Demonstrates increased comprehension of language structure and content and vocabulary.	<ul style="list-style-type: none"> ▪ Responds to simple questions. ▪ Use location phrases correctly. ▪ Responds to “wh” questions (what, when). ▪ Recall information and sequences from stories and poems. ▪ Recognizes and responds appropriately to nonverbal cues. ▪ Follows directions that involve a two- or three-step sequence of actions, which may not be related (i.e. “Please pick up your toys and then get your shoes.”). ▪ Extends/expands the thought or idea expressed by another. ▪ Engages in conversation that develops a thought or idea (tells about a past or future event). ▪ Understands quantitative concepts (How many more chairs do we need?). ▪ Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues. ▪ Comprehends analogies. ▪ Understands complex sentences. 	<ul style="list-style-type: none"> ▪ Talk, sign, sing, and read to child. ▪ Read colorful books to child. ▪ Play advanced word games (I Spy). ▪ Use the environment to encourage discussion of familiar objects, places, and people. ▪ Use adult-like language when conversing. ▪ Help the child explain experiences through the use of descriptive language. ▪ Discuss concepts from stories read. ▪ Establish routines in the child’s world. ▪ Compare and contrast objects and actions for the child. ▪ Play games that involve two- and three-step directions, (e.g. “Crawl through the tunnel, run to the fences, and sit down.”).

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LANGUAGE

EXPRESSIVE/ORAL LANGUAGE

GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Follows social conventions of language to access, gain, and share information.</p>	<ul style="list-style-type: none"> ▪ Responds to questions. ▪ Takes turns in conversation. ▪ Talks in sentences. ▪ Uses words to protest. ▪ Relates past or future events. ▪ Asks questions to obtain information. ▪ Participates in conversations about a variety of topics. ▪ Engages in conversation with peers and adults. ▪ Uses words and phrases to relate observations, concepts, ideas, and relationships. ▪ Interprets written symbols, pictures, and letters to a listener. ▪ Uses words to express feelings of self and others. ▪ Uses polite words, such as please and thank you, and some warm ups and softeners, such as "When you are done, I can play here." ▪ Uses own words to retell a story or to discuss an event in life. 	<ul style="list-style-type: none"> ▪ Engage a child in conversation and give wait time for response. ▪ Provide multiple experiences in the community and discuss them. ▪ Talk, sign, sing, and read to child. ▪ Discuss concepts related to stories read. ▪ Encourage word play. ▪ Introduce rhyming words through word play. ▪ Encourage and model dramatic play (pretend play). ▪ Tell child stories from diverse cultures. ▪ Engage child in conversations that lend themselves to expressing different ideas (explanatory talk, conversations about science). ▪ Talk about daily events with child. ▪ Provide opportunities for child to create, act out, or tell make believe stories. Write them down as the child tells the story out loud. ▪ Encourage child to express feelings verbally. ▪ Introduce a variety of new experiences to child (library, zoo, parks, shopping). ▪ Use expanded adult language when conversing. ▪ Establish routines in the child's world. ▪ Compare and contrast objects and actions for the child.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Recognizes phonemes as both initial and ending sounds.	<ul style="list-style-type: none"> ▪ Discriminates letter sounds that are the same and different (La, la, la, da, da, da). ▪ Discriminates one sound out of many. ▪ Joins in and repeats rhyming songs, finger plays, and poems. ▪ Listens for a particular word. ▪ Shows beginning understanding of rhyme and alliteration. ▪ Recognizes the similar initial sounds of words (bug, bat, boy). ▪ Makes three or more letter-sound correspondences (e.g. identifies that “mommy, Mary, and mat” all begin with an m sound). ▪ Finds objects in a picture with the same beginning sound, with assistance. ▪ Makes up silly words and rhymes. ▪ Differentiates between similar-sounding words (three and tree). ▪ Fills in the missing rhyming word in a song or story. ▪ Identifies the beginning sound of familiar words. 	<ul style="list-style-type: none"> ▪ Engage child in sound discrimination activities (sound canisters). ▪ Engage child in rhythm activities that focus on repetitious phonemes. ▪ Identify a sound for children and ask them to listen for that sound as you read a simple story or poem with that sound. ▪ Have child complete sentences in familiar and predictable books and stories (Brown Bear, Brown Bear; What Do You See?). ▪ Use music that emphasizes listening and responding. ▪ Make up own silly songs and chants with the child. Point out specific sounds and ask for that sound to be included in the creations. ▪ Play rhyming games (e.g. “berry, hairy, scary” or “rain, pain, lane”). ▪ Sing word songs, leaving out parts as you sing along (a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or a clap). ▪ When reading to child or children include them by involving them in the storytelling (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions). ▪ Use structured opportunities to practice rhyming. ▪ Play sound matching and discrimination games. ▪ Use rhythm instruments to beat out syllables in words

