

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

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

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**

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**COMPREHENSION**

**GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.**

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

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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"> <li>▪ Responds to simple questions.</li> <li>▪ Use location phrases correctly.</li> <li>▪ Responds to “wh” questions (what, when).</li> <li>▪ Recall information and sequences from stories and poems.</li> <li>▪ Recognizes and responds appropriately to nonverbal cues.</li> <li>▪ 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.”).</li> <li>▪ Extends/expands the thought or idea expressed by another.</li> <li>▪ Engages in conversation that develops a thought or idea (tells about a past or future event).</li> <li>▪ Understands quantitative concepts (How many more chairs do we need?).</li> <li>▪ Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.</li> <li>▪ Comprehends analogies.</li> <li>▪ Understands complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk, sign, sing, and read to child.</li> <li>▪ Read colorful books to child.</li> <li>▪ Play advanced word games (I Spy).</li> <li>▪ Use the environment to encourage discussion of familiar objects, places, and people.</li> <li>▪ Use adult-like language when conversing.</li> <li>▪ Help the child explain experiences through the use of descriptive language.</li> <li>▪ Discuss concepts from stories read.</li> <li>▪ Establish routines in the child’s world.</li> <li>▪ Compare and contrast objects and actions for the child.</li> <li>▪ Play games that involve two- and three-step directions, (e.g. “Crawl through the tunnel, run to the fences, and sit down.”).</li> </ul>

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60 Months through Kindergarten	Uses language structure and content to interpret their world with increased flexibility and complexity.	<ul style="list-style-type: none"> <li>▪ Follows two-part and three-part directions in settings and situations that are unfamiliar to the daily routine.</li> <li>▪ Uses and understands complex sentences in the home language.</li> <li>▪ Plays with language (jokes, riddles, rhyming words, or words that sound fun together).</li> <li>▪ Uses non-verbal responses to represent ideas or information through drawing, signing, gestures, acting, or singing; with assistance.</li> <li>▪ Independently retells simple stories in sequence and with detailed vocabulary.</li> <li>▪ Solves addition and subtraction word problems.</li> <li>▪ Recognizes subtleties in communication.</li> <li>▪ Addresses problems with reasons for point of view and critiques the reasoning of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate, explain, and provide opportunities for child to play word games (making puns, asking riddles).</li> <li>▪ Provide opportunities for child to listen to stories and allow time for discussion and interaction and activities.</li> <li>▪ 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.</li> <li>▪ Have child act out or role play a story or legend to show comprehension. “Interview” child afterward from his/her character’s perspective.</li> <li>▪ 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.</li> </ul>