

## ***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			
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"> <li>▪ Responds to the physical environment (i.e. smiles, cries, grimaces, and moves body).</li> <li>▪ Makes eye contact and directs sounds to caregiver.</li> <li>▪ Moves from random vocal play to intentional self-repeating vocal play.</li> <li>▪ Experiments with making a range of sounds with variations of pitch, loudness, and trills. Use varying volume and pitch.</li> <li>▪ Imitates sounds, signs, expressions, and gestures.</li> <li>▪ Engages with people in give and take of sounds and eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeat baby's sounds taking cues from baby about how often, how quickly, and for how long.</li> <li>▪ Watch for baby's attempts to communicate and offer appropriate responses.</li> <li>▪ Respond to baby's crying and interpret baby's signals.</li> <li>▪ When speaking, vary inflection, volume, and tone.</li> <li>▪ Get excited when your baby makes sounds and eye contact with you; pay attention and smile or react with exaggerated appropriate facial and body expressions.</li> <li>▪ Match your facial expressions with the baby's expressions.</li> <li>▪ Recognize and become informed when a baby with physical disabilities, such as a cleft palate, might need more assistance in learning to communicate.</li> <li>▪ Interpret and give meaning to what your child says—may be a gesture to start with (e.g. "You are looking at the bottle. Do you want your bottle?" "You are reaching for the cup. Do you want the cup?").</li> </ul>

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**SUB-DOMAIN: COMMUNICATION**

**ORAL COMMUNICATION**

**GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Uses structured sounds, words, and gestures to interact with others.</p>	<ul style="list-style-type: none"> <li>▪ Imitates sounds, signs, or gestures.</li> <li>▪ Engages in vocal play and turn-taking.</li> <li>▪ Uses facial expression, tone, and words to match responses.</li> <li>▪ Looks to the caregiver for a visual cue about how to react to an activity or situation (social referencing).</li> <li>▪ Approximates word sounds in an attempt to say words common to their culture.</li> <li>▪ Babbles using inflection, intonation, and tone to convey meaning.</li> <li>▪ 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).</li> <li>▪ Uses single-word sentences.</li> <li>▪ Initiates and responds to communicate using words, signs, and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeat the child's utterances.</li> <li>▪ Use simple word play with turn-taking (e.g. baby says, "Ah, ah, ah," and you say, "Ah, ah, ah.&gt;").</li> <li>▪ During daily routines, name body parts, familiar objects, situations, and events.</li> <li>▪ 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.&gt;").</li> <li>▪ 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.</li> <li>▪ Use descriptive talk (describe what child sees and what the child is doing).</li> <li>▪ 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?").</li> <li>▪ 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?").</li> </ul>

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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"> <li>▪ Vocalizes wants and needs.</li> <li>▪ Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).</li> <li>▪ Changes intonation and tone to convey meaning of words.</li> <li>▪ Uses sound effects in play.</li> <li>▪ Uses single words, phrases, or short sentences to convey needs and wants.</li> <li>▪ Uses pronouns, though not always correctly (e.g. "Her read the story." "Me do it.").</li> <li>▪ Asks and answers simple questions.</li> <li>▪ Uses descriptors to describe object or event.</li> <li>▪ May tell simple stories and recount events.</li> <li>▪ Addresses listener appropriately to get attention (when speaking to another child, uses child's name).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask open-ended questions to elicit response (e.g. "What is the kitty doing?").</li> <li>▪ Rephrase a child's utterances into sentences/questions.</li> <li>▪ Engage child in conversations about daily routines.</li> <li>▪ Model appropriate and grammatically correct language.</li> <li>▪ Listen to child and give him/her time to respond.</li> <li>▪ Provide opportunities for child with communication difficulties to use nonverbal ways to express self so he/she feels that attempts to communicate are valued.</li> <li>▪ Provide opportunities for child to communicate with other children.</li> <li>▪ 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.").</li> <li>▪ Expand child's utterances, (e.g. Child says, "Car go." You say, "Yes, that red car goes fast.").</li> </ul>

