

IDAHO EARLY LEARNING eGUIDELINES



DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY



Revised December 2013
First Edition 2009

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

INTRODUCTION

Communication, language, and literacy are recognized as essential for all individuals to function in all societies. Acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children learn the meaning and structure of words, how to use words to convey meaning, and how to understand and use printed materials. Language plays a central role in the child's ability to build relationships as they share meaning with others. Skills for speaking and writing, and listening and reading are key components. In acquiring language, children gain the ability to articulate ideas and feelings, share them with others, and respond to the ideas and actions of other people.

RATIONALE

When language is acquired, an incredibly complex and powerful system is at the child's fingertips. The ability to communicate effectively through oral language, the written word, and alternate means (especially for children with speech, language, and hearing disabilities) is essential for a broad range of activities that characterize daily living. To participate in a broad range of daily activities, children need the ability to communicate effectively through oral language, the written word, creative expression, and a variety of other means.

Language is a mediator of social competence. Children use language as a tool to express their thoughts, feelings, and ideas to others; and to receive, understand, and interpret communications from other people.

Children acquire language skills in the context of a culture. No matter which language is being learned (i.e. English, American Sign Language, Spanish, or other languages); the vital role of children's opportunities to practice those languages cannot be neglected. Language is fundamentally embedded in children's everyday relationships and experiences. Parents, primary caregivers, and teachers play a critical role in facilitating young children's language and literacy development by providing exposure to language and print-rich environments, interactions, and opportunities.

GENERAL DEFINITION

The *Idaho Early Learning eGuidelines* define communication, language development, and literacy (reading and writing) skills as separate components in order to highlight the essential aspects of each. These three components are inextricably interrelated. The development of oral language forms the foundation for early literacy development, just as the ability to communicate early in life impacts the development of vocabulary and speech.

COMMUNICATION

Communication includes making meaning of what is being communicated by others and communicating ideas to others. Children communicate before mastering symbolic language. Their "communicative competence" is dependent upon a complex set of skills including, but not limited to, awareness of the social conventions of language usage and gesture; and the ability to listen, to understand, and to follow verbal conversation. An important element in communication is *social referencing*, the look exchanged between child and caregiver to "check in." It conveys the child's desire to know if the caregiver approves of an action or situation. It is the child seeking

reassurance, and perhaps testing the limits. The caregiver's reaction, either by words or gesture, completes the communication exchange and sets up the next actions. A smile and nod, or an admonition of, "Stop!" or "No!" or "Let me help you," conveys meaning to the child in the social context.

Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication. Children learn a variety of styles of communication and ways of expressing emotions that are determined by the specific social setting; whether it is in the home, at preschool, on the playground, a cultural event, or at a store.

LANGUAGE DEVELOPMENT

Language is the acquisition of linguistic forms and procedures, social rules, and customs for expressing and interpreting thoughts, feelings, and ideas. This knowledge of language has three key aspects: content (vocabulary and meaning), form (grammatical structure or syntax), and use (function). As children learn the sound system, the meaning of words, and the rules of form and grammar, they begin to use language constructively in social situations.

LITERACY

Literacy, as defined in the *Idaho Early Learning eGuidelines*, includes using language, symbols, and images in a variety of forms to read, write, listen, speak, represent, observe, and think critically about ideas. Emergent literacy refers to skills and behaviors that are precursors to conventional forms of reading and writing. Emergent literacy appears in the early years of life, and includes visual expression, oral language, emergent reading, print awareness, and writing processes.

SUPPORTING INDIVIDUAL DIFFERENCES, LANGUAGE, AND CULTURAL DIVERSITY

Children learn words and forms of language to express their thoughts, feelings, and ideas. They learn language to meet personal and social objectives as determined by the community and culture where they live and develop.

Millions of young children in the United States speak a language other than English in their homes. Children benefit cognitively from learning two or more languages. The ability to communicate in more than one language supports children's cognitive flexibility and awareness of words as symbols.

Children learn second languages in two ways. They either acquire two or more languages at the same time, or they learn a second language after mastering the "home language" (i.e. first language learned and primary language used at home).

Children, who follow the path to dual language learning by simultaneously learning more than one language, are said to be bilingual as a first language. Children who learn two languages from birth operate with two separate language systems. It is typical that they may mix words from the two languages in the same sentence for a short time.

For children who follow the path to dual language learning through sequential learning of more than one language, competence in the home language can be supported while the child learns a second language. Rather than focusing on one language over another, the child can acquire both languages with support for achieving growth and fluency in both. Some children go through a "silent period" when learning a second or third language. Parents, educators, and caregivers can continue using both languages as they talk with children and give them time to speak in the newer language when they are ready. When their home language is actively supported and

valued, children will learn English or another language faster. Given the growing number of young children in Idaho whose home language is not English, the *eGuidelines* provide indicators and strategies to support the development of children's home language while helping children acquire beginning proficiency in English.

Children's communication, language, and literacy may be impacted by visual, hearing, neurological, or motor disabilities. While it takes children months to acquire aspects of language, it may take other children considerably longer. Delays in language development may indicate that a child has a hearing loss or developmental delay or disorder. Early diagnosis and intervention for language delays are critically important.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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>Birth through 8 Months</p> | <p>Responds to environmental sounds and recognizes familiar voices.</p> | <ul style="list-style-type: none"> ▪ Turns to locate the source of a sound. ▪ Orients to speaker in response to communication. ▪ Shows a preference for human voice to other sounds. ▪ Recognizes familiar sounds and voices, and searches for the source of the sounds. When verbally cued, visually attends to familiar object. ▪ Reaches for familiar objects with verbal cue. ▪ Vocalizes or gestures in response to another person’s voice or gesture. | <ul style="list-style-type: none"> ▪ Encourage child to orient to sounds that occur near him/her by turning, looking, reaching, or moving in the direction of the sound. ▪ Exaggerate vocal patterns (whisper, hum, sing, laugh) while talking to the baby. ▪ Play with noise-producing objects (bells, rattles, crinkly paper, music-box). ▪ 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. ▪ Talk to the baby frequently during daily care-giving routines (bathing, dressing, feeding, and play activities). ▪ Vary pitch, intonation, and intensity as you talk with baby. ▪ Play sound games with variety. For example, make mouth sounds, changing sounds to be slow, then faster, softer, then louder. ▪ 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. ▪ Use exaggerated expression on your face and in your voice as you play with and read books with the baby. ▪ Read stories and nursery rhymes using different speeds and intonations. ▪ Play a variety of music and tap your fingers to the beat, sometimes gently tapping the baby’s hand or arm. ▪ Rock and move child to the rhythm of music. |

