

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
60 Months through Kindergarten	Interprets messages in conversations, directions, music, and in increasingly complex stories.	<ul style="list-style-type: none"> ▪ Attends to book reading/story telling for at least five minutes. ▪ Independently acts out parts of books, video, or song after listening. ▪ Responds accordingly to multi-step unrelated directions. ▪ Listens to others in group discussions, and takes turns responding appropriately. ▪ Asks for clarification for complex directions. ▪ Interprets subtle differences in tones and cadences that carry meaning (e.g. recognizes the difference between humorous and serious voice inflection, questions, and statements). ▪ With prompting and support, can ask and answer questions about key details in a story read or told story. 	<ul style="list-style-type: none"> ▪ Read and tell increasing longer stories and books and engage children in conversations about what they heard. ▪ Offer art materials for children to draw and create about what they heard in stories, poems, and songs. ▪ Provide props and puppets for children to recreate stories and poems they heard. ▪ Provide opportunities for child to be heard, to promote listening skills during group conversations (child must listen when other children speak). ▪ Create times when children in groups come together to listen to information (e.g. elder tells story during circle time; caregiver explains significance of totem pole characters). ▪ Give increasingly complex oral instructions for a project or task. ▪ Facilitate group discussions to make plans and solve problems, then have the children take action on the plans, and then return to their plans to see if they followed their plan. ▪ Listen to an audio story, a story on the radio, or musical selection with child and help interpret the story through words, art forms, dance, or drama.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: COMMUNICATION****ORAL COMMUNICATION****GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Adjusts communication to conversational and situational contexts.	<ul style="list-style-type: none"> ▪ Initiates conversations by making statements and asking questions. ▪ Expresses an idea in more than one way. ▪ Adjusts communication style to listener (e.g. when talking to a younger child, uses simple words). ▪ Uses character voices when retelling a story or event. ▪ With prompting and support, asks and answers key questions about text. ▪ Draws representational pictures with objects and people to communicate an idea or event. ▪ Makes simple stories using pictures, personal experience, or culture and some words. ▪ Talks about a problem with peers or adult to find a solution. ▪ Negotiates play themes, rules, and conflicts with other children. ▪ Counts rote, and then with one to one correspondence to engage in conversations about numbers. ▪ Solves word problems about counting, simple addition, and simple subtraction. ▪ Describes objects in the environment using names of shapes and measurable attributes. 	<ul style="list-style-type: none"> ▪ Engage child in conversation about a child-selected photograph or object. ▪ Offer props, instruments, and puppets to recognize and encourage children to communicate in alternate ways (i.e. dance, drumming, sign, and storytelling) with instruments and props. ▪ Have older child play and socialize in the home language with a younger child. ▪ Provide opportunities for child to speak publicly for a small group and acknowledge him/her in the effort. ▪ Reduce a complicated story to seven or eight action sentences and act out movements with child (especially in support of English Language Learner). Offer to be the "writer" or "scribe" to write messages and stories for children. ▪ Provide blank "books," folded and stapled paper for children's drawing, dictation, and beginning writing. ▪ Provide play opportunities that include materials for child to practice oral and written communication skills (video and sound recorders, writing implements, paper, story props, and telephone). ▪ Offer dramatic play themes where talking and listening are prominent (e.g. hospital, camping, office, school, housekeeping, firefighter). ▪ In daily activities, support verbal problem solving and negotiating (e.g. "How can we solve this problem since you both want to take a turn on the scooter?").

			<ul style="list-style-type: none"> ▪ Ask questions and offer conversation content that includes computation and problem solving (e.g. "Jordie and his family went to see Grandma for a whole week. Their car must have been full of people and suitcases."). ▪ Embellish a child's utterances (e.g. "You showed the ring to us. It is a brass ring."). ▪ Suggest the beginnings of descriptions of objects and situations ("Tell me about how you built that tall tower with blocks." "Why do you think....?").
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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
60 Months through Kindergarten	Uses more complex social conventions in communication with adults and peers.	<ul style="list-style-type: none"> ▪ Uses language (signs) and gestures with different audiences (uses different words with peers and adults), most of the time. ▪ Uses words, gestures, and tone of voice appropriate to the situation and person, depending upon the purpose (e.g. to tell stories, get information, or to ask for help). ▪ Adjusts intonation and volume in a variety of settings. ▪ Uses vocabulary, phrases, and expressions common to local cultural environments. ▪ Engages and takes turn appropriately in tone, words, and gestures with peers during play. 	<ul style="list-style-type: none"> ▪ Engage child in play and conversations that help him/her practice appropriate social conventions (pretend to go to the grocery store or post office). ▪ Provide opportunities for child to engage in conversations in a variety of situations (at the playground with peers, at the post office with the postal worker, elders at family and community gatherings). ▪ Talk about how to greet adults/elders before visitors come to classroom, or before a field trip. Help children think of questions and comments they might ask of a classroom visitor. Practice asking or commenting using a puppet. ▪ Model culturally appropriate greetings, asking of questions, turn-taking, and other conventions of communication (e.g. when to shake hands, raise hand to speak in a group, acknowledge someone who is initiating a conversation with you).

