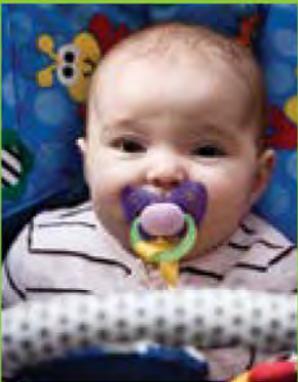


Idaho Early Learning eGuidelines

Developmental Growth Matrix



First edition



This new Early Learning eGuidelines supplement is a product of editing research updates and revisions for the ELeG in 2013. As we worked on Domain 1, the most challenging domain to edit and revise, we developed a visual matrix to organize the edits. The matrix worked so well, we decided to expand it for each domain and to make the matrix available in the “toolkit” for those who use the early Learning eGuidelines.

When we first developed the Idaho ELeG (2006-'09) our large team of Idaho early childhood professionals and parents, decided that Idaho's ELeG should be a research-based foundational document about child development to guide practice and policy. Other states focused on caregivers and parents. We wanted a broader and deeper document to use in venues including colleges, IdahoSTARS child care quality trainings, and for training events for staff in early childhood/early childhood special education classrooms, Early Head Start and Head Start programs, and Infant Toddler programs. As a result Idaho Early Learning eGuidelines have narrow age ranges, dense content, and a framework that includes Developmental Growth Statements. The Developmental Growth column for each age within the Goals is unique to Idaho's Guidelines.

This Matrix supplement provides an overview of Goals and Developmental Growth in each Domain. One can readily see how each Goal progresses across age ranges. Read down an age group in the matrix to get a picture of the sequence of child development in each Goal and Domain.

We hope this new document will be a useful and effective teaching tool. It is meant to extend understanding and to increase ease of use for Idaho's Early Learning eGuidelines. Please consider this an invitation to use the eGuidelines as you think about young children's development and as you plan for and nurture each child.

Janice Fletcher, EdD. Carolyn F. Kiefer, M.S.
University of Idaho Idaho Head Start Collaboration