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36 to 60 Months	Uses a variety of communication forms with purpose to convey a message.	<ul style="list-style-type: none"> <li>▪ Speaks clearly enough to be understood by most listeners.</li> <li>▪ Uses prepositions, though not always correctly.</li> <li>▪ Relays a simple message.</li> <li>▪ States opinions and preferences using simple sentences, signs, or picture boards.</li> <li>▪ Describes objects and events using simple details.</li> <li>▪ Initiates conversation by making statements or asking questions using why, how, when, what, where, and who, though not always choosing the correct interrogatives.</li> <li>▪ Expresses an idea in more than one way.</li> <li>▪ Uses character voices when retelling a story or event.</li> <li>▪ Uses both simple and complex sentences.</li> <li>▪ Responds meaningfully in conversation with adults and peers.</li> <li>▪ Adjusts communication style appropriately to a variety of settings and people.</li> <li>▪ Dictates words, simple stories, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer repetitious songs, poems, and nursery rhymes.</li> <li>▪ Ask questions about familiar stories and events.</li> <li>▪ Speak clearly to child.</li> <li>▪ Encourage child to express opinions, feelings, and ideas.</li> <li>▪ Provide puppets and props for telling and retelling stories.</li> <li>▪ Provide opportunities for children to state their choices and to tell their plans.</li> <li>▪ Ask open-ended questions that can be answered by child in own way, to eliminate the need for right or wrong answers.</li> <li>▪ Respect the child's response.</li> <li>▪ Initiate mime games that use the body to tell a story or express an idea.</li> <li>▪ Engage child in conversation about a child-selected photograph or object.</li> <li>▪ Provide opportunities to speak or perform in front of a group and acknowledge the effort.</li> <li>▪ Provide opportunities for self-expression, creative representation, and oral expression (drawing materials, blocks, musical instruments for made up songs).</li> <li>▪ Recognize and encourage alternate forms of communication (dance, drumming, sign, and storytelling).</li> <li>▪ Provide opportunities for verbal expression in home language.</li> <li>▪ Offer props and settings for dramatic play so the child can share roles and practice traditional communication with adults and other children.</li> </ul>

		<p>messages for adult to write.</p> <ul style="list-style-type: none"><li>▪ Listens while engaged in conversation in order to extend or connect an idea expressed.</li><li>▪ Makes comments related to the topic being discussed.</li></ul>	
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60 Months through Kindergarten	Adjusts communication to conversational and situational contexts.	<ul style="list-style-type: none"> <li>▪ Initiates conversations by making statements and asking questions.</li> <li>▪ Expresses an idea in more than one way.</li> <li>▪ Adjusts communication style to listener (e.g. when talking to a younger child, uses simple words).</li> <li>▪ Uses character voices when retelling a story or event.</li> <li>▪ With prompting and support, asks and answers key questions about text.</li> <li>▪ Draws representational pictures with objects and people to communicate an idea or event.</li> <li>▪ Makes simple stories using pictures, personal experience, or culture and some words.</li> <li>▪ Talks about a problem with peers or adult to find a solution.</li> <li>▪ Negotiates play themes, rules, and conflicts with other children.</li> <li>▪ Counts rote, and then with one to one correspondence to engage in conversations about numbers.</li> <li>▪ Solves word problems about counting, simple addition, and simple subtraction.</li> <li>▪ Describes objects in the environment using</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in conversation about a child-selected photograph or object.</li> <li>▪ 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.</li> <li>▪ Have older child play and socialize in the home language with a younger child.</li> <li>▪ Provide opportunities for child to speak publicly for a small group and acknowledge him/her in the effort.</li> <li>▪ 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.</li> <li>▪ Provide blank "books," folded and stapled paper for children's drawing, dictation, and beginning writing</li> <li>▪ 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).</li> <li>▪ Offer dramatic play themes where talking and listening are prominent (e.g. hospital, camping, office, school, housekeeping, firefighter).</li> <li>▪ 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?").</li> <li>▪ Ask questions and offer conversation content that includes</li> </ul>

		<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"> <li>▪ Embellish a child's utterances (e.g. "You showed the ring to us. It is a brass ring.").</li> <li>▪ Suggest the beginnings of descriptions of objects and situations ("Tell me about how you built that tall tower with blocks." "Why do you think....?").</li> </ul>
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