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Responds to increasingly complex vocabulary and ideas to interpret different situations and experiences.	<ul style="list-style-type: none"> ▪ Responds to an increasing number of technical and specialized words (pediatrician is a child's doctor). ▪ Recognizes words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms). ▪ Engages hands-on learning and play that builds upon conceptual meaning of words including art, music, and traditions of child's family and culture. ▪ Represents addition and subtraction with objects, fingers, and models. ▪ Uses number words and number concepts to solve simple addition and subtraction word problems. ▪ Directly compares two objects with a measurable attribute. ▪ Can follow a 3-4 step series of verbal instructions with actions. 	<ul style="list-style-type: none"> ▪ Positively acknowledge child when he/she demonstrates understanding of new words. ▪ Build and expand on what child says by using more complex vocabulary. ▪ If you choose to view television, select quality children's programs for not more than 1-2 hours per day, watch with the child, and discuss with the child about the meaning of the vocabulary used. ▪ Offer games with multi-step directions, including board games and active physical games. ▪ Offer everyday routines that require following oral directions (e.g. "Go to your cubby, get your coat, and your lunch, and choose a friend, and then go to the table you like."). ▪ Encourage dramatic play where children listen and respond to keep the play going (e.g. doctor-patient clerk-shopper, restaurant-customer, or teacher-student). ▪ Offer science activities where children must listen to information, then carry out an experiment using that information.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LANGUAGE

VOCABULARY

GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Expands vocabulary and uses new combinations to express ideas and concepts.</p>	<ul style="list-style-type: none"> ▪ Expresses most feelings and emotions using words. ▪ Names some non-present objects using appropriate words. Uses words correctly to indicate understanding. ▪ Defines words, with assistance (e.g. "Firefighters put out fires."). ▪ Constructs viable arguments and the reasoning of others. ▪ Using number words and concepts, solves simple addition and subtraction word problems. ▪ Describe measurable attributes of objects. ▪ Directly compares two objects with a measurable attribute. ▪ Classifies objects. ▪ Describes objects and actions using adjectives and adverbs. ▪ Correctly names shapes regardless of their orientation. 	<ul style="list-style-type: none"> ▪ Play word games with child to encourage the use of new words. ▪ Engage child in making up rhymes. ▪ Ask questions that encourage child to use abstract vocabulary to express complex ideas (e.g. "What would this look like if...?"). ▪ Demonstrate, explain, and provide opportunities for child to understand how a word with the same sound can mean two different things (here and hear). ▪ Describe and explain the benefits of learning two or more languages and cultures, and compare words and concepts between the languages and cultures with child. ▪ Model rich vocabulary in context (when pointing to object instead of saying, "thing," name the object). ▪ Repeat comments that the child and peers make. ▪ Expand and embellish a child's utterances, adding vocabulary (e.g. "Jordie says he likes going to ball games with his dad. Sometimes people go to the stadium and sit in the bleachers to watch the game."). ▪ Using familiar tunes, engage children to make up new words (e.g. to the tune of Wheels on the Bus... "The soup in the pot is vegetable, vegetable, vegetable. The stock in the pot is beefy broth. The vegies in the pot are tomatoes and corn, onions, and peas and beans.").