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
1	Children show curiosity and Interest in learning.	Seeks, initiates, and responds to interactions with people and objects.	Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments.	Deliberately explores and experiments with people and objects.	Becomes inquisitive; seeks information and vocabulary to build understanding.	Begins to show logic in thinking about complex information, and about people, objects, and actions.	Uses hypothesis testing in a structured and focused approach.
2	Children generate/create new ideas, approaches and activities in daily routines.	Actively explores self and immediate surroundings.	Explores objects and sounds using sensory approaches, and by trying various movements.	Uses imagination and pretend play to experiment with objects and roles.	Expands personal expression through language, play, and creative exploration.	Uses elaborate strategies, and cooperation with others in creative expression.	Uses systematic thinking and perspective taking to generate new ideas and solve problems.
3	Children are confident to initiate and complete activities using a variety of approaches.	Engages in interactions with people and explores people and objects around them.	Seeks out sustained, pleasurable activities with familiar people, objects, and activities.	Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings.	Initiates and sustains interactions and activities with increasing independence.	Initiates, sustains, and completes play and activities based on personal and shared interests.	Sustains independent work and contributes to group efforts, applying social conventions and rules.
4	Children demonstrate persistence and sustain attention when faced with challenges and frustration.	Briefly sustains attention to caregiver's actions and objects in the environment.	Focuses on stimulating activities and returns to them after distractions.	Maintains attention to and extends favorite activities by repeating them.	Uses a variety of approaches to master complex challenging tasks.	Selects and critiques ideas and arguments to solve problems and complete tasks, independently and with others.	Considers and resolves difficult or frustrating situations with attentiveness and persistence.
5	Children develop and carry out plans.	Responds to pleasurable experiences and repeats actions that stimulate pleasure.	Initiates intentional action to meet personal wants and needs.	With assistance, uses multiple steps and strategies to plan for and persist in activities.	Develops ideas for how things work and attempts tasks that have unknown outcomes.	Plans individual and shared activities.	Independently develops and carries out plans for complex tasks, and seeks adult and peer feedback.
6	Children change or adapt thought processes, applying previously learned concepts and skills to new situations.	Self regulates around eating, sleeping, and sensory exploration.	Sustains play with objects. Use trial and error experimentation.	Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.	Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.	Begins to recognize own ways of creating ideas and solving problems.	Uses complex mental models including observation, hypothesis testing, prediction, estimation, evaluation, and perspective taking to understand and explain how the world works.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
7	Children interact, understand and view the world influenced by temperament.	Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.	Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.	Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.	Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.	Modifies personal ways of creating ideas, solving problems, and managing situations to align with cultural and social expectations of the greater community.
8	Children demonstrate awareness of cause and effect.	Increasingly aware of self, primary caregivers, and objects.	Intentionally explores self, others, and objects; recognizes the effect of actions.	Explores cause and effect with people, objects, and settings.	Experiments with and uses words to describe simple causal relationships.	Intentionally structures explorations to test cause and effect with people and objects.	Uses knowledge of causal relationships to inform behavior and to initiate increasingly complex explorations of objects and relationships.
9	Children use prior relationships, experiences and knowledge to build foundational memory.	Begins to anticipate routines through interactions with people and objects.	Builds foundational experiences, routines, relationships, and emotions to expand memory.	Uses past experiences to apply sequential memory and control impulses.	Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.	Chooses among multiple past experiences, as well as imagined experiences, to plan for, interpret, and act on complex situations and decisions.
10	Children imitate behaviors that they have observed.	Initiates, sustains, and replicates brief interactions and expressions.	Initiates, sustains, and replicates interactions and expressions of familiar people.	Observes and replicates expressions, words, and actions of others in functional play, including familiar people, and characters from books, poetry, songs, or media.	Use imitation as a foundation for symbolic and constructive play.	Shows increasing skill in coordinating physical and cognitive abilities to realistically imitate and create events and situations.	Imitates, expands, explains, alters, and rejects or accepts behaviors they observe.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
11	Children find multiple solutions to questions, tasks, problems and challenges including trial and error.	Use senses to explore environment and relationships.	Use sensory exploration to examine objects, and settings to observe outcomes.	Use goal-oriented exploration with novel objects and situations, and familiar people.	Tries multiple ways to solve problems and create play.	Uses past experiences, current information, and flexible thinking for problem solving.	Independently tries a variety of problem solving strategies.
12	Children use conjecture, hypothesizing and guessing.	Use all senses to explore environment and relationships.	Takes some risks to actively explore and interact with familiar people, objects, and settings.	Initiates actions to see reactions.	Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	Systematically tests ideas about how things work and applies those systems to social and physical settings.	Uses the scientific method routinely, including hypothesis making and testing, prediction and estimation, evaluation, and conclusion documentation.
13	Children build knowledge using comparison, contrasts, examination and evaluation.	Responds to and initiates actions with people and objects.	Explores and examines objects, people, and situations to see differences and similarities.	Observes and reacts to similarities and differences in people, places, and situations.	Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	Examines and evaluates problems and situations to reach conclusions.	Use if-then reasoning to explain social and natural phenomena.
14	Children participate in exploratory play.	Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.	Use sensory motor skills to engage with people and objects.	Use sensory motor play to extend the use of materials in functional ways.	Explore materials and actions with an intended purpose.	Expands knowledge of materials and tools to incorporate into play activities.	Expresses ideas and takes risks to explore materials and ideas independently and in common exploration with others.
15	Children participate in pretend and symbolic play.	Sustains brief playful interactions with caregiver support.	Use senses and mobility to explore functions of objects and actions, with symbolic play evolving as a result of the functional exploration.	Use objects symbolically in pretend play.	Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.	Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality.	Creates and carries out elaborate fantasy and real play themes.
16	Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.	Infants initiate and respond to sensory stimulation which is a neurological precursor to Symbolic representation.	Engages in pre-symbolic play. (See Goal 14, Exploratory Play)	Uses symbolic expression in dramatic play and creative activities.	Use symbols in arts, communication, and numeracy.	Use symbols to represent numbers, letters, and some words; and for expression in creative arts.	Uses symbols to operate on, represent, and communicate creative thought, number concepts, and to express ideas.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
17	Children demonstrate strength and coordination of large motor muscles.	Gain control of head, trunk, arms, and legs.	Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.	Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb).	Coordinate whole body to move in complex ways with strength, agility, and balance.	Coordinate multiple movements with accuracy and purpose.
18	Children demonstrate strength and coordination of small motor muscles.	Bring hands and objects to mouth. Purposefully manipulate objects.	Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.	Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.	Use fingers and hands for purposeful tasks.	Manipulate materials in a purposeful way, planning and attending to fine details.
19	Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.	Respond to sensory input.	Intentionally respond to sensory input and to coordinate actions based on input.	Regulate actions and responses based on sensory input.	Coordinate motor activities based on sensory input.	Integrate sensory motor skills into actions.
20	Children demonstrate stamina and energy to participate in daily activities.	Develop nerves and muscles to sustain movement.	Explore environment with purposeful movement.	Engage in new and familiar physical activities with and without adult prompting.	Engage in organized and spontaneous physical activity both indoors and outside.	Sustain strength for increased periods of time. Engage in a variety of physical activities that promote fitness and fundamental movement skills.
21	Children engage in a variety of physical activities.	Move reflexively, then with increasing intentionality.	Advance from mostly stationary activities to becoming mobile and active.	Engage in a variety of sequenced movements with increased balance.	Engage in complex physical movements embedded in play activities.	Engage independently and with peers in a wide variety of daily physical activities.
22	Children practice basic personal care routines.	Begin to develop an awareness of basic physical needs related to personal care.	Participate in routines to meet basic personal needs.	Participate in meeting personal care needs.	Initiate and carry out personal care routines, with and without assistance.	Independently initiate and carry out personal care routines.
23	Children demonstrate personal health and hygiene skills.	Infants react and respond to an adult performing hygiene care giving.	Anticipate, respond, and participate in basic hygiene tasks, with assistance.	Show some awareness of personal health and hygiene skills.	Demonstrate independence in personal hygiene skills.	Initiate and independently carry out personal hygiene skills, with or without assistance.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
24	Children eat a variety of nutritious foods.	Self-regulate food intake, and indicate hunger and fullness.	Consume a variety of foods and indicate preferences.	Choose how much food to eat. Participate in mealtime routines, with support.	Participate in mealtime routines with increasing independence and using utensils.	Take increasing responsibility for eating and food choices.
25	Children demonstrate knowledge about and avoid harmful objects and situations.	Show discomfort or anxiousness in stressful situations.	Rely on adults to maintain safe environments and respond to adult indicators of unsafe or dangerous situations.	Begin to develop an awareness of harmful objects and situations.	Demonstrate an awareness and understanding of harmful objects and situations and respond to the danger, with and without assistance.	Explain harmful objects and situations, and respond appropriately and independently most of the time.
26	Children demonstrate awareness and understanding of safety rules.	Rely on adults for safety.	Rely on caregivers for safety and protection. Responds to adult cues/directions when feeling unsafe.	Develop an awareness of safety rules and respond to safety rules, with assistance.	Follow safety rules, with and without assistance.	Verbalize and demonstrate application of safety rules and respond appropriately and independently most of the time.