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 |
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| <p>6 to 18 Months</p> | <p>Recognizes names for familiar people and objects. Responds to simple requests.</p> | <ul style="list-style-type: none"> ▪ When verbally cued, looks toward and points to objects. ▪ Reaches for familiar objects with verbal and gestural cues. ▪ Demonstrates understanding of names of familiar people by orienting body towards, looking at, or moving in person's directions. ▪ Engages in call and response play (i.e. when child makes sound, then adult makes same sound; child engages in back and forth call and response). ▪ Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching). ▪ Begins to imitate adult actions that go along with simple songs, rhymes, and traditional songs such as "Row, Row, Row Your Boat," "Pat-A-Cake," and "Eensy Weensy Spider." ▪ Follows single-step directions with gestures (e.g. "Please bring me the ball."). ▪ Follows single-step directions without gestures (e.g. "Please bring me the ball."). | <ul style="list-style-type: none"> ▪ Respond to the child's sounds, offering a duet of sound, tones, response. ▪ Point to and name objects in the environment. ▪ Name objects and actions you use in daily care of the child and name the child's reactions to your actions. ▪ Play simple games that include a physical response to words such as peek-a-boo, pat-a-cake, and so big. ▪ Sing traditional songs and recite finger plays. Sing and recite slowly so child has time to listen and respond to what they hear. ▪ Read picture books, talk about what is in the pictures, and ask for child to point to things in the books. ▪ Give simple one-step directions. ▪ So that children can see the purpose of listening, describe what children are doing. Use phrases such as, "You are putting the blocks in the basket." "You heard your Mom come in the room." "You heard Caleb crying and you looked for him." |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: COMMUNICATION | | | |
| LISTENING | | | |
| GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Understands increasingly complex statements and requests. | <ul style="list-style-type: none"> ▪ Responds to words with appropriate behavior or gesture; receptive language. ▪ Locates and uses items with verbal cue. ▪ Performs simple actions with verbal cue (jump, wave, get, come). ▪ Locates familiar objects, people, and body parts. ▪ Listens to short and simple stories. ▪ Responds to two-step directions (i.e. "Go into your bedroom and get your socks."). | <ul style="list-style-type: none"> ▪ Play games that require the child to locate an object or person, or follow simple directions (find a ball, point to your eye). ▪ Read books and engage child to point out, name, and describe objects and activities in pictures. ▪ Use puppets and other props that support call and response scenarios. ▪ Include songs and stories from child's home language in group activities. ▪ Play treasure hunt, where you put objects somewhere close by, give the child a direction to find the object, then cue them until they find the object. ▪ Pretend talking on phone with the child. ▪ Play dancing games where instructions include such directions as stop and start again, step softly, dance like an elephant, or march in place. |

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 |
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| <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 | <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, demonstration. ▪ 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. |

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| | | <p>the little bear?”).</p> <ul style="list-style-type: none"> ▪ 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. ▪ Has a growing ability to appropriately respond to fantasy and reality. ▪ Is working on responding to concepts of yesterday, today, and tomorrow. | <ul style="list-style-type: none"> ▪ 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Communication

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: COMMUNICATION | | | |
| ORAL COMMUNICATION | | | |
| GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| Birth through 8 Months | Displays intentional and unintentional facial expressions, cries, smiles, babbles using repetitious syllables, and uses simple gestures. | <ul style="list-style-type: none"> ▪ Responds to the physical environment (i.e. smiles, cries, grimaces, and moves body). ▪ Makes eye contact and directs sounds to caregiver. ▪ Moves from random vocal play to intentional self-repeating vocal play. ▪ Experiments with making a range of sounds with variations of pitch, loudness, and trills. Use varying volume and pitch. ▪ Imitates sounds, signs, expressions, and gestures. ▪ Engages with people in give and take of sounds and eye contact. | <ul style="list-style-type: none"> ▪ Repeat baby's sounds taking cues from baby about how often, how quickly, and for how long. ▪ Watch for baby's attempts to communicate and offer appropriate responses. ▪ Respond to baby's crying and interpret baby's signals. ▪ When speaking, vary inflection, volume, and tone. ▪ 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. ▪ Match your facial expressions with the baby's expressions. ▪ Recognize and become informed when a baby with physical disabilities, such as a cleft palate, might need more assistance in learning to communicate. ▪ 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?"). |

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: COMMUNICATION

ORAL COMMUNICATION

GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| <p>6 to 18 Months</p> | <p>Uses structured sounds, words, and gestures to interact with others.</p> | <ul style="list-style-type: none"> ▪ Imitates sounds, signs, or gestures. ▪ Engages in vocal play and turn-taking. ▪ Uses facial expression, tone, and words to match responses. ▪ Looks to the caregiver for a visual cue about how to react to an activity or situation (social referencing). ▪ Approximates word sounds in an attempt to say words common to their culture. ▪ Babbles using inflection, intonation, and tone to convey meaning. ▪ Uses a single word or sound to convey a variety of objects or actions (e.g. "ba" can mean ball or anything round; "up" conveys being lifting or something high). ▪ Uses single-word sentences. ▪ Initiates and responds to communicate using words, signs, and gestures. | <ul style="list-style-type: none"> ▪ Repeat the child's utterances. ▪ Use simple word play with turn-taking (e.g. baby says, "Ah, ah, ah," and you say, "Ah, ah, ah.>"). ▪ During daily routines, name body parts, familiar objects, situations, and events. ▪ Describe daily routines and ask questions ("I'm changing your diaper. Do you want to hold the clean one?" "Do you want to hold your cup? I can help.>"). ▪ Respond with words and gestures when child looks for approval, encouragement, or support. Encourage child to sing with you and to join in the music with body movements such as swaying and clapping. ▪ Use descriptive talk (describe what child sees and what the child is doing). ▪ Clarify and repeat word or phrases to show understanding of their vocalizations ("Up" "Do you want me to pick you up?" "Go," "Do you want to go in the stroller?"). ▪ Respond verbally and in actions to the child's requests, even when keeping a boundary ("No, we can't go outside right now. Do you want to go out after lunch?"). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: COMMUNICATION | | | |
| ORAL COMMUNICATION | | | |
| GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Communicates with simple two to three word combinations and gestures, increasing to more complex utterances. | <ul style="list-style-type: none"> ▪ Vocalizes wants and needs. ▪ Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug). ▪ Changes intonation and tone to convey meaning of words. ▪ Uses sound effects in play. ▪ Uses single words, phrases, or short sentences to convey needs and wants. ▪ Uses pronouns, though not always correctly (e.g. "Her read the story." "Me do it."). ▪ Asks and answers simple questions. ▪ Uses descriptors to describe object or event. ▪ May tell simple stories and recount events. ▪ Addresses listener appropriately to get attention (when speaking to another child, uses child's name). | <ul style="list-style-type: none"> ▪ Ask open-ended questions to elicit response (e.g. "What is the kitty doing?"). ▪ Rephrase a child's utterances into sentences/questions. ▪ Engage child in conversations about daily routines. ▪ Model appropriate and grammatically correct language. ▪ Listen to child and give him/her time to respond. ▪ Provide opportunities for child with communication difficulties to use nonverbal ways to express self so he/she feels that attempts to communicate are valued. ▪ Provide opportunities for child to communicate with other children. ▪ Without admonishing the child, respond with the correct pronunciation when child mispronounces a word (e.g. child says, "Tar" and adult responds by saying, "Yes, a red car."). ▪ Expand child's utterances, (e.g. Child says, "Car go." You say, "Yes, that red car goes fast."). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 | <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 language. ▪ 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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| | | <p>messages for adult to write.</p> <ul style="list-style-type: none">▪ Listens while engaged in conversation in order to extend or connect an idea expressed.▪ Makes comments related to the topic being discussed. | |
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| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 | <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?"). ▪ Ask questions and offer conversation content that includes |

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| | | <p>names of shapes and measurable attributes.</p> | <p>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.").</p> <ul style="list-style-type: none"> ▪ 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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IDAHO EARLY LEARNING EGUIDELINES

GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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"> ▪ Turns head in reaction to human sound. ▪ Establishes joint attention and becomes a communication partner by gazing, smiling, and making eye contact. ▪ Tracks items of interest (especially people) with eyes. ▪ Seeks and maintains eye contact. ▪ Initiates communication with others using nonverbal cues. ▪ Responds positively to physical touch and contact. ▪ Responds with concern, calmness, relaxation, or tension to verbalizations of adults and children. ▪ Imitates facial expressions. ▪ Initiates communication by gazing, making sounds, smiling, and eye contact. ▪ Engages in vocal exchanges with others (e.g. cooing and babbling in a reciprocal way with a care giver). ▪ May return a smile or facial expression. | <ul style="list-style-type: none"> ▪ Engage child in looking at others with the child. ▪ Express different emotions to the child, and give labels to those emotions. ▪ Wave to, kiss, hug, and greet child using words to accompany the actions. ▪ Follow child's gaze to establish joint attention. Comment on the object of the child's gaze. ▪ Provide face-to-face interactions, physical contact, and verbal cues for the child during daily routines. ▪ Sing a variety of lullaby songs for calming baby (soft, humming). ▪ 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"). ▪ Give baby time to respond to sounds, and to reciprocate with sounds and with eye contact to you. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 6 to 18 Months | Sustains shared interactions. | <ul style="list-style-type: none"> ▪ Expresses preference for familiar people. ▪ Responds to nonverbal cues. ▪ Engages in vocal play, including turn-taking. ▪ Returns a physical demonstration of affection; a laugh or hug. ▪ Makes more specific sounds of home language than general vocal sounds. ▪ Initiates communication using words, signs, and gestures. ▪ Uses nonverbal gestures for social conventions of greeting (e.g. waves goodbye). Says "no" purposefully. ▪ Offers object to initiate play with other people. ▪ Responds when name is called or signed. ▪ Often makes eye contact with caregiver when taking an action (social referencing). | <ul style="list-style-type: none"> ▪ Encourage child to use vocalizations and gestures to gain attention, responding to child's efforts. ▪ Respond to child's facial expressions and sounds with gestures and words. ▪ Offer objects to a child, paired with labels for the objects. ▪ Talk about what you and your child are doing as you do it. ▪ Engage in turn-taking or circular communication with child, even before he/she uses real words. ▪ Use every day routines (arrival and departure time, meal times, taking a walk, and seeing the center director) to practice social language conventions (e.g. "Good morning." "See you later." "Please pass the peas." "Hello, Mrs. Johnson."). ▪ Play games that involve turn-taking. ▪ Guide children to use words and to listen when talking with other people. ▪ Offer time and opportunity for child to practice listening and talking (e.g. use a toy or make believe telephone, rock and sing to a doll, or pretend to be a meowing kitty). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 16 to 38 Months | Initiates interactions using social convention. | <ul style="list-style-type: none"> ▪ Uses object to initiate play or seek assistance from another child or caregiver. ▪ Initiates communication using jargon, words, signs, gestures, and facial expression (i.e. says "hi" and touches a friend). ▪ Uses words to get others to help meet wants and needs. ▪ Asks and answers simple questions. ▪ Takes turns in simple conversations, using words and nonverbal communication. ▪ May use common expressions of politeness (e.g. smiles and nods, "yes"; uses "please and thank you"; uses "hi" and "bye"). ▪ Attends to speaker with eye contact and response for a portion of a conversation, one on one. ▪ Makes a related comment (e.g. Adult says, "Here is your water," and child responds, "Cup"). ▪ Makes a formal verbal or sign request or response (e.g. "Milk please," "More," "Up"). | <ul style="list-style-type: none"> ▪ Play often, verbally describe, and expand on a shared interest. ▪ Model social conventions when talking with a child (e.g. Hello, Good-bye). ▪ Use gestures in communication. ▪ Name and point to pictures and objects. ▪ Talk about what you are doing during daily routines. ▪ Ask and answer where, what, and who. ▪ Prompt social conventions, such as "please and thank you" and model in adult interactions with child. ▪ Encourage dual language learners to use both languages in daily routines. ▪ Value and celebrate child's home language and culture. Speak using child's home language and English. ▪ Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies. ▪ Use symbolic actions to convey meaning (e.g. a hand sign to say all done, or a finger held up to indicate, "Hold on. I'm coming"). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 | | | |
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| 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). |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LANGUAGE

VOCABULARY

GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.

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

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| VOCABULARY | | | |
| GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Responds to spoken language in context. | <ul style="list-style-type: none"> ▪ Recognizes words (e.g. Mama, eat, cup, foot, nose). ▪ Understands simple phrases (wave bye-bye, look up). ▪ Is attentive to the sounds and cadences of home language. ▪ Responds with gestures. ▪ Responds to the context of "no." ▪ Responds to caregivers voice, watching eyes and mouth (may pat face or reach for mouth). ▪ Attends to music or singing. ▪ Gives objects on request. ▪ May look to or go to familiar objects and people when named. ▪ Understands and responds to simple questions (e.g. "Where is the doggie?"). ▪ Has a receptive vocabulary of approximately fifty words in home language. | <ul style="list-style-type: none"> ▪ Talk, sign, and sing to child during daily routines. ▪ Use simple verb noun combinations (e.g. "Car goes." "Throw the ball." "Hold the cup."). ▪ Use repetitious language ("Up, up, up."). Pair the words with actions. ▪ Model appropriate language. ▪ Point to and label objects, toys, and people in their natural setting. ▪ Respond to a child's vocalizations with the same sound the child makes, or add new words. ▪ Use variety of experiences - people, activities, and settings to introduce varied vocabulary. ▪ Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes. ▪ Provide opportunities to point to familiar objects and actions for which he/she knows the names. ▪ Play labeling games (e.g. "Where is your nose?"). ▪ Read picture books daily, including poetry-rich with a variety of sound, cadence, and word patterns, nursery rhymes, and "baby books." ▪ Provide developmentally appropriate books (board and/or cloth books that child can touch and manipulate). ▪ Use a combination of baby signs and gestures from child's experience, and words when talking with child. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| VOCABULARY | | | |
| GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Recognizes and responds to increasingly complex vocabulary and gestures. | <ul style="list-style-type: none"> ▪ Understands and responds to simple questions. ▪ Points to body parts. ▪ Follows one to three step directions. ▪ Points to pictures in books. ▪ Responds to rhymes and finger plays. ▪ Responds appropriately to some prepositions. ▪ Matches objects and pictures. ▪ Identifies objects by function. ▪ Responds to action words, such as run, open, touch, or stop. ▪ Responds to words in home language, but may look puzzled by words in another language. ▪ When people, objects, and actions are named, shows a response. ▪ If learning two languages simultaneously, responds to requests in either language. ▪ Understands 1200-2800 words. | <ul style="list-style-type: none"> ▪ Each day, talk, sign, sing, and read to children. ▪ When replying to a child's communication, confirm child's intentions and then extend the topic adding new vocabulary words (e.g. "You want to eat some peas. Peas, peas, peas, green tasty peas!"). ▪ Read books full of everyday items and engage the child to point to objects as you lead. ▪ Repeat words and phrases, and then expand them (e.g. "Red car, red car, red car. Shiny, red car.") ▪ When conversing with a child, use sentence length slightly longer than the child's utterance. ▪ Add information to what the child says. ▪ Ask questions and make comments, being certain to give the child time to show a response to your words. ▪ Answer questions and respond to children's comments. ▪ Play word games that include give and take between your words and the child's responding actions or words (e.g. Show me, or animal sounds). ▪ Recite rhymes slowly. Wait for the child to say a rhyme with you and keep a slow cadence as you recite the rhyming words together. ▪ Talk about what things do. ▪ Provide language-rich, authentic conversation, books, family stories, music, and opportunity to participate in traditional community activities. ▪ Provide opportunities and activities in more than one language if children are learning languages simultaneously. ▪ Name new materials and objects when introducing them. ▪ When in a new environment, make up games like "What do you see?" and label aloud what you see around you (animals in the environment, name them aloud). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 <i>if then</i>, or <i>because</i> 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, or watching. ▪ 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. |

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| | | | <p>traditional clothing, flags, totem poles, jewelry).</p> <ul style="list-style-type: none"> ▪ 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

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>6 to 18 Months</p> | <p>Uses purposeful vocalizations and gestures. Use words with intent.</p> | <ul style="list-style-type: none"> ▪ Uses meaningful vocalizations. ▪ Imitates gestures. ▪ Participates in turn-taking “conversations” with body wiggles/arm waving, coos, babbles, and squeals. ▪ Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba, then, da da da). ▪ Uses consistent sound combinations to indicate specific object or person (“dada” for daddy). ▪ Imitates and repeats words. ▪ May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or baby signs (“more,” “nursing/bottle,” “all done”). ▪ Has an expressive vocabulary of 1 to 50 words. ▪ Uses single words to communicate. ▪ Strings together varied intonation patterns with intent (jargon). ▪ Pairs gestures with words. ▪ Recognizes consonants and vowels in their vocalizations. ▪ Mimics animal sounds in response to adult cues (“What does the cow say?”). | <ul style="list-style-type: none"> ▪ Respond to child’s vocalizations and gestures. ▪ Starts responsive conversations with expressive talk, waiting for baby’s response, and sustaining the interactions until the baby looks away or stops. ▪ Respond to child’s crying and provide words (e.g. “You’re scared.” “You’re hurt.”). ▪ Pair words with a child’s play and actions. ▪ Describe what the child is feeling (hungry, tired, or wet). ▪ Give child wait time during interaction to encourage turn-taking in conversation. ▪ Create a need for the child to communicate (e.g. put a toy just out of a child’s reach). ▪ Communicate with family to learn words, gestures, “signs,” and “baby games” familiar to child that reflect his/her personal cultural experience. |

