

## 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
Birth through 8 Months	Responds to environmental sounds and recognizes familiar voices.	<ul style="list-style-type: none"> <li>▪ Turns to locate the source of a sound.</li> <li>▪ Orients to speaker in response to communication.</li> <li>▪ Shows a preference for human voice to other sounds.</li> <li>▪ Recognizes familiar sounds and voices, and searches for the source of the sounds. When verbally cued, visually attends to familiar object.</li> <li>▪ Reaches for familiar objects with verbal cue.</li> <li>▪ Vocalizes or gestures in response to another person's voice or gesture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to orient to sounds that occur near him/her by turning, looking, reaching, or moving in the direction of the sound.</li> <li>▪ Exaggerate vocal patterns (whisper, hum, sing, laugh) while talking to the baby.</li> <li>▪ Play with noise-producing objects (bells, rattles, crinkly paper, music-box).</li> <li>▪ Use simple tunes, such as "Twinkle, Twinkle Little Star," but make up words or nonsense syllabus to match the tune and provide variety in listening for the baby.</li> <li>▪ Talk to the baby frequently during daily care-giving routines (bathing, dressing, feeding, and play activities).</li> <li>▪ Vary pitch, intonation, and intensity as you talk with baby.</li> <li>▪ Play sound games with variety. For example, make mouth sounds, changing sounds to be slow, then faster, softer, then louder.</li> <li>▪ Record sounds such as a bell ringing, a door closing, a child singing, a ball bouncing, then play the recording as the baby listens. Between sounds, say the words to describe the sound.</li> <li>▪ Use exaggerated expression on your face and in your voice as you play with and read books with the baby.</li> <li>▪ Read stories and nursery rhymes using different speeds and intonations.</li> <li>▪ Play a variety of music and tap your fingers to the beat,</li> </ul>

			<p>sometimes gently tapping the baby's hand or arm.</p> <ul style="list-style-type: none"><li>▪ Rock and move child to the rhythm of music.</li></ul>
--	--	--	---

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: COMMUNICATION			
ORAL COMMUNICATION			
GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>Birth through 8 Months</b></p>	<p>Displays intentional and unintentional facial expressions, cries, smiles, babbles using repetitious syllables, and uses simple gestures.</p>	<ul style="list-style-type: none"> <li>▪ Responds to the physical environment (i.e. smiles, cries, grimaces, and moves body).</li> <li>▪ Makes eye contact and directs sounds to caregiver.</li> <li>▪ Moves from random vocal play to intentional self-repeating vocal play.</li> <li>▪ Experiments with making a range of sounds with variations of pitch, loudness, and trills. Use varying volume and pitch.</li> <li>▪ Imitates sounds, signs, expressions, and gestures.</li> <li>▪ Engages with people in give and take of sounds and eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeat baby's sounds taking cues from baby about how often, how quickly, and for how long.</li> <li>▪ Watch for baby's attempts to communicate and offer appropriate responses.</li> <li>▪ Respond to baby's crying and interpret baby's signals.</li> <li>▪ When speaking, vary inflection, volume, and tone.</li> <li>▪ Get excited when your baby makes sounds and eye contact with you; pay attention and smile or react with exaggerated appropriate facial and body expressions.</li> <li>▪ Match your facial expressions with the baby's expressions.</li> <li>▪ Recognize and become informed when a baby with physical disabilities, such as a cleft palate, might need more assistance in learning to communicate.</li> <li>▪ Interpret and give meaning to what your child says—may be a gesture to start with (e.g. "You are looking at the bottle. Do you want your bottle?" "You are reaching for the cup. Do you want the cup?").</li> </ul>

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
Birth through 8 Months	Initiates and responds to social communication with caregivers and others.	<ul style="list-style-type: none"> <li>▪ Turns head in reaction to human sound.</li> <li>▪ Establishes joint attention and becomes a communication partner by gazing, smiling, and making eye contact.</li> <li>▪ Tracks items of interest (especially people) with eyes.</li> <li>▪ Seeks and maintains eye contact.</li> <li>▪ Initiates communication with others using nonverbal cues.</li> <li>▪ Responds positively to physical touch and contact.</li> <li>▪ Responds with concern, calmness, relaxation, or tension to verbalizations of adults and children.</li> <li>▪ Imitates facial expressions.</li> <li>▪ Initiates communication by gazing, making sounds, smiling, and eye contact.</li> <li>▪ Engages in vocal exchanges with others (e.g. cooing and babbling in a reciprocal way with a care giver).</li> <li>▪ May return a smile or facial expression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in looking at others with the child.</li> <li>▪ Express different emotions to the child, and give labels to those emotions.</li> <li>▪ Wave to, kiss, hug, and greet child using words to accompany the actions.</li> <li>▪ Follow child's gaze to establish joint attention. Comment on the object of the child's gaze.</li> <li>▪ Provide face-to-face interactions, physical contact, and verbal cues for the child during daily routines.</li> <li>▪ Sing a variety of lullaby songs for calming baby (soft, humming).</li> <li>▪ Sing a variety of fun songs for amusing baby ("Pop goes the Weasel") and a variety of rhythmic songs for engaging a baby's interest ("Wheels on the Bus").</li> <li>▪ Give baby time to respond to sounds, and to reciprocate with sounds and with eye contact to you.</li> </ul>