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
27	Children trust, interacting with and seek assistance from adults.	Shows secure primary attachments.	Shows sense of self in relation to familiar adults.	Shows a desire for autonomy and self-action when with familiar adults.	Shows confidence in seeking assistance from familiar adults.	Uses strategies to interact with familiar adults across a variety of situations.	Interacts with familiar and less familiar adults across a variety of settings.
28	Children develop friendships with peers.	Shows interest in other babies and children.	Shows interest in interacting with peers.	Engages in play with peers.	Engages in mutual social play that involves cooperation and shared purpose.	Engages in cooperative interactions with peers.	Initiates and sustains relationships with other children/peers.
29	Children demonstrate positive negotiation skills.	Initiates interactions with caregivers and responds to caregiver's interactions.	Gives cues to initiate interactions with caregiver and peers.	Engages with caregivers and peers to solve problems or communicate solutions.	Solves problems and communicate ideas with a peer, with adult supervision.	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	Negotiates and solves conflicts using reasoning, judgment, critical thinking, and a wide-ranging vocabulary.
30	Children demonstrate awareness of their behavior and its effects on others.	Becomes aware that their actions may be linked to another's response.	Anticipates reactions to their actions.	Modifies self behavior to solicit others' actions or responses.	Anticipates the impact of self actions on others.	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	Uses self actions that are adaptable across most social settings and relationships.
31	Children participate positively in group activities.	Shows awareness of self and others.	Makes connections and associations with people, places, and regular routines.	Uses most behaviors that are socially acceptable within a defined social environment.	Participate cooperatively in group activities.	Invents, leads, and follows in group activities, games, and cooperative play with peers.	Sustains group participation and works toward common goals with informal and formal peer groups.
32	Children demonstrate sympathy and empathy.	Gazes at others and responds to variation in non-verbal and verbal sounds of others.	Reacts to emotions and actions of familiar children and adults.	Gains simple vocabulary to accurately describe own and others' emotions.	Recognizes and responds to another's emotions and situation.	Adjusts plans in consideration of others' emotions and needs.	Shows sympathy and empathy for children and adults across settings.
33	Children develop a sense of humor.	Smiles and laughs with pleasure, often in response to primary caregiver.	Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	Uses language and body to initiate social humor.	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	Uses humor to consolidate understanding of concepts and language use. Uses some abstract thinking and humor as a social skill.	Uses multiple meaning for words and situations. Follows sequences in stories to humorous conclusions.