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
60 Months through Kindergarten	Uses most conventions in language form and structure.	<ul style="list-style-type: none"> ▪ Uses lengthened and complex sentences. ▪ Uses multiple sentences to communicate experiences and tell a story. Expresses different tenses. ▪ Demonstrates beginning skills in using sentences in a logical sequence. ▪ Uses sentences (in child's home language) that show an emergence of grammatical correctness with subject/verb agreement. ▪ Gradually generalizes using correct, accepted grammar. ▪ Continues to add grammatical morphemes (smallest grammatical unit) in a regular order (e.g. sad is a word but adding the morpheme, "ness" changes the word to "sadness," or the word "jump," becomes "jumped" when one adds the morpheme, "ed.") ▪ Gradually produces complex grammatical structures, adding adjectives, adverbs, and phrases to the basic verb/noun sentence. ▪ Uses mostly appropriate verb-tenses for present, past, future with regular verbs and some irregular verbs. ▪ Begins to notice when simple sentences do not make sense. Uses descriptive words when speaking ("very, very, very HUGE bear"). 	<ul style="list-style-type: none"> ▪ Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest. ▪ Model correct grammar in your responses when child experiments with grammar. ▪ Provide opportunities for child to figure out and say the correct phrase, through a game like, "Which is Correct?" (e.g. "Which is correct? - 'The bird blue big flew the nest a round' or, 'The big blue bird flew around the nest?' "). ▪ Respond to child's stories and descriptions of events. ▪ Show value for regional variations of language; compare similarities and differences between languages, including academic school English. ▪ Encourage child to use prepositional phrases in answer to questions (e.g. "Where are your shoes?" "They are under the bed."). ▪ Engage child in motor activities in which they demonstrate relationships to objects in the environment. Describe what they are doing (e.g. "Crawl under the table." "Walk around the tree." "Crawl in the box." "Crawl out of the box."). ▪ Encourage child to respond to questions in complete sentences by modeling complete sentences. ▪ Offer unfamiliar props for dramatic play areas to encourage discussion among the children.

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
60 Months through Kindergarten	Uses language structure and content to interpret their world with increased flexibility and complexity.	<ul style="list-style-type: none"> ▪ Follows two-part and three-part directions in settings and situations that are unfamiliar to the daily routine. ▪ Uses and understands complex sentences in the home language. ▪ Plays with language (jokes, riddles, rhyming words, or words that sound fun together). ▪ Uses non-verbal responses to represent ideas or information through drawing, signing, gestures, acting, or singing; with assistance. ▪ Independently retells simple stories in sequence and with detailed vocabulary. ▪ Solves addition and subtraction word problems. ▪ Recognizes subtleties in communication. ▪ Addresses problems with reasons for point of view and critiques the reasoning of others. 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and provide opportunities for child to play word games (making puns, asking riddles). ▪ Provide opportunities for child to listen to stories and allow time for discussion and interaction and activities. ▪ Post picture collages of children's families and have children tell stories about the collages. Use a game or song to help child learn to repeat multi-step directions by acting out the directions. ▪ Have child act out or role play a story or legend to show comprehension. "Interview" child afterward from his/her character's perspective. ▪ Support children's conflict resolution by encouraging the use of spoken reasons and listening to another child's point of view. Seek options and alternatives negotiated by children.

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
60 Months through Kindergarten	<p>Uses language to address functional needs, to solve complex problems, and to create ideas and schemes.</p>	<ul style="list-style-type: none"> ▪ Describes the details of a recent event or occurrence. Tells stories with descriptions of characters, settings, and events. ▪ Uses words to negotiate emotional situations and disagreements. ▪ Enjoys listening to stories from diverse cultures and unfamiliar situations. ▪ Makes up stories. ▪ Tells jokes to elicit others' laughter. ▪ Creates made-up words and jokes. ▪ Identifies whether the number of objects in one group is greater than. ▪ Solves simple addition and subtraction word problems. ▪ Describes measurable attributes of objects. ▪ Directly compares two objects with a measurable attribute. ▪ Classifies and describes objects. ▪ Correctly names shapes regardless of their orientation. 	<ul style="list-style-type: none"> ▪ Make time daily to engage child in different types of conversation (talking about daily events, re-telling or constructing multi-sequence stories). ▪ As children negotiate conflicts or activities with each other, offer prompts and vocabulary to help them reach agreement. ▪ When telling stories from different cultures or unfamiliar situations, engage children with real questions and offer comment to their responses and shows of curiosity. ▪ Provide child with opportunities to talk about use of technology in daily life. ▪ Use routine experiences to assist children in solving word problems, using measurement, and addressing comparisons and contrasts (e.g. deciding how many rolls are left and how many children are still hungry; or wondering which of the blocks will best fit for making a fence around the toy barn).