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LANGUAGE			
VOCABULARY			
GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to voices and environmental sounds.	<ul style="list-style-type: none"> <li>▪ Moves in response to a voice.</li> <li>▪ Responds differently to varied voices (angry versus friendly).</li> <li>▪ May turn and look at new sounds.</li> <li>▪ Responds to his/her name.</li> <li>▪ Increasingly attends to the sounds and rhythms of home language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk, sign, sing, and read to child.</li> <li>▪ Read simple, colorful books to child.</li> <li>▪ Describe environmental sounds.</li> <li>▪ Use repetitive sounds to play with vocalization (ooh, la la la).</li> <li>▪ Respond to child's cooing and babbling.</li> <li>▪ Imitate child's sounds and encourage turn-taking.</li> <li>▪ Play verbal games using non-speech sounds (raspberries and tongue clicks).</li> <li>▪ Use child's name when addressing him/her and in caregiving activities.</li> <li>▪ Point to and use single words to label objects, toys, and people in their natural settings.</li> <li>▪ Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes.</li> </ul>

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY****SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>Birth through 8 Months</b>	Initiates sounds and facial expressions.	<ul style="list-style-type: none"> <li>▪ Uses facial expressions to communicate likes, and dislikes and to gain adult attention.</li> <li>▪ Imitates facial expressions and reaching.</li> <li>▪ Makes sounds to indicate pleasure, discomfort, wants, or pain.</li> <li>▪ Begins to use basic turn-taking in communication.</li> <li>▪ Initiates and imitates cooing and babbling.</li> <li>▪ Experiments with sounds.</li> <li>▪ Incidentally combines vowel sounds with consonant sounds, (e.g."Dada" or "Buh, buh, buh").</li> <li>▪ Varies intonation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations by imitating child's sounds, then changing the sound.</li> <li>▪ Wait for the child to respond to your words or sounds.</li> <li>▪ Be sure you give your attention to a child. Watch for child's cues of attention. Respond with the same cue back to the child.</li> <li>▪ Respond to child's crying and describe the child's intended message back to the child (e.g. Are you hungry? Tired? Too hot?).</li> <li>▪ Use descriptive talk during daily routines (changing diaper, feeding) when a child attends to your words and actions.</li> </ul>

**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
<b>Birth through 8 Months</b>	Initiates and responds to change and variety in sounds.	<ul style="list-style-type: none"> <li>▪ Indicates attention when sounds are changed.</li> <li>▪ Soothes self when certain sounds are offered.</li> <li>▪ Makes sounds to indicate pleasure, discomfort, wants, or pain.</li> <li>▪ Varies intonation, volume, and plays with expressing vocal sounds.</li> <li>▪ Strings together varied intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations by giving attention, smiling, or talking back.</li> <li>▪ Use playful sounds in interactions with the child.</li> <li>▪ Use descriptive talk during daily routines (changing diaper, feeding, dressing, or strolling).</li> <li>▪ Use animated expressions and language.</li> <li>▪ Describe feelings (hungry, tired, happy).</li> <li>▪ Watch closely to learn baby's reactions to sounds that soothe and sounds that agitate.</li> <li>▪ Offer toys and activities that make a variety of sounds including pitch, tenor, cadence, and volume.</li> <li>▪ Vary your voice including intonation, volume, and pitch.</li> <li>▪ Play "You say, I say" games for a reciprocal conversation. Imitate the child's utterances, then, wait for the child to make a sound again.</li> </ul>

**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
<b>Birth through 8 Months</b>	Responds to voices and environmental sounds.	<ul style="list-style-type: none"> <li>▪ Turns and looks at new sounds.</li> <li>▪ Attends to attachment figure's voice.</li> <li>▪ Recognizes own name.</li> <li>▪ Attends to speaking.</li> <li>▪ Reacts to loud, angry, and friendly voices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's cooing and babbling, and imitate the child's sounds.</li> <li>▪ Talk, sign, sing, and read to child throughout the day.</li> <li>▪ Read simple, bright-colored books to child.</li> <li>▪ Describe environmental sounds (e.g. "There's the door." "The dog is barking.").</li> <li>▪ When child reaches for an object; label it, talk about it, and give it to child to play with. Repeat the name of the object.</li> </ul>