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
34	Children adapt to diverse settings.	Reacts differentially to people, events, and settings.	Shows awareness of safe relationships and environments.	Adapts to new settings and people with some assistance.	Adjusts to unfamiliar settings and people, with minimal adult assistance.	Anticipates what to expect in unfamiliar settings.	Uses a variety of strategies for addressing diverse and unexpected experiences and activities.
35	Children recognize, appreciate and respect similarities and differences in people.	Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.	Chooses primary caregivers and familiar people, but shows interest in unfamiliar people.	Become aware of simple similarities and differences between self and others.	Shows curiosity about differences and similarities between self and others.	Recognizes and is curious about differences and similarities in people.	Respects similarities and differences among people's characteristics, and creates simple solutions for addressing issues of bias that arise in their daily lives.
36	Children perceive themselves as unique individuals.	Shows attachment with primary caregivers.	Show awareness of self as separate from primary caregiver.	Acts to show personal characteristics and preferences.	Uses strategies to differentiate themselves from others, and to get their needs met.	Describes own personal characteristics, preferences, and abilities.	Uses personal interests and skills, and family and cultural identity to successfully work alone, and with others.
37	Children demonstrate belief in their personal abilities.	Calms self for brief periods.	Views self as capable of influencing the near environment.	Views self as capable of attempting everyday tasks.	Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	Views self as capable of influencing the nearby environment and people.	Views self as capable in the society of family, peer, and school, and complies with most of the rules of these settings.
38	Children regulate their feelings and impulses.	Calms and soothes self for brief periods of time.	Recognizes and responds to emotional cues of others.	Accepts some limits and boundaries, with adult support.	With adult assistance and guidance, controls aggressive actions, words, and emotions.	Manages, regulates, and expresses feelings in social acceptable ways, most of the time.	Manages and expresses feelings appropriately, and inhibits inappropriate words, actions, and emotions most of the time, with little adult supervision.