			<p>(drums, sticks, pans, spoons).</p> <ul style="list-style-type: none">▪ Have child complete sentences in familiar and predictable books and stories.▪ Use same activities for previous age group.
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Recognizes letters as special symbols to represent spoken language.</p>	<ul style="list-style-type: none"> ▪ Sings alphabet songs. ▪ Knows that letters are symbols with individual names. ▪ Names and recognizes some letters in their own name. ▪ Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores). ▪ Recognizes beginning letters in familiar words (Mom, classmates' names). ▪ Begins to make letter/sound connections. ▪ Recognizes the difference between numbers and letters. 	<ul style="list-style-type: none"> ▪ Offer lotto games and puzzles that include letters. ▪ Make letters with a variety of materials (play dough, sand, shaving cream, and blocks). ▪ Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores). ▪ Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, and other familiar people or objects. Point to objects in the environment that begin with the same letter. ▪ Read alphabet books with child. ▪ Immerse child in age-appropriate songs that focus on letter-sound recognition. ▪ Engage child in activities where he/she can manipulate and copy letters using different textures, tools, and mediums (let the child play with large sponge letters). ▪ Provide physical/motor activities to practice letter shapes (make letters with body parts, make a letter on the floor with yarn, chalk huge letters on pavement and walk around them). ▪ Identify letters and their sounds as you read books. Point out familiar letters, then, ask child to choose letters they would like to point out. ▪ Comment on similarities and differences in shapes of letters. ▪ Post children's names and pictures and encourage

			<p>children to share those posts with each other.</p> <ul style="list-style-type: none"> ▪ Label areas in environment with sentences (e.g. Sit at Table 1, Sit at Table 2, Sit at Table 3; Wash your hands. Open the door.). ▪ Provide "letter wall" to practice matching letters and word beginnings. ▪ Plan activities where children use symbols and letters to represent actions or people (e.g. Have children choose a smiling face or a frowning face to show their preferences for toys, or stories, or songs; or in Post Office play, have children match pre-written named envelopes to a child's name on the cubbies).
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Knows that languages and words have a written form that can be read, and shows awareness of reading conventions.</p>	<ul style="list-style-type: none"> ▪ Identifies or recognizes signs, symbols, or labels in the environment. ▪ Identifies some letters in own name, and some letters in others names. ▪ Enjoys following along as book is read. ▪ Begins to read books from front to back and recognizes front and back of book. ▪ Turns pages one at a time. ▪ Differentiates between print and pictures. ▪ Knows that printed text carries meaning when read. ▪ Recognizes that written words represent spoken words. ▪ Shows understanding that letters make up words. ▪ Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. ▪ Differentiates between letters and numbers. ▪ Identifies words that look similar and different, with assistance. ▪ Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text). 	<ul style="list-style-type: none"> ▪ Read daily to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Encourage child to follow the text with movement, mime, or choral reading. ▪ Write child's name to label personal items, cubby. ▪ Write child's dictated stories and read back to them. ▪ Assist child in creating books and other printed materials in home language and other languages. ▪ When reading with child, use punctuation to create natural breaks (point to the period to indicate the end of the sentence). ▪ Keep a variety of fiction and non-fiction books, poetry, etc., where child can reach them and look through them. Place books near couch, chairs, pillows, and or bed. ▪ Add books and print-rich material to all play areas (cookbooks and shopping lists in play kitchen, mechanic manuals with play cars). ▪ Provide opportunities and materials to create books; having children draw pictures and dictate text. ▪ Uses both letters and numbers when writing for children. ▪ Make regular visits to the library. ▪ Allow children to select books.

