

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
48	Children demonstrate the meaning of language by listening.	Responds to environmental sounds and recognizes familiar voices.	Recognizes names for familiar people and objects. Responds to simple requests.	Understands increasingly complex statements and requests.	Receives messages in conversations, directions, music, and stories.	Interprets messages in conversations, directions, music, and in increasingly complex stories.
49	Children communicate effectively.	Displays intentional and unintentional facial expressions, cries, smiles, babbles using repetitious syllables, and uses simple gestures.	Uses structured sounds, words, and gestures to interact with others.	Communicates with simple two to three word combinations and gestures, increasing to more complex utterances.	Uses a variety of communication forms with purpose to convey a message.	Adjusts communication to conversational and situational contexts.
50	Children comprehend and use conventions of social communication.	Initiates and responds to social communication with caregivers and others.	Sustains shared interactions.	Initiates interactions using social convention.	Sustains interactions using social conventions.	Uses more complex social conventions in communication with adults and peers.
51	Children use receptive vocabulary.	Responds to voices and environmental sounds.	Responds to spoken language in context.	Recognizes and responds to increasingly complex vocabulary and gestures.	Demonstrates increased comprehension of spoken language, vocabulary, and gestures.	Responds to increasingly complex vocabulary and ideas to interpret different situations and experiences.
52	Children use expressive vocabulary.	Initiates sounds and facial expressions.	Uses purposeful vocalizations and gestures. Use words with intent.	Uses words and simple phrases with intent.	Uses phrases and sentences with functional and descriptive vocabulary.	Expands vocabulary and uses new combinations to express ideas and concepts.
53	Children demonstrate progression in grammar and syntax.	Initiates and responds to change and variety in sounds.	Intentionally uses intonation and single words to communicate.	Moves from using simple words to more complex word order, word combinations, and word endings.	Uses basic conventions of grammar and syntax.	Uses most conventions in language form and structure.
54	Children demonstrate comprehension and meaning in language.	Responds to voices and environmental sounds.	Responds and attends to verbal and nonverbal communication.	Recognizes and responds to more complex concepts and meaning in language.	Demonstrates increased comprehension of language structure and content and vocabulary.	Uses language structure and content to interpret their world with increased flexibility and complexity.
55	Children use language for a variety of purposes.	Uses a variety of vocalizations and gestures.	Uses vocalizations and words to express wants, needs, and feelings.	Uses words, phrases, and sentences to meet emotional, social, and physical needs.	Follows social conventions of language to access, gain, and share information.	Uses language to address functional needs, to solve complex problems, and to create ideas and schemes.

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56	Children develop phonological awareness.	Responds differentially to sounds.	Uses sounds for a variety of purposes.	Produces and imitates sounds (phonemes).	Recognizes phonemes as both initial and ending sounds.	Identifies individual sounds in words and manipulates beginning, ending, and some middle sounds.
57	Reading - Children make connections between sounds, symbols, and letters.	Responds to visual and auditory stimuli in the environment.	Recognizes that pictures can be paired with words and sounds.	Recognizes visual symbols in their environment.	Recognizes letters as special symbols to represent spoken language.	Uses letters, words, numbers, and a variety of symbols to represent oral language.
58	Children demonstrate awareness of print concepts.	Builds foundational experiences for later print concept development.	Attends to visual features of a book.	Displays awareness of the function and use of printed materials.	Knows that languages and words have a written form that can be read, and shows awareness of reading conventions.	Demonstrates increasing skills in print directionality and understands that print holds meaning which can be read.
59	Children demonstrate comprehension of printed materials and oral stories.	Builds background experiences for later comprehension skill development.	Engages actively with stories and pictures.	Begins to attach meaning to stories and pictures.	Understands information from oral stories, reading books, and pictures.	Interprets information from stories and printed material.
60	Children demonstrate awareness that written materials can be used for a variety of purposes.	Develops sensory skills beyond reflexes to explore language, including tools for listening, speaking, reading, and writing.	Participates actively in looking at picture books and written materials with support.	Engages independently in exploring books and actively listening to stories.	Uses books and written materials to gain information and enjoyment in a variety of settings.	Uses books and a variety of written materials to expand knowledge and build on creative themes.
61	Writing - Children demonstrate knowledge and use of letters and symbols.	Acquires visual and motor foundational experiences for later concept development.	Begins to produce marks with a variety of tools.	Begins to draw and scribble to express self and ideas.	Represents ideas and spoken language using drawing, scribbles, symbols, and letters.	Writes and combines letters, numerals, and symbols to communicate.
62	Children use writing skills and demonstrate knowledge of writing conventions.	Moves from reflexive to controlled hand and finger skills.	Manipulates objects with increasing control and intentionality.	Intentionally uses tools to write and draw.	Writes and draws with increasing coordination using a variety of tools.	Copies and writes shapes and symbols using beginning conventions of writing.
63	Children use writing for a variety of purposes.	Progresses from reflexive movement to intentional movement, especially in hand skills.	Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles.	Makes scribbles and marks in imitation of writing during play.	Makes scribbles, pictures, symbols and letters with meaning and purpose.	Uses beginning writing to express ideas and satisfy needs and wants.

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64	Children demonstrate competency in home language while acquiring beginning proficiency in English.	Initiates and responds to differences in sounds including intonation.	<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>	<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>	<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>	<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>