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
<b>Birth through 8 Months</b>	Uses a variety of vocalizations and gestures.	<ul style="list-style-type: none"> <li>▪ Vocalizes and uses gestures to get attention (cries to get needs met).</li> <li>▪ Experiments with and uses sounds and facial expressions.</li> <li>▪ Laughs to display emotion.</li> <li>▪ Shows more interest and responds more to people than objects.</li> <li>▪ Vocalizes and uses gestures to express pleasure and displeasure.</li> <li>▪ Vocalizes sounds other than crying and cooing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations by smiling and giving attention.</li> <li>▪ Respond to message behind child's crying (hungry, tired, hurt).</li> <li>▪ Use playful sounds in interactions with child; make talking a fun thing to do.</li> <li>▪ Use descriptive talk during daily routines (changing diaper, feeding).</li> <li>▪ Use animated expressions and language.</li> <li>▪ As baby makes sounds, describe the sound and the outcome the sound has (e.g. "You are crying hard. You must need me to get your food ready." "You are making soft little sounds. You must want me to rock you.").</li> </ul>

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LITERACY			
READING			
GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds differentially to sounds.	<ul style="list-style-type: none"> <li>▪ Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise).</li> <li>▪ Imitates a variety of vocalizations and sounds.</li> <li>▪ Recognizes mother's and father's voice before he/she sees them.</li> <li>▪ Calms when he/she hears a repeated lullaby.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage and respond to child's vocalization.</li> <li>▪ Use playful sounds in interactions with the child.</li> <li>▪ Use animated expressions and language.</li> <li>▪ Sing songs and listen to music.</li> <li>▪ Label environmental sounds.</li> <li>▪ Read books with sounds.</li> <li>▪ Comment on sounds, naming them, and recreating them where appropriate.</li> <li>▪ Turn child toward sounds and recreate sounds while child is looking at the source of the sound.</li> </ul>

**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
<b>Birth through 8 Months</b>	Responds to visual and auditory stimuli in the environment.	<ul style="list-style-type: none"> <li>▪ Gazes intently at faces and contrasting colors.</li> <li>▪ Differentiates gaze and attention for familiar and unfamiliar people and things.</li> <li>▪ Responds to high contrast and visually complex patterns.</li> <li>▪ Responds to visual stimuli (self in mirror).</li> <li>▪ Begins to intentionally touch and pat pictures.</li> <li>▪ Prefers pictures of faces.</li> <li>▪ Discriminates among familiar objects (bottle, blanket, rattle).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Routinely read books with a child using board, cloth, and plastic books.</li> <li>▪ Provide toys with mirrors.</li> <li>▪ Provide pictures and toys with visual contrast.</li> <li>▪ Point to and name pictures in books.</li> <li>▪ Create a book with familiar pictures (Mom, Dad, pet, favorite toys).</li> <li>▪ Sing songs with child and add body movements to accompany the song.</li> <li>▪ Encourage exploration of books through touching, mouthing, and playing with books.</li> <li>▪ In the outside environment, point out small and large objects, people, and places. Use nature as a prop. When returning inside, make sounds and show pictures of the animal or bird or insect the children saw outside.</li> </ul>

<b>DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY</b>			
<b>SUB-DOMAIN: LITERACY</b>			
<b>READING</b>			
<b>GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.</b>			
<b>Age Range</b>	<b>Developmental Growth</b>	<b>Child Indicators</b>	<b>Caregiver Strategies</b>
<b>Birth through 8 Months</b>	Builds foundational experiences for later print concept development.	<ul style="list-style-type: none"> <li>▪ Investigates and manipulates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them).</li> <li>▪ Attends to and explores a variety of printed materials such as photos, illustrations to story books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish daily reading routines with children.</li> <li>▪ Read with child one-on-one so that child observes and handles books often.</li> <li>▪ Provide child with age appropriate board, cloth, and plastic books for the child to explore (pictures of real faces, animals).</li> <li>▪ Model holding a book correctly and turning pages.</li> <li>▪ Explore a variety of printed materials with child (photo albums, magazines, song books).</li> <li>▪ Follow child's lead and attention span.</li> </ul>

**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
<b>Birth through 8 Months</b>	Builds background experiences for later comprehension skill development.	<ul style="list-style-type: none"> <li>▪ Quiets to a familiar story, song, or nursery rhyme.</li> <li>▪ Smiles or expresses pleasure when viewing pictures of familiar objects or people.</li> <li>▪ Attends to an adult's voice when being held and read to.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish daily reading routines with children. Have a quiet time to share a good book.</li> <li>▪ Label and name objects in daily activities.</li> <li>▪ Animate stories with voices, expression, and actions.</li> <li>▪ Sing, repeat rhymes, and talk to children to soothe them.</li> </ul>