			<ul style="list-style-type: none">▪ Label shelves and toy containers with picture and printed word.
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LITERACY

READING

GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Understands information from oral stories, reading books, and pictures.</p>	<ul style="list-style-type: none"> ▪ Recognizes some words, including their own names, when spelled out in letters. ▪ Uses pictures to predict a story. ▪ Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. ▪ Orally fills in or completes familiar text when looking at picture books. ▪ Tells own stories with conventions (“once upon a time...”). Begins to make predictions for what comes next in the story. ▪ Describes character and events in stories. ▪ Explores characters in stories with puppets, dramatic play, and flannel board figures. ▪ Begins to make personal connections to character and events in a story and relating to real life experiences. ▪ Begins to understand the sequence of a story (beginning, middle, and end). ▪ Makes up an ending for a story. ▪ Distinguishes between fictional story books and non-fiction information books with assistance. ▪ Recognizes that oral language has a written counterpart (a spoken phrase can be written and read). 	<ul style="list-style-type: none"> ▪ Read daily to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Provide child with literary props. ▪ Ask child to make predictions about a story and draw connections to themselves. ▪ Show the cover of a book and ask child to predict what will happen in the story. ▪ When reading or telling stories with child, change roles; have the child become the storyteller and “read” to you. ▪ When reading a favorite story with child, pause before an often repeated word and give him/her the opportunity to say the word. ▪ Engage with child in retelling a recently read or listened to story. ▪ Assist child in illustrating verses from popular children’s songs. ▪ Engage child in looking at wordless picture books, tell the story in your own words, and then encourage child to tell their own version of the story based on the pictures. ▪ Encourage child to discuss their ideas, feelings, and opinions about a book or story. ▪ Make regular visits to the library. ▪ Allow children to select books.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 60: READING - CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Uses books and written materials to gain information and enjoyment in a variety of settings.</p>	<ul style="list-style-type: none"> ▪ Recognizes that print is read in stories. ▪ Uses maps, menus, cookbooks, dictionaries during play. ▪ Uses printed materials for entertainment (pretending to read). ▪ Recognizes that different text forms have different purposes (grocery list is different than a written story). ▪ Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message). ▪ Realizes that letters and words represent ideas and feelings. ▪ Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge). ▪ Selects books to read. ▪ Cares appropriately for books and pictures. ▪ Uses signs in the environment for information. ▪ Finds information in books. 	<ul style="list-style-type: none"> ▪ Read a variety of print including magazines, maps, menus, recipes, environmental print. ▪ Make homemade books using logos, cereal box fronts, and other print forms. ▪ Play games using maps to find hidden treasures within the home or school. ▪ Use reference books to look up information in response to child's questions (i.e. "I don't know; let's look it up."). ▪ Use cookbooks with pictures instead of words to give a recipe. ▪ Provide opportunities for child to help put something together based on printed directions. Let child help you and show the child the instructions. ▪ Provide opportunities for child to write and read messages to other children (put SAVE sign on a block or building bricks construction). ▪ Refer to repair manuals, menus, cookbooks, phone books, and internet sites for information; and place in play areas. ▪ Discuss different cultures and traditions in stories from different regions of the world. ▪ Re-read favorite stories. ▪ Make regular visits to the library. ▪ Allow children to select books.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Represents ideas and spoken language using drawing, scribbles, symbols, and letters.</p>	<ul style="list-style-type: none"> ▪ Uses horizontal scribbling with breaks or separate marks to represent writing. ▪ Creates representational drawings. ▪ Uses pictures, symbols, and letters to convey meaning. ▪ Knows that alphabet letters are a special category of graphics that can be individually named and written. ▪ Uses different marks for writing and drawing. ▪ Uses scribbling and letter-like symbols to represent their name. ▪ Attempts to copy one or more letters of the alphabet. ▪ Labels pictures using letter-like marks. ▪ Shows awareness of the difference between own writing and conventional print. ▪ Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children). ▪ Uses letters to represent sounds in words. ▪ Prints some alphabet letters for given letter names. ▪ Recognizes the difference between letters and numbers. 	<ul style="list-style-type: none"> ▪ Provide a variety of writing and drawing tools with different kinds of paper (tablets, shopping lists, loose paper, sandpaper, etc.). ▪ Model writing by writing and using lists, letters, daily log of classroom activities, and notes stating the words as they are written. ▪ Offer to write the child's dictated words to label a drawing or tell a story. ▪ Encourage the use of creative spelling to label pictures, write name, and write notes to family and community members. ▪ Use the letters of the alphabet as they come up in real life situations. ▪ Call attention to names of children that begin with the same alphabet letter. ▪ Guide the child in writing his or her own name. ▪ Offer multiple tools for writing, including markers, chalk, paint brushes, finger paints, crayons, pencils and pens, and shaving cream or play dough. ▪ Give child a personal journal to write their name and draw pictures. ▪ Provide opportunities for child to write letters, lists, invitations, cards, and notes. ▪ Serve as the "scribe" (writer) for a child's dictated story, and then have child draw the illustrations to go with text. ▪ Encourage children to describe their artwork and label it with child's dictation.