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Identifies individual sounds in words and manipulates beginning, ending, and some middle sounds.	<ul style="list-style-type: none"> ▪ Matches picture with articulated initial letter sound (matches the picture of a dog with the sound “d”). ▪ Begins to recognize vowel sounds, with assistance. ▪ Begins to blend individual letter sounds to make a new word, with assistance (e.g. “b,” “a,” “l”. What’s the word? “Ball”). ▪ Recognizes which segment of a word is left off when spoken aloud (e.g. “picture,” and can recognize the “p” is left off when “icture” is said). ▪ When given a word (“man”) and a new beginning sound (“f”), can create the familiar word (“fan”). ▪ Divides words into syllables, with assistance. ▪ Begins to create and invent words by substituting one sound for another (bandaid and dambaid). 	<ul style="list-style-type: none"> ▪ Speak clearly, more slowly, and articulate words to child. ▪ Demonstrate, explain, and provide opportunities for child to pronounce words correctly, enunciating each part of word clearly. ▪ Focus on parts of the word when presenting new words to child. ▪ Play listening games with child where he/she blends the onset (first part of a syllable) and rhymes (the ending part) into one word (r...an, m...an, then change it to r...ice, r...oad). ▪ Sing songs and break words/sounds apart as in “Twink-le, or “Lit...tle Lamb.” ▪ Focus on the sound at the beginning of a word, the ending sound, and finally the middle sound.

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
60 Months through Kindergarten	Uses letters, words, numbers, and a variety of symbols to represent oral language.	<ul style="list-style-type: none"> ▪ Demonstrates understanding that letters have a name and a sound. ▪ Makes many letter/sound matches. ▪ Identifies most letters when prompted. Identifies a numeral when prompted with a number word (0-20). ▪ Identifies symbols such as a + (plus), - (minus), and = (equal). ▪ Correctly identifies eleven or more upper and lower case letters. ▪ Correctly name shapes. 	<ul style="list-style-type: none"> ▪ Play simple word games. ▪ Point out letters in the environment, offer the name of the letter, and identify them with a child in daily routines and settings (e.g. trip to the grocery store, signs in the hallway, letters on bulletin boards). ▪ Identify frequently used words that appear in print, then, help the child point to the words and say the word (e.g. Mama, play, I, me). ▪ Fill a cookie tray or shallow box with a half-inch of sand and help child draw letters in the sand as they say the letters. ▪ Provide child with a variety of books that include stories, places, and people in diverse cultural settings. Point out how letters and words are different.

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
60 Months through Kindergarten	Demonstrates increasing skills in print directionality and understands that print holds meaning which can be read.	<ul style="list-style-type: none"> ▪ Demonstrates how to follow text in proper order on a written page while reading or following along (for English: left to right and top to bottom). ▪ Identifies numerals 0-20. ▪ Reads familiar sight words (names on cereal boxes). ▪ Reads some environmental print (bus, STOP). ▪ May recognize when something is written in his/her home language (ELL). ▪ Chooses books according to interests. ▪ Identifies and explains the role of the author and illustrator of a book. 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and provide opportunities for child to use books; introducing the parts of a book (title page, front and back covers). ▪ When reading with child, use punctuation to create natural breaks (e.g. "Let me finish this sentence before I answer your question." When the sentence is complete, point to the period to indicate the end of the sentence.). ▪ Use child-made books to identify parts of the book. ▪ Acknowledge child when he/she uses printed matter appropriately (looks at the picture on the cover page to find what the book is about). ▪ Provide a variety of printed materials including books in play areas (cookbooks, catalogues, junk mail, or magazines). ▪ Provide opportunities and materials to create books; having child dictate story and then draw pictures. Later dictate story and then draw illustrations. ▪ Label shelves and toy containers with picture and printed word; progress to print only. ▪ Suggest looking together for a reference book when child raises a question or seeks more information. ▪ Make regular visits to the library. ▪ Allow children to select books.