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LANGUAGE

VOCABULARY

GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| <p>16 to 38 Months</p> | <p>Uses words and simple phrases with intent.</p> | <ul style="list-style-type: none"> ▪ Increasingly uses words and phrases. ▪ May exhibit a period of silence when learning a second language. ▪ Shows rapid increase in expressive vocabulary (1,000 words by 36 months) can understand more words than says. ▪ Initiates gestures. ▪ Initiates communication. ▪ May ask “wh” questions (why and what). ▪ Asks others to label unfamiliar objects. ▪ Starts to use short sentences. ▪ Uses personal pronouns (i.e. “Me do it.”). ▪ Pronounces words with increasing articulation and clarity. ▪ Uses attributes (descriptive words - big boy, red ball). | <ul style="list-style-type: none"> ▪ Encourage, expect, and wait for a child to use words to express needs and wants. ▪ When replying to child’s attempts to communicate, confirm his or her intentions and then extend the topic. ▪ Offer exposure to vocabulary by talking, signing, singing, and reading to the child. ▪ Respond to child’s single words using sentences with descriptive responses (e.g. child says, “Ball,” you respond, “Here is the red ball.”). ▪ Model simple sentences. ▪ Encourage use of pronouns from child’s point of view (i.e. “I want milk,” rather than, “Susie wants milk.”). ▪ Avoid baby talk. Use correct pronunciation and grammar. ▪ When child is attempting to communicate verbally, assume he or she has something important to say, and listen carefully. Try to understand the meaning before you respond. ▪ For an English Language Learner (ELL), learn and use key words in child’s home language including “signs,” if appropriate. ▪ Explain meanings of words to child during conversations. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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. ▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?"). |

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| | | | <ul style="list-style-type: none">▪ 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 | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| VOCABULARY | | | |
| GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 60 Months through Kindergarten | Expands vocabulary and uses new combinations to express ideas and concepts. | <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."). |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

| 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 |
| 6 to 18 Months | Intentionally uses intonation and single words to communicate. | <ul style="list-style-type: none"> ▪ Strings together varied intonation patterns. ▪ Uses no for negation. ▪ Uses intonation to indicate meaning. ▪ Uses single word speech (one word to communicate message; child says, "Up" when wanting to be carried by adult) or beginning sign language and symbols ("more," "nurse/bottle," "all done"). ▪ Uses some pronouns (mine). ▪ Says short telegraphic sentences (i.e. "Me go." or "There mama."). ▪ Changes intonation and expression for questions. | <ul style="list-style-type: none"> ▪ Respond to child's vocalizations and gestures. ▪ Verbally describe child's interactions with the environment (e.g. "You want the bottle." "You like your blanket."). ▪ Describe feelings (hungry, surprised, relaxed, or wet). ▪ Give child wait time to encourage turn-taking. ▪ Create opportunities for need to communicate. ▪ Acknowledge child's efforts when he/she uses words and/or beginning baby sign language to communicate. ▪ Speak in simple sentences using a combination of words and "baby signs" when communicating with child. ▪ Use language in daily routines, encourage child to say the words you use, and associate words with actions (e.g. "First, we wash our hands. Wash! Then, we dry them. Dry! Next, we open the refrigerator. Open! Then, we take out the milk. Milk."). ▪ Make conversations enjoyable and fun for child, rather than merely instructional or directive. ▪ Use finger plays, lullabies, and songs throughout the day. ▪ Use words and intonation from the child's home language and other languages that the child is learning. |

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 |
|-------------------------------|---|---|---|
| <p>16 to 38 Months</p> | <p>Moves from using simple words to more complex word order, word combinations, and word endings.</p> | <ul style="list-style-type: none"> ▪ Uses words and phrases. ▪ Uses primary pattern of noun plus verb. ▪ Experiments with word endings such as <i>ing</i>, regular plural using <i>s</i>, past tenses using <i>ed</i>, and possessives using <i>'s</i>. ▪ Generalizes word endings for plural (e.g. "mouses"). ▪ Uses negation in phrase form (e.g. "No milk." "Not open."). ▪ Uses adjectives with appropriate placement. ▪ Increases phrases from two words to three and four words. ▪ Uses three to four-word sentences with noun and verb. ▪ Uses simple questions in speech, but may not use correct grammar. | <ul style="list-style-type: none"> ▪ Encourage child to use words to express needs and wants. ▪ Talk, sign, sing, and read to child. ▪ Expand child's sentences with descriptive responses (e.g. child says, "ball," respond, "Here is the red ball."). ▪ Model simple sentences. ▪ Encourage use of pronouns from child's point of view (e.g. "I want milk" rather than, "Susie wants milk."). ▪ Speak with child in complete sentences using correct grammar. ▪ Engage child in conversations that require more than a single word response. ▪ Read books from child's home language and in other languages, if possible. ▪ When asking child questions, make sure to wait long enough for child to answer. Some children need more time to understand questions and put together words. ▪ Recognize that dual language learners may mix words from different languages in the same sentence. Provide play opportunities that encourage children to engage in conversation with one another. ▪ To help children put meaning to their words, encourage children to tell stories about their family life and daily activities. ▪ While sitting with child during meals and snacks facilitate and model conversation using complete sentences. ▪ Engage child in a game using a small stuffed animal to demonstrate prepositions while saying, "The teddy bear is in the box," or "The teddy bear is beside the chair." |

| 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 (<i>the</i> ball, <i>a</i> 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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 |
| Birth through 8 Months | Responds to voices and environmental sounds. | <ul style="list-style-type: none"> ▪ Turns and looks at new sounds. ▪ Attends to attachment figure's voice. ▪ Recognizes own name. ▪ Attends to speaking. ▪ Reacts to loud, angry, and friendly voices. | <ul style="list-style-type: none"> ▪ Respond to child's cooing and babbling, and imitate the child's sounds. ▪ Talk, sign, sing, and read to child throughout the day. ▪ Read simple, bright-colored books to child. ▪ Describe environmental sounds (e.g. "There's the door." "The dog is barking."). ▪ 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. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| COMPREHENSION | | | |
| GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Responds and attends to verbal and nonverbal communication. | <ul style="list-style-type: none"> ▪ Turns and looks at new sounds. ▪ Recognizes own name. ▪ Responds to simple directions (e.g. "Wave bye-bye."). ▪ Attends to those who are speaking. ▪ Reacts to loud, angry, and friendly voices with changed facial expression. ▪ Through play, may understand prepositions (in and on). ▪ Responds to gestures (waves bye-bye when someone waves). ▪ Shows emotional response that matches the emotion of the person talking. | <ul style="list-style-type: none"> ▪ Talk, sign, sing, and read to child. ▪ Read colorful books to child. Point to pictures and encourage child to look at the picture. ▪ Use simple and repetitive language. ▪ Model appropriate language. Use the correct name of the object (bottle, not baba). Use simple sentences. ▪ Point and label objects, toys, and people in their natural setting. ▪ Encourage response to vocalizations. ▪ Use a variety of experiences, people, activities, and settings to introduce varied vocabulary. ▪ Indicate to child that you comprehend what he/she is saying, gesturing, and expressing. ▪ Engage in conversations with child about things seen or experienced in familiar environments. ▪ Repeat questions and instructions, if necessary. |