			<ul style="list-style-type: none">▪ Create games for child to pretend to be the letters of the alphabet, and have others guess what the child is representing.
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 62: WRITING - CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Writes and draws with increasing coordination using a variety of tools.	<ul style="list-style-type: none"> ▪ Shows hand preference for writing. ▪ Uses whole arm and finger movements to write. ▪ Intentionally scribbles to convey meaning; tells caregiver what it means. ▪ May scatter letters and letter-like symbols on page, interspersed with scribbles. ▪ Makes strings of letters or marks from left to right. ▪ Uses tripod grasp to hold writing tools. ▪ Uses letter-like symbols to represent words. ▪ Copies simple shapes. ▪ Draws basic geometric shapes (circle, triangle), though they may be distorted. ▪ May write letters upside down or sideways when writing name. ▪ Uses invented spelling with letters and marks to represent words. ▪ Writes some letters or numerals. ▪ Attempts to copy words from print. ▪ Uses pretend writing activities during play that represent print conventions in home language (vertical for Chinese, right to left Arabic). ▪ Uses letters and symbols to label or convey directions (SV for a "save" sign when block building). 	<ul style="list-style-type: none"> ▪ Model the process of drawing lines, circles, and names. ▪ Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with). ▪ Encourage appropriate grasp to hold writing and drawing tools. ▪ Encourage preferred hand for writing and drawing. ▪ Engage child in activities to develop fine motor control (clay, play dough, lacing boards, beads, stencils, lighted peg games, eye-droppers, tongs, and clothespins). ▪ Cut child's name into a puzzle, and have them put it back together in proper order. ▪ Provide an accessible writing area for child with smooth writing surface, writing tools, and paper. ▪ Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes. ▪ Positively acknowledge child's attempt to write. Ask them to read you their words. ▪ Provide a "sign-in book" for child to sign in each day. ▪ Ask child to "sign" artwork, cards, and letters. ▪ Point out the shapes of individual letters to help child learn letters. ▪ Write down child's dictations and read back exactly what he/she said (for English Language Learner, in both languages).