## 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
<b>Birth through 8 Months</b>	Develops sensory skills beyond reflexes to explore language, including tools for listening, speaking, reading, and writing.	<ul style="list-style-type: none"> <li>▪ Uses senses to explore books and other items that contain print (e.g. gazes at, grasps, and mouths books, pictures, and paper).</li> <li>▪ Responds to a variety of communication sources including voices, music, and environmental sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read to baby every day. If baby has an older brother or sister, let them read to baby too.</li> <li>▪ Begin by pointing out pictures and reading a few words from the page.</li> <li>▪ Use overly obvious expression in your voice and face.</li> <li>▪ Expect baby to touch and wrinkle paper, and to mouth the book. Use board books.</li> <li>▪ Expect baby to reach to touch the page.</li> <li>▪ Offer books with a variety of textures in them.</li> <li>▪ Make a touch book and put one thing your baby likes on each page. Talk about the things while your baby touches them.</li> </ul>

**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
<b>Birth through 8 Months</b>	Acquires visual and motor foundational experiences for later concept development.	<ul style="list-style-type: none"> <li>▪ Uses senses to explore the environment.</li> <li>▪ Attend to contrasting colors and patterns.</li> <li>▪ Attend to near, far, and moving objects.</li> <li>▪ Follows objects and people with sustained gaze.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer mobiles, toys, and pictures with simple, contrasting colors and patterns.</li> <li>▪ Offer objects that are within in a variety of distances from the child.</li> <li>▪ Pair visual stimulation with movement (i.e. for baby with hand arm and leg control, offer objects for kicking and swatting for a cause and effect action).</li> <li>▪ Provide opportunities to explore objects.</li> </ul>

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
<p><b>Birth through 8 Months</b></p>	<p>Moves from reflexive to controlled hand and finger skills.</p>	<ul style="list-style-type: none"> <li>▪ Grasps objects reflexively.</li> <li>▪ Grasps objects with intension.</li> <li>▪ Reaches for and explores objects.</li> <li>▪ Shakes and stares at toy in hand.</li> <li>▪ Transfer objects from one hand to other.</li> <li>▪ Begins to use both hands together.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to grasp, hold, and explore adult's fingers.</li> <li>▪ Encourage child to activate and explore cylindrical rattles.</li> <li>▪ Allow child to grasp the spoon handle when being fed.</li> <li>▪ Encourage child to activate musical toys with a cylindrical object or stick, under supervision.</li> <li>▪ Let child hold book with both hands while adult turns pages.</li> </ul>

**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
<b>Birth through 8 Months</b>	Progresses from reflexive movement to intentional movement, especially in hand skills.	<ul style="list-style-type: none"> <li>▪ Increasingly uses tactile exploration.</li> <li>▪ Reaches for and manipulates items using both hands.</li> <li>▪ Brings arms and hands across midline.</li> <li>▪ Moves from reflexive grasp to intentional grasps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide different textures (soft towel, plastic rattle, furry kitty) for the child to explore.</li> <li>▪ Describe the feeling of objects (soft, hard, fuzzy, or cool).</li> <li>▪ Hold baby in lap while reading from a picture book. Let the baby explore with all senses.</li> <li>▪ Present bright-colored or contrasting objects within child's visual field. Gradually hold more objects closer to or farther from child, horizontally from side to side, or in and out of child's visual field, being sure to let the child reach for and grasp the objects.</li> <li>▪ Offer objects that are easily grasped such as squishy balls, soft blocks, rattles, board books, toy keys, or textured blankets.</li> <li>▪ Offer opportunity to pat and splash in water.</li> </ul>

**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><b>Birth through 8 Months</b></p>	<p>Initiates and responds to differences in sounds including intonation.</p>	<ul style="list-style-type: none"> <li>▪ Attends to spoken sounds.</li> <li>▪ Prefers mother’s voice and native language.</li> <li>▪ Responds to speech stream for words and syllable stress patterns found in the child’s home language.</li> <li>▪ Communicates needs through vocalization, gestures, facial expressions, and actions.</li> <li>▪ Gazes at speaker.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to child in both languages, but not in the same sentence.</li> <li>▪ Choose bilingual books to read and toys to play with.</li> <li>▪ Use tone to communicate meaning (e.g. “No.” “You’re so cute!”).</li> <li>▪ Sing songs to child in both languages.</li> <li>▪ If two caregivers, each may speak in their language to the child.</li> </ul>