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 |
|-------------------------------|--|---|--|
| <p>16 to 38 Months</p> | <p>Recognizes and responds to more complex concepts and meaning in language.</p> | <ul style="list-style-type: none"> ▪ Responds and acts on a familiar object when named. ▪ Follows direction, moving from one step to two steps or three steps within a routine. ▪ Quickly gains the meaning of new words and uses those words in actions. ▪ Responds to simple descriptors (Watch out, hot! Keep away from the hill side. Danger.). ▪ Begins to use size concepts, rote counting, and family members' names. ▪ Responds to yes/no questions. ▪ Responds to some location phrases. ▪ Recognizes and responds appropriately to nonverbal cues (may stop or say "no, no" when adult shakes head in disapproval). | <ul style="list-style-type: none"> ▪ Talk, sign, sing, and read to child. ▪ Read colorful books to child. ▪ Indicate to child that you comprehend what he/she is saying, gesturing, and expressing. ▪ Use expanded repetitive language. ▪ Use a sentence length slightly longer than the child's when interacting and conversing. ▪ Add information to what the child says. ▪ Ask real questions and answer questions with genuine answers. Be conversational, rather than directive. ▪ Play word games (show me . . . , look in the mirror, animal sounds). ▪ Engage in conversations with child about things seen or experienced in familiar environments. ▪ Recite nursery rhymes and finger plays. ▪ Talk about what things do. ▪ Read and repeat a story often, including stories from diverse cultures and then engage child in conversation about it. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

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

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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 |
| Birth through 8 Months | Uses a variety of vocalizations and gestures. | <ul style="list-style-type: none"> ▪ Vocalizes and uses gestures to get attention (cries to get needs met). ▪ Experiments with and uses sounds and facial expressions. ▪ Laughs to display emotion. ▪ Shows more interest and responds more to people than objects. ▪ Vocalizes and uses gestures to express pleasure and displeasure. ▪ Vocalizes sounds other than crying and cooing. | <ul style="list-style-type: none"> ▪ Respond to child's vocalizations by smiling and giving attention. ▪ Respond to message behind child's crying (hungry, tired, hurt). ▪ Use playful sounds in interactions with child; make talking a fun thing to do. ▪ Use descriptive talk during daily routines (changing diaper, feeding). ▪ Use animated expressions and language. ▪ 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."). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| EXPRESSIVE/ORAL LANGUAGE | | | |
| GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Uses vocalizations and words to express wants, needs, and feelings. | <ul style="list-style-type: none"> ▪ Produces different cries for different reasons. ▪ Vocalizes in response to others' vocalizations. ▪ Imitates facial expressions. ▪ Vocalizes in response to singing. ▪ Whines with a purpose. ▪ Replaces most gestures with words. ▪ Plays simple games with an adult (peek-a-boo, pat-a-cake). ▪ Responds to peer vocalizations and words. ▪ Says single words to convey meaning (e.g. "Up," meaning, I want up.). | <ul style="list-style-type: none"> ▪ Respond to child's vocalizations and gestures and sustains interactions. ▪ Respond to child's crying by providing words for communication intent (e.g. "You're scared.>"). ▪ Describe the child's actions (e.g. "You want help?" "You want something to eat?"). ▪ Provide words to describe child's feelings (hungry, tired, wet). ▪ Give wait time to child to encourage turn-taking. ▪ Create opportunities for a need to communicate. ▪ Provide opportunities for child to contribute with single words as you make up a story. ▪ Ask "wh" questions (why, who, what, where, when). ▪ Immerse child in a language-rich environment. |

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>16 to 38 Months</p> | <p>Uses words, phrases, and sentences to meet emotional, social, and physical needs.</p> | <ul style="list-style-type: none"> ▪ Uses gestures or vocalizations to protest or to gain attention. ▪ Exchanges gestures with adults. ▪ Initiates turn-taking routines. ▪ Uses more words during turn-taking. ▪ Responds to peers with words. ▪ Uses words and gestures to engage others in play (gestures and says, "Chase!"). ▪ Uses short sentences or telegraphic speech to announce what he/she has done. ▪ Begins to recount an event, with assistance. ▪ Begins to recall parts of a previously heard story. ▪ Requests to hear familiar stories, songs, and rhymes. ▪ Begins to follow the sequence of events in an orally-narrated story. | <ul style="list-style-type: none"> ▪ Support child to use words to express needs and wants. ▪ Talk, sign, sing, and read to child. ▪ Expand child's sentences with descriptive responses (e.g. child says, "Ball," you respond with, "Here is the red ball."). ▪ Model simple sentences. ▪ Encourage use of pronouns from child's point of view (e.g. "I want milk" rather than, "Susie wants milk."). ▪ Tell child stories about his/her family, community, and culture. ▪ Incorporate songs and rhymes into stories you tell so child can participate in story-telling. ▪ Ask open-ended and "wh" questions (why, who, what, where, when, and how) to encourage child to describe an event or occurrence. ▪ Set aside time daily to engage in storytelling, singing, and talking with child. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LANGUAGE | | | |
| EXPRESSIVE/ORAL LANGUAGE | | | |
| GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 36 to 60 Months | Follows social conventions of language to access, gain, and share information. | <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 | | | |
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| 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 | Uses language to address functional needs, to solve complex problems, and to create ideas and schemes. | <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). |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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"> ▪ Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise). ▪ Imitates a variety of vocalizations and sounds. ▪ Recognizes mother's and father's voice before he/she sees them. ▪ Calms when he/she hears a repeated lullaby. | <ul style="list-style-type: none"> ▪ Encourage and respond to child's vocalization. ▪ Use playful sounds in interactions with the child. ▪ Use animated expressions and language. ▪ Sing songs and listen to music. ▪ Label environmental sounds. ▪ Read books with sounds. ▪ Comment on sounds, naming them, and recreating them where appropriate. ▪ Turn child toward sounds and recreate sounds while child is looking at the source of the sound. |

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LITERACY

READING

GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
|------------------------------|---|---|--|
| <p>6 to 18 Months</p> | <p>Uses sounds for a variety of purposes.</p> | <ul style="list-style-type: none"> ▪ Has a repertoire of intentional vocalizations that is recognizable by caregivers. ▪ Experiments with sounds such as blending vowels and consonants in babbling (bababa or dadada). First words may be Mama, Dada, or ba for ball). ▪ Begins using single sounds and words to label objects, pictures, and body parts. ▪ Vocalizes familiar words when read to. ▪ Recites last word of familiar rhymes, with assistance. | <ul style="list-style-type: none"> ▪ Respond to child's vocalizations addressing the need the child has indicated. ▪ Label a child's intended vocalization (e.g. "You made a giggle, and I think you are happy," or "You said, "Uh, uh, uh, and that sounds like you are wanting something. Shall I pick you up?"). ▪ Label environmental sounds. ▪ Use playful sounds in interactions with the child. ▪ Use animated expressions and language. ▪ Sing songs and play finger games. ▪ Read books that have sound effects (e.g. Dinosaur Roar; Polar Bear, Polar Bear; What Do You Hear?). ▪ Clap, stomp, dance, or finger tap to songs familiar to child as they are sung. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
|---|--|---|--|
| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Produces and imitates sounds (phonemes). | <ul style="list-style-type: none"> ▪ Anticipates action to accompany a song (“Ring around the Rosie. We all fall down!”). ▪ Anticipates auditory signals in the environment. ▪ Repeats a refrain from a song heard before (E-I-E-I-O). ▪ Recognizes and labels familiar sounds in the environment. ▪ Plays with sounds and words when taught (nanna banana, wiggle waggle wump). ▪ Recites phrases from familiar rhymes. ▪ Completes a familiar rhyme by providing the last word. ▪ Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly). | <ul style="list-style-type: none"> ▪ Engage in songs with activities. ▪ Engage child in songs with repeated sounds. ▪ Familiarize child with rhymes and cadences. ▪ Connect motor movements to finger plays, poems, and songs. ▪ During everyday activities talk about words and sounds (at the grocery store, identify fruits with the same beginning sound: peach and pear). ▪ Use books that focus on sounds to interact with the child. ▪ Engage in activities that promote phonological awareness. |