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
60 Months through Kindergarten	Interprets information from stories and printed material.	<ul style="list-style-type: none"> ▪ Knows that print conveys meaning. ▪ Compares stories with real life (e.g. "that can't really happen"). ▪ Uses pictures to infer or predict meaning in text read aloud and/or shared with others. ▪ Uses strategies such as questioning or predicting to comprehend printed material. ▪ Recalls a story with some level of detail pertaining to the characters and setting. ▪ May read some words and phrases in environmental settings ("That bathroom says "Boys," "There is a SAVE sign on the block tower."). ▪ Asks questions for clarification and further understanding. ▪ May ask to tell or read own story. 	<ul style="list-style-type: none"> ▪ Read part of the story in a book and ask child to predict how the story ends. ▪ Use simple stories to help child understand cause and effect (e.g. "Humpty-Dumpty broke into pieces. I wonder what happened."). ▪ Discuss the theme of the book or the "heart of the author's message." ▪ After reading text, allow time for child to discuss their ideas, feelings, and opinions about the book. ▪ Try to read/look up answers to questions with the child (e.g. for the question: "What should you wear today?" read the weather forecast in a printed form to find an answer). ▪ Reading books with number concepts (e.g. "Ten Black Dots," by Donald Crews). ▪ Make regular visits to the library. ▪ Allow children to select books. ▪ Suggest looking together for a reference book when child raises a question or seeks more information.

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
60 Months through Kindergarten	Uses books and a variety of written materials to expand knowledge and build on creative themes.	<ul style="list-style-type: none"> ▪ Recognizes function of common labels in the environment (restroom sign). ▪ Follows pictorial directions for cooking, assembling toys, and building models. ▪ May play board games with written cues and counting sequences (Chutes and Ladders, Candy Land). ▪ Makes up rhymes, word walls, and short stories. ▪ Uses books as a foundation for further creative activities (gets book on castles when block building). ▪ Uses print materials (such as sign and labels) to expand knowledge through investigation. ▪ May ask for more reference books or for internet information about a favorite subject. Directly compare two objects with a measurable attribute in common. 	<ul style="list-style-type: none"> ▪ Engage child in writing letters and cards to friends or family. ▪ Talk about weather-related icons with child. ▪ Identify and talk about different cultures and traditions represented in stories and books from different regions of the world. ▪ Using a family recipe, cook and follow directions to demonstrate how useful and fun these written materials can be. Write a recipe card/chart using pictures and words for child to follow. ▪ Promote family participation in literacy-related activities in both English and child's home language (ask parents to read their favorite book in their home language to child). ▪ Refer to gardening books in the spring when planting seeds with the child. ▪ Place auto repair manuals in the car and truck play area. ▪ Incorporate technology, including safe internet searching, with children to answer questions and find information. Help children think about choosing keywords in searches. ▪ 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
60 Months through Kindergarten	Writes and combines letters, numerals, and symbols to communicate.	<ul style="list-style-type: none"> ▪ Writes own name with some legibility. ▪ Prints some alphabet letters legibly. ▪ Writes some uppercase and lowercase letters, without assistance. ▪ Writes first names of others or some simple words. ▪ Writes some simple words on paper after adult segments words into individual sounds, out loud (c – l – a – p = clap). ▪ Write words from the near environment. ▪ Writes numerals 0-20 with some legibility. 	<ul style="list-style-type: none"> ▪ Print an uppercase letter on one shape and its matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters. ▪ Post the alphabet with upper and lower case letters in the classroom/writing area. ▪ Attach a chart of the alphabet and numerals on table tops where children write. Put writing tools and paper nearby. ▪ Provide templates of letters and numerals for children to practice writing. ▪ Post a number line and use it for counting, both rote and for number. ▪ Organize a special place for writing with a variety of paper, and writing tools. ▪ Model appropriate uppercase and lowercase letters while writing. ▪ Adapt the game "I Spy" to help child locate uppercase and lowercase letters. ▪ Provide real opportunities for child to practice writing letters of the alphabet (ask child to help in making signs, or help address an envelope). ▪ Provide many and varied opportunities and materials for child to write letters, lists, or notes in a variety of classroom areas (blocks, dramatic play, puppet theatre, math center). ▪ Help child make his or her own letter books with pictures.