			<ul style="list-style-type: none"> ▪ Provide opportunities to talk about what child notices about two different writing systems (especially appropriate for ELL and bilingual/multilingual children). ▪ Provide a variety of writing materials in dramatic play areas, art area, with blocks, cars, etc. Engage child in using materials (take orders for pizza using a notepad in the play kitchen, make tickets to see the art museum, write speeding tickets when playing cars, draw and label a block structure when child is finished building it). ▪ Explain to child the reason you are writing something (e.g. "We will write a list so that we know what to buy at the grocery store." or "Let's write a thank you note.").
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 63: WRITING - CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Makes scribbles, pictures, symbols and letters with meaning and purpose.	<ul style="list-style-type: none"> ▪ Tells ideas and stories, songs, rhymes, and asks adult to write them out. ▪ Makes scribbles and pictures to express an idea. ▪ Makes representational, letter-like scribbles and marks. ▪ Uses letter-like symbols to make lists, write messages, and write stories. ▪ Copies some environmental print/symbols. ▪ Creates notes and messages for a purpose. ▪ Makes signs and messages for peers (e.g. SAV TOWR in blocks, DO NOT TOUCH by item brought from home). ▪ Creates written items for dramatic play, such as trike traffic signs, hospital charts, or store sign for grocery play. ▪ Writes own name using letters or letter-like symbols. 	<ul style="list-style-type: none"> ▪ Model and offer practice in drawing lines, circles, and triangles. ▪ Provide a variety of drawing mediums (finger paint, paint with easel, sidewalk chalk, and markers). ▪ Write notes to the child and read them together. ▪ Write a story as a small group, writing down children's exact ideas and words. ▪ Write picture word recipe with children for classroom cooking. ▪ Measure the growth of plants (bean seeds, bulbs) in science area or garden and keep a daily record of changes. ▪ Make graphs of current topics or votes during group meetings (favorite pizza toppings, kinds of shoes). ▪ Write and deliver a note to another class asking to borrow a piece of equipment or ask a question. ▪ Provide writing materials in all areas of classroom and outdoors (as needed). ▪ Make picture strips with word label to show sequences of class schedule or tasks (hand washing). Include individual children or small group in making labels. ▪ Encourage use of creative spelling to label pictures, write name, and write notes to family and community members.

Goal 64 NOTE: This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language.
 Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS

DUAL LANGUAGE ACQUISITION

GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<ul style="list-style-type: none"> ▪ Recalls words from simple songs in home language and recognizes words from songs in English. ▪ Occasionally inserts words from home language while speaking English. ▪ Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English). ▪ Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language. ▪ Focuses on the meaning of words rather than grammar in acquiring spoken English language competency. ▪ Follows linguistic rules of home language and constructs own rules for English. ▪ Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate. ▪ A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at. 	<ul style="list-style-type: none"> ▪ Provide picture books in child’s native language and in English. ▪ Teach school concepts in both languages. ▪ Label shelves and toy containers with pictures and both written languages, each language consistently color coded (red: English; blue: Spanish; green: Bosnian). ▪ Teach songs and finger plays in child’s native language and in English. ▪ Encourage the use of English in school by providing a safe, responsive audience. ▪ Model new concepts with pictures and actions paired with English words. ▪ Wait for child “to find” English word when asking a question or needing a response. ▪ Provide a lot of repetition when introducing new concepts. ▪ Help child develop reasoning skills through use of home language. ▪ Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English. ▪ Identify and explain patterns in errors of spoken English to help child acquire language competency (note: do

			<p>not correct child but guide child by example).</p> <ul style="list-style-type: none"> ▪ Model positive vocabulary learning strategies (reading cues from the context). ▪ Help native, English-speaking children understand the English Language Learner's speech and vocabulary. ▪ Establish a consistent daily routine that promotes a sense of security. ▪ Learn tone, key words, and common gestures of child's home language. ▪ All instruction must be sensitive to the child's conceptual understanding in both the home language(s) and English.
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