| 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 <i>m</i> 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 (drums, sticks, pans, spoons). ▪ Have child complete sentences in familiar and predictable books and stories. ▪ Use same activities for previous age group. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 "Twinkle, or "Lit...tle Lamb." ▪ Focus on the sound at the beginning of a word, the ending sound, and finally the middle sound. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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 |
| Birth through 8 Months | Responds to visual and auditory stimuli in the environment. | <ul style="list-style-type: none"> ▪ Gazes intently at faces and contrasting colors. ▪ Differentiates gaze and attention for familiar and unfamiliar people and things. ▪ Responds to high contrast and visually complex patterns. ▪ Responds to visual stimuli (self in mirror). ▪ Begins to intentionally touch and pat pictures. ▪ Prefers pictures of faces. ▪ Discriminates among familiar objects (bottle, blanket, rattle). | <ul style="list-style-type: none"> ▪ Routinely read books with a child using board, cloth, and plastic books. ▪ Provide toys with mirrors. ▪ Provide pictures and toys with visual contrast. ▪ Point to and name pictures in books. ▪ Create a book with familiar pictures (Mom, Dad, pet, favorite toys). ▪ Sing songs with child and add body movements to accompany the song. ▪ Encourage exploration of books through touching, mouthing, and playing with books. ▪ 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. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Recognizes that pictures can be paired with words and sounds. | <ul style="list-style-type: none"> ▪ Shows increasing awareness of the sound of spoken words by focusing on the speaker. ▪ Looks at pictures, and when cued, points to and makes sounds that are representative in the pictures. ▪ Shows a preference for favorite books. ▪ Attends to and then, points to pictures when named. ▪ Looks at books and turns pages. | <ul style="list-style-type: none"> ▪ Read to child daily. ▪ Make books available to child throughout the day. ▪ Offer books on low shelves, and with adequate, comfortable space for the child to handle the books. ▪ Respond to child's growing attention by following a child's lead for exploring a book together. It is not necessary to read all the words in the book. Read with the child's attention and interest in mind. Reading a book together should be relaxing and fun for both the adult and the child. ▪ Identify pictures in books and the environment. ▪ Name items from a picture book, and cue a child to point to the item. ▪ Point to words while reading with child. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Recognizes visual symbols in their environment. | <ul style="list-style-type: none"> ▪ Names familiar pictures in books. ▪ Uses symbols or pictures to represent oral language. ▪ Begins to sing songs with alphabet by rote. ▪ Begins to match similar shapes (shape puzzles or sorters). ▪ Sees meaning in environmental print (e.g. child recognizes logos of familiar places and foods, and common signs such as stop signs). | <ul style="list-style-type: none"> ▪ Read to child daily, following child's attention and interest cues. Model turning pages and reading from top to bottom. ▪ Offer simple puzzles that match symbols and shapes. ▪ When child is interested, make letters and shapes with a variety of materials (play dough, sand, shaving cream, blocks). ▪ Respond to child's attempts to identify letters with a description of the letter (e.g. "Yes, that letter is an A, just like in your name, Andy. See how it has two lines going down?"). ▪ Point out letters, especially those in the child's name, in environmental print (street names or on billboards, signs, or printed material in home or center). ▪ Read alphabet books. ▪ Sing songs that match a visual action or object with a sound, such as "Heads, Shoulders, Knees and Toes," or "Wheels on the Bus." |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 36 to 60 Months | Recognizes letters as special symbols to represent spoken language. | <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 children to share those posts with each other. ▪ 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.). |

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| | | | <ul style="list-style-type: none"> ▪ 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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>Birth through 8 Months</p> | <p>Builds foundational experiences for later print concept development.</p> | <ul style="list-style-type: none"> ▪ Investigates and manipulates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them). ▪ Attends to and explores a variety of printed materials such as photos, illustrations to story books. | <ul style="list-style-type: none"> ▪ Establish daily reading routines with children. ▪ Read with child one-on-one so that child observes and handles books often. ▪ Provide child with age appropriate board, cloth, and plastic books for the child to explore (pictures of real faces, animals). ▪ Model holding a book correctly and turning pages. ▪ Explore a variety of printed materials with child (photo albums, magazines, song books). ▪ Follow child's lead and attention span. |

| 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 |
| 6 to 18 Months | Attends to visual features of a book. | <ul style="list-style-type: none"> ▪ Pays attention to pictures in books. ▪ Responds to mirrors and sensory material in books. ▪ Holds cloth, plastic, or board book. ▪ Turns pages of a board book. ▪ Recognizes a picture when named from a book. ▪ Begins to position book right side up. ▪ Shows increasing ability to handle books, without assistance. ▪ May have favorite books. | <ul style="list-style-type: none"> ▪ Read daily and tell stories to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Draw attention to the cover of the book. ▪ Provide child with board books, cloth, and plastic books that can be manipulated and explored with assistance. ▪ Acknowledge when child is using printed matter appropriately. ▪ Explore a variety of printed materials with child (photo albums, magazines, song books). ▪ Follow the child's lead when reading together. Allow child to turn pages, point, and babble. ▪ Provide children's books with photos or clear drawings of babies, faces, animals, and vehicles, with limited words per page. ▪ Make books accessible to children (basket, low shelf). |

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>16 to 38 Months</p> | <p>Displays awareness of the function and use of printed materials.</p> | <ul style="list-style-type: none"> ▪ Knows where books are kept. ▪ Returns books to designated place when asked. ▪ Finds specific pictures in a familiar book. ▪ Begins to turn pages; move from board books to conventional books. ▪ Recognizes specific books by cover. ▪ Communicates a desire to be read to (locates a book and takes it to the reader). ▪ Points to pictures in books. ▪ Holds a book right side up. ▪ Handles book with purpose and care. ▪ May have a favorite book. ▪ Recognizes signs and logos such as grocery store, fast food places, and favorite cereal in grocery store. | <ul style="list-style-type: none"> ▪ Read daily and tell stories to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Model proper care of books. ▪ Draw attention to the different features of a book (front cover, title, pictures). ▪ Model holding a book correctly and turning pages one at a time. ▪ Follow along text with finger or special pointer. ▪ Read books with rhymes and rhythm. ▪ Make books accessible (basket, low shelf). ▪ Point out signs and logos in community. ▪ Make regular visits to the library. ▪ Allow children to select books. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 36 to 60 Months | Knows that languages and words have a written form that can be read, and shows awareness of reading conventions. | <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. ▪ Label shelves and toy containers with picture and printed word. |