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
60 Months through Kindergarten	Copies and writes shapes and symbols using beginning conventions of writing.	<ul style="list-style-type: none"> ▪ Uses multiple writing tools (paint, crayons, pencils, and/or pens) to create a picture or text. ▪ Uses invented spelling with letters and symbols to represent words and concepts. ▪ Uses standard format of writing such as left to right, top to bottom, and spaces between words. ▪ Demonstrates beginning of creative writing by using invented spelling and/or pictures to express an idea or story. ▪ Use books in a way to show that books and writing continue from page to page. Uses both numerals and letters appropriately in writing (words and numbers on lists, menus). ▪ Imitates common writing activities in play (letters, cards, menus). 	<ul style="list-style-type: none"> ▪ Engage child in activities to develop fine motor control (clay, play dough, lacing boards, beads, stencils, lighted peg games, and clothespins). ▪ Cut child's name into a puzzle, and have them put it back together in proper order. ▪ Dictate child's stories word for word and read it back. ▪ Provide an accessible writing area for child with smooth writing surface, writing tools, and paper. ▪ Provide opportunities for child to develop projects that involve writing (producing a newspaper or trip journal on a family trip). ▪ Provide clipboards and pencils/markers in science area to document observations, including over several days. ▪ Provide a variety of paper shapes and writing tools in all areas of classroom. ▪ Demonstrate writing a classroom poster recipe using numbers, words, and picture/symbols (3 eggs 000). ▪ During meeting time, write lists and statements during class discussions ("What we want to know about...") demonstrating letter formation, sounds, and formats of writing. ▪ Ask children to make functional signs (e.g. "Stop here" or "Three people can play at the sand table."). ▪ Make journals and small blank books for children's writing. ▪ Schedule daily journal writing/drawing.

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
60 Months through Kindergarten	Uses beginning writing to express ideas and satisfy needs and wants.	<ul style="list-style-type: none"> ▪ Creates notes and messages for a purpose. ▪ Dictates stories and ideas. ▪ Shares writing with others. ▪ Imitates common writing activities in play (writing letters, cards, computer, or newspaper). ▪ Writes simple expressions in greeting cards and letters (Hi, Hello). ▪ Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story. ▪ Write numerals from 0-20. ▪ Makes lists to remind adult of the child's desires (I need boots). ▪ Makes signs to label creations. ▪ Participates in group discussion as teacher writes ideas. ▪ Tells adult when needing a scribe for dictation of a story. ▪ May keep a journal of drawings, observations, and ideas (a trip journal for family vacation). ▪ Can measure and mark changes observed in science experience. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to write letters and make greeting cards for relatives and friends. ▪ Have a special place for children to "sign-in" by writing their name when entering class. ▪ Make a storybook with child that includes both their pictures and words. ▪ Assist child in making labels for different sets of objects (cooking utensils, shoes). ▪ Write children's ideas on chart paper during class meetings. ▪ Make and label graphs with children when recording "votes," organizing measurement, or tracking change (weather graph). ▪ Write recipe charts for cooking experiences with children, talking about words, symbols, and numbers. ▪ 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. ▪ Provide writing materials in all areas of the classroom. ▪ Provide journals for children's drawings, writing, and recording. ▪ Suggest writing a list of who is next when negotiating "turns."

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>60 Months through Kindergarten</p>	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Uses appropriate forms of purposeful communication in home language.</p> <p>Vocabulary and grammar in the home language continue to progress.</p>	<ul style="list-style-type: none"> ▪ Recognizes the difference between words spoken in home language and words spoken in English. ▪ May exhibit a gap between conversational language and instructional language. ▪ Use grammatical rules but sometimes overgeneralizes (mans for men). ▪ Begins to understand that non-family adults and peers may not understand home language. ▪ Follows multi-step directions in home language and single-step directions in English. ▪ Demonstrates understanding of words used in the home language that are different from English. ▪ Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English. ▪ May seek to "read" a familiar story book in home language and in English. 	<ul style="list-style-type: none"> ▪ Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings. ▪ Learn functional words in the child's home language, such as hello, goodbye, lunch, eat, outside, potty, coat, mommy, daddy, baby, coat, or hat. Pair these words in the child's home language with English in the classroom. ▪ Provide opportunities for child to acquire competency in home language and English. ▪ Use books in English that are repetitious and predictable. When possible, have the same book available in several classroom languages. ▪ Use home language alongside English in activities (counting to 10, talking about the weather, reciting the alphabet, naming colors). ▪ Provide opportunities for child to share words from home language with other children and teachers. ▪ Provide opportunities for child to practice communicating in English through natural and meaningful conversation. ▪ Develop a plan for child's continued use of the home language and acquisition of English. ▪ Adjust classroom instruction to be sensitive and responsive to the child's conceptual understanding in both the home language(s) and English.