| 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. |

IDAHO EARLY LEARNING EGUIDELINES

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

Domain 5: Communication, Language, and Literacy
Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Engages actively with stories and pictures. | <ul style="list-style-type: none"> ▪ Makes sounds to represent parts of a story. ▪ Anticipates action that accompanies parts of a story, song, or interactive play activities. ▪ Responds to pictures, characters, or objects in books (points, vocalizes, or gestures). ▪ Points or makes sounds when looking at picture books. ▪ Points to familiar pictures, characters, and objects in books. ▪ Identifies familiar people and objects in photographs. ▪ Participates in word games and finger play. ▪ Begins to show preference for favorite stories and books. | <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. ▪ Sing songs that encourage child to listen for and anticipate an action. ▪ Read books with a predictable story line and sequence of events with child. ▪ Point to pictures as you read and encourage child to do so as well. ▪ Make books with pictures from child's life, cultural background, and home language. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Begins to attach meaning to stories and pictures. | <ul style="list-style-type: none"> ▪ Verbally labels pictures with words. ▪ Repeats familiar parts of a story, nursery rhyme, or music. ▪ Uses a questioning intonation when talking about a story. ▪ Recalls specific characters or actions from a story. ▪ May have a favorite book and ask for it to be read multiple times. ▪ Pretends to read a book to self or favorite toy. ▪ Uses pictures or scribbles to describe actions or ideas (e.g. views a picture of a person running, child says, "run"). ▪ Produces a multiple-word response to printed materials. ▪ Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book). ▪ May use pretend play to act out familiar story with adult assistance. ▪ Responds to "wh" questions (who, what, where, when, why) after hearing or reading a story. | <ul style="list-style-type: none"> ▪ Read daily to child. ▪ Plan to read and re-read books with patterns, rhyme, and repetition. ▪ Share enthusiasm and love for reading. ▪ Invite children to join in with repeated and predictable words, phrases, and rhymes. ▪ Help children make connections between the story and their own lives. ▪ Read books with child from child's own and other cultural backgrounds. ▪ Occasionally, stop to talk about the pictures, answer questions, discuss what might happen next, and think about what the characters might be feeling. ▪ Label shelves and toy containers with picture and printed word. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| READING | | | |
| GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 36 to 60 Months | Understands information from oral stories, reading books, and pictures. | <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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 60: READING - CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 6 to 18 Months | Participates actively in looking at picture books and written materials with support. | <ul style="list-style-type: none"> ▪ Initiates interactions for sharing written materials (e.g. picks up a book and brings to parent). ▪ Recognizes pictures that represent real objects. ▪ Shows preference for familiar food labels, clothing, graphics, and characters. ▪ Enjoys books with clear pictures or photos about daily routines (eating, toileting). | <ul style="list-style-type: none"> ▪ Look at photographs of familiar people and pets. Talk about what is happening in the picture. ▪ Encourage and model looking at books independently and together. ▪ Have child select book to be read. ▪ Let the child lead when reading the book. ▪ Model using printed material for gathering information (cookbook, magazines, and menu). Point out pictures and label. ▪ When reading, ask where's the ____? Let the child point to the picture. |

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>16 to 38 Months</p> | <p>Engages independently in exploring books and actively listening to stories.</p> | <ul style="list-style-type: none"> ▪ Enjoys books with clear pictures or photos about daily routines (eating, toileting). ▪ Recognizes and points to familiar environmental print labels and logos (stop signs, cereal boxes, toys). ▪ Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.). ▪ Responds to emotional expressions in books. ▪ Uses labels and pictures to organize and categorize materials. | <ul style="list-style-type: none"> ▪ Play games with letter blocks. ▪ Point out signs in the environment. ▪ Point out child's written name and the letters in their name. ▪ Talk about environmental print on common products. ▪ Provide child with opportunities to help with shopping (making list, choosing items, simple counting of items). ▪ Model the use of a variety of written materials (grocery lists, notes). ▪ Begin to incorporate print found in child's everyday life into dramatic play. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 36 to 60 Months | Uses books and written materials to gain information and enjoyment in a variety of settings. | <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 | | | |
| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| 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 |
| Birth through 8 Months | Acquires visual and motor foundational experiences for later concept development. | <ul style="list-style-type: none"> ▪ Uses senses to explore the environment. ▪ Attend to contrasting colors and patterns. ▪ Attend to near, far, and moving objects. ▪ Follows objects and people with sustained gaze. | <ul style="list-style-type: none"> ▪ Offer mobiles, toys, and pictures with simple, contrasting colors and patterns. ▪ Offer objects that are within in a variety of distances from the child. ▪ 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). ▪ Provide opportunities to explore objects. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Begins to produce marks with a variety of tools. | <ul style="list-style-type: none"> ▪ Explores materials and medium with hands, feet, and body. ▪ Begins to recognize that they can make marks on a variety of mediums (e.g. shaving cream, sand, whipping cream, etc.). ▪ Makes marks on paper and other surfaces. ▪ Creates vertical and horizontal lines. | <ul style="list-style-type: none"> ▪ Provide materials that lend themselves to patting, slapping, pushing, pulling, flatten clay, and finger paint with edible paint. ▪ Point out shapes in the natural environment (wheel is a circle, box is a square) and trace the shape with child's finger. ▪ Encourage child to make marks in sand, dirt, flour. ▪ With supervision, introduce paper and crayon and have child draw; hang the picture on display and/or share with rest of family. ▪ Engage child in writing, scribbling, and drawing. Acknowledge their work and comment without trying to interpret. ▪ Use soap crayons in the bath and take turns drawing lines. ▪ Paint with water on the sidewalk or walls. ▪ Provide auditory cues to child's activity as the child marks the surface (round and round, zoom across). ▪ Make lines and circles in cookie dough and feel the configuration. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 16 to 38 Months | Begins to draw and scribble to express self and ideas. | <ul style="list-style-type: none"> ▪ Uses increasingly more purposeful scribbling. ▪ May substitute object as symbol (use block as phone or car). ▪ Makes intentional impressions with different materials. ▪ Uses drawing and painting to represent ideas and share new knowledge. ▪ Notices both words and pictures on a page. ▪ Uses horizontal scribbling to label drawings or imitate adults. ▪ Labels pictures using scribble writing. ▪ Uses symbols or pictures as a representation of oral language. ▪ Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print). ▪ Talks about the meaning of what is being written or drawn (e.g. "This is the dinosaur eating..."). | <ul style="list-style-type: none"> ▪ Provide child a variety of writing, drawing, and painting materials and time to experiment with them. ▪ Provide opportunities for child to use crayons, paint, and markers to express themselves and draw. ▪ When reading with child, point to pictures and words as they are read. ▪ Discuss with child the pictures they have created, focusing on the process of creating (e.g. "How did you make that big blue line?"). ▪ Read a variety of alphabet books with child, including books from different cultures. ▪ When reading with child, point to initial letters - especially letters in the child's name. ▪ Draw attention to signs and symbols in the environment (stop sign, Chinese writing on a Chinese restaurant sign). ▪ Provide opportunities for child to manipulate magnetic letters by naming the letters or using them to spell out simple words. ▪ Engage child in writing, scribbling, and drawing. Acknowledge their work and comment without trying to interpret. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 36 to 60 Months | Represents ideas and spoken language using drawing, scribbles, symbols, and letters. | <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. ▪ Create games for child to pretend to be the letters of the alphabet, and have others guess what the child is representing. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 62: WRITING - CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| Birth through 8 Months | Moves from reflexive to controlled hand and finger skills. | <ul style="list-style-type: none"> ▪ Grasps objects reflexively. ▪ Grasps objects with intension. ▪ Reaches for and explores objects. ▪ Shakes and stares at toy in hand. ▪ Transfer objects from one hand to other. ▪ Begins to use both hands together. | <ul style="list-style-type: none"> ▪ Encourage child to grasp, hold, and explore adult's fingers. ▪ Encourage child to activate and explore cylindrical rattles. ▪ Allow child to grasp the spoon handle when being fed. ▪ Encourage child to activate musical toys with a cylindrical object or stick, under supervision. ▪ Let child hold book with both hands while adult turns pages. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 6 to 18 Months | Manipulates objects with increasing control and intentionality. | <ul style="list-style-type: none"> ▪ Grasps objects primarily with palmar grasp (fist). ▪ Picks up small items using pincer grasp (i.e. forefinger and thumb). ▪ Uses objects for a variety of purposes (e.g. a spoon to eat, to beat on the table, or to brush through their hair). ▪ Crosses midline with hands. ▪ Passes objects from one hand to the other. ▪ Uses whole arm to make stokes (e.g. marks with water on a brush on the sidewalk, or makes broad strokes with paint on big paper). ▪ Uses palmer grasp (fist) to hold writing tools. | <ul style="list-style-type: none"> ▪ Offer textured toys and toys that can be mouthed, held, and dropped without breaking. For safety, toys should be no less than 1 inch in diameter. ▪ Allow child to finger feed small bits of food from a tray or flat surface (peas or cereal) with adult supervision. ▪ Encourage child to pick up thin books and papers from a flat surface. ▪ Provide a variety of tools for children to make marks and explore that tool, and their arms, hands, and fingers. ▪ When adult is writing, seat child nearby and offer large crayons, markers, and paint brushes to mark on paper. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 |
| 16 to 38 Months | Intentionally uses tools to write and draw. | <ul style="list-style-type: none"> ▪ Adjusts body position to facilitate holding tools. ▪ Holds paper with one hand while writing with the other hand. ▪ Copies vertical and horizontal lines. ▪ Makes circular motions with writing utensil. ▪ Uses a variety of writing tools. ▪ Begins to use fingers to hold writing tools instead of fist. ▪ Uses whole arm to make writing movement. ▪ Scribbles and makes unplanned and intentionally meaningful marks. ▪ Names scribbles (tells others what scribbles mean). ▪ Writes on paper, without regard to location or direction. | <ul style="list-style-type: none"> ▪ Provide opportunities for the child to draw. ▪ Model appropriate grasp of writing and drawing tools. ▪ Provide opportunities for child to explore various mediums with supervision. ▪ Discuss and identify figures that the child draws (e.g. "That's a circle." "That's a straight line."). ▪ Write child's comments at the bottom of drawings, collages, or photos. ▪ Engage child in writing in a variety of play settings. ▪ Provide opportunities for child to draw and paint in a variety of positions (while standing, outdoors on a hard surface, kneeling on floor). |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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 | <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). ▪ Provide opportunities to talk about what child notices about |

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| | | <p>building).</p> | <p>two different writing systems (especially appropriate for ELL and bilingual/multilingual children).</p> <ul style="list-style-type: none"> ▪ 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 | | | |
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| 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. |

IDAHO EARLY LEARNING EGUIDELINES

GOAL 63: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 63: WRITING - CHILDREN USE WRITING FOR A VARIETY OF PURPOSES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| Birth through 8 Months | Progresses from reflexive movement to intentional movement, especially in hand skills. | <ul style="list-style-type: none"> ▪ Increasingly uses tactile exploration. ▪ Reaches for and manipulates items using both hands. ▪ Brings arms and hands across midline. ▪ Moves from reflexive grasp to intentional grasps. | <ul style="list-style-type: none"> ▪ Provide different textures (soft towel, plastic rattle, furry kitty) for the child to explore. ▪ Describe the feeling of objects (soft, hard, fuzzy, or cool). ▪ Hold baby in lap while reading from a picture book. Let the baby explore with all senses. ▪ 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. ▪ Offer objects that are easily grasped such as squishy balls, soft blocks, rattles, board books, toy keys, or textured blankets. ▪ Offer opportunity to pat and splash in water. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 63: WRITING - CHILDREN USE WRITING FOR A VARIETY OF PURPOSES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles. | <ul style="list-style-type: none"> ▪ Rakes or scoops small objects with hands. ▪ Pats, squeezes, and mashes items such as play dough or food. ▪ Makes marks on paper and shows them to others. ▪ Makes marks with fingers (in food, dirt, or sand). ▪ Holds crayons, paint brushes, markers with a variety of grasps. | <ul style="list-style-type: none"> ▪ Provide child with a variety of objects and toys that are activated directly by a simple action (shaking, banging, hitting, or rolling). ▪ Engage in simple interactive songs with hand, arm, and finger actions (Eency Weency Spider and Twinkle, Twinkle). ▪ Draw and label pictures while talking with child about an activity or idea. ▪ Model uses of writing to child (making grocery lists, writing letters). ▪ Provide different materials for child to explore sensory use of materials and development of motor skills and writing (finger paints, shaving cream, or sand). |

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 |
|-------------------------------|---|---|--|
| <p>16 to 38 Months</p> | <p>Makes scribbles and marks in imitation of writing during play.</p> | <ul style="list-style-type: none"> ▪ Makes scribbles and pictures to share with others. ▪ Imitates the act of writing during play and familiar routines. ▪ Uses writing props during play. ▪ May request an adult to write name or message on their work. ▪ Recognizes some environmental print/symbols (stop sign). ▪ Asks adult to label pictures that he/she has drawn. ▪ Makes cards and “messages” to give peers and significant adults, with assistance. | <ul style="list-style-type: none"> ▪ Write down what the child says regarding his/her own drawing. ▪ Provide opportunities for child to observe you writing for meaningful purposes. ▪ Write the children’s names on artwork, asking them where on the paper they would like to have their names written. ▪ Work together to prepare written lists and notes, modeling writing for various purposes. ▪ Provide a variety of tools, medium, and space for child’s expressive drawing. ▪ Provide props that promote writing opportunities (mail boxes, post office, shopping lists, notepad by play phone, computer keyboard). ▪ Offer paintbrushes and easels and flat surfaces for making marks that are more easily controlled than with other tools. ▪ Create projects with child that involve writing (make a note for grandma and grandpa, invite a friend to play, make a note to save a block structure built by the child). |

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 |
|-------------------------------|---|--|--|
| <p>36 to 60 Months</p> | <p>Makes scribbles, pictures, symbols and letters with meaning and purpose.</p> | <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. |

| DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY | | | |
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| 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." |

IDAHO EARLY LEARNING EGUIDELINES

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

Domain 5: Communication, Language, and Literacy

Sub-Domain: English Language Learners

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

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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>6 to 18 Months</p> | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develops communication skills in home language, including words and gestures.</p> | <ul style="list-style-type: none"> ▪ Responds to familiar words and gestures in the home language. ▪ Responds to simple voice commands and labeling in two languages. ▪ Communicates needs in one- to two-word phrases in home language. ▪ Uses eight to ten spoken words in home language, though may not use spoken words in the English vocabulary. ▪ Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English. | <ul style="list-style-type: none"> ▪ Connect child to other native speakers, especially other children. ▪ Read bilingual books on a regular basis. ▪ Encourage child to use words in both languages. ▪ When presenting child with words in English, present them in groups (animal names) and within a context. ▪ Help child link English vocabulary to real-life experiences by using pictures, objects, places, and events. ▪ Continue to use home language with child to build a strong home language base. ▪ Play music from the child’s home culture and in the home language, as well as English. ▪ Learn tone, key words, and common gestures of child’s home language. |

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>16 to 38 Months</p> | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develop vocabulary and fluency in home language.</p> | <ul style="list-style-type: none"> ▪ Often uses sounds from home language when speaking in English. ▪ Has a larger receptive and expressive vocabulary in home language than in second language. ▪ Speaks using English vocabulary and increasingly responds to English vocabulary. ▪ Uses increased expressive and receptive English vocabulary. ▪ May exhibit a period of silence before a language surge. ▪ May mix words from both languages. ▪ Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (signal for come here). ▪ Often uses sounds from home language when speaking in English (e.g. Spanish "v" may be pronounced like "b" so Spanish-speaking child might say, "Bery" for "Very"). ▪ Has a larger vocabulary in home language and is beginning to acquire an English vocabulary. ▪ Recalls words from simple songs in home language and recognizes words from songs in English. ▪ Asks simple questions in home language and uses gestures or single words to ask questions in English. ▪ Occasionally inserts words from home language while speaking in English. | <ul style="list-style-type: none"> ▪ Encourage parents of second language learners to support home language expansion and expression. ▪ Consistently provide, if possible, adults in the environment who speak the child's home language. ▪ Read books in native language with supplemental reading in English. ▪ Speak English in ways that help English Language Learners (ELL) to understand (simple sentences, repetition, and use of gestures). ▪ Rephrase or expand child's speech. ▪ When telling a story, substitute a couple of words with words from the child's native language. ▪ Sing songs and rhymes in both languages. ▪ Learn tone, key words, and common gestures of child's home language. ▪ In a group, expose all children to dual language use and learning. |

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.

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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 not correct child but guide child by example). ▪ Model positive vocabulary learning strategies (reading cues |

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| | | | <p>from the context).</p> <ul style="list-style-type: none"> ▪ 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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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. |