DOMAIN 4: GENERAL KNOWLEDGE

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
39	Children demonstrate understanding of number, ways of representing numbers, relationships among numbers and number systems.	Begins to show awareness of quantity.	Manipulate objects with a variety of attributes and quantities.	Compare differences between two or more objects, groups of objects, and quantity of objects.	Uses number words and concepts to explore and manipulate quantity, size, and relationships.	Counts with understanding and recognizes “how many” are in sets of objects, showing understanding of discrete numbers.
40	Children demonstrate understanding of measurable attributes of objects, and units, systems and processes of measurement.	Uses sensory exploration to investigate environment and spatial relationships.	Investigates environments to compare spatial relationships among objects.	Orders and sequences objects according to different dimensions.	Uses geometric modeling and spatial reasoning according to different dimensions.	Orders objects according to spatial attributes using nonstandard and standard units of measurement.
41	Children demonstrate understanding of patterns, relations and functions used to organize their world and facilitate problem solving.	Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines.	Notices and responds to patterns in daily routines.	Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.	Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.	Sorts, classifies, and orders objects by a variety of attributes and paired common relations.
42	Children observe, describe and collect information by exploring the world around them.	Shows interest in familiar people, objects, and events in the immediate environment.	Observes events, actions, objects and people. Responds non-verbally and with one word responses to comments and reactions of, others, and shows preferences for people, events, actions, and objects.	Describes observable characteristics of objects, people, and events.	Calls attention to, describes, discusses, and explains similarities and differences among objects or events.	Collects, categorizes, and describe objects and observations to organize knowledge and experiences about the natural world.
43	Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	Engages and explores the physical and natural world.	Explores cause and effect relations through observation and trial and error.	Varies actions to see what happens as a result (cause and effect).	Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.	Plan and conduct intentional investigations to explore questions or problems.
44	Children differentiate between people, places, activities and events in the past and present that relate to self, group identity and a sense of their community.	Show comfort with the familiar.	Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture.	Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers.	Shows awareness of personal membership of self and others in family, community, program, and culture.	Construct understanding about group membership across family, community, school, and culture as they recognize characteristics of self and others.

DOMAIN 4: GENERAL KNOWLEDGE

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
45	Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).	Show range of emotions.	Shows awareness of emotions for self and others.	With adult assistance, regulates self behavior to participate in groups with familiar people, objects, and play.	Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play.	Regulates behavior, emotions, and actions to successfully and cooperatively participate with familiar and unfamiliar people, objects, and across settings.
46	Children use creative arts to express and represent what they know, think, believe and feel.	Responds to light, color, sound, texture, and motion.	Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	Uses singing, drawing/ painting, and movement to express self and to find meaning in experiences.	Uses artistic expression and language to communicate emotions and make meaning of experiences.	Displays a repertoire of skills for using tools for art, music, and words to express knowledge, thoughts, and feelings.
47	Children demonstrate understanding and appreciation of creative arts.	Responds reflexively to sensory stimulation.	Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.	Explores tools and materials to create with light, color, image, music, movement, and textures.	Responds to and creates symbolic and representation art, music, dance, and dramatic themes.	Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms, and is willing to explore new forms.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

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.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
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.
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.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
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>

Below is a sample of the full content of a goal from the Early Learning eGuidelines. For access to all the learning standards, please visit our web site at: www.earlychildhood.dhw.idaho.gov

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

REFLECTION AND INTERPRETATION

Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 months	Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.	<ul style="list-style-type: none"> • Enjoys and repeats repetition, stories, scripts, rhymes and songs. • Watches faces and notices voice tone of caregivers and others, and may modulate own actions in response (e.g. stops playing or eating or running). • May show concern when another child or adult is upset. • Needs support to solve conflicts with others. • Is egocentric (e.g. fails to see that others may have greater need for an item, or a different view or opinion than they have). • Attaches to some favorite objects and does not easily separate from those objects. • May need several verbal and gestural directions to inhibit behaviors. • Uses objects to represent other objects (stacks blocks and calls them cookies). • Takes actions to please others, such as offering a cracker or toy. • Realizes certain behaviors can precede events (e.g. if mom puts the pot on the stove, she is fixing something to eat, or if she puts on her coat, she is leaving). • Alters behavior based on a past event and builds on it (e.g. "This didn't work; I'll try this instead."). • Relates an experience today to one that happened in the past (e.g. a child says, "Don't go near the fence where the big dog lives."). 	<ul style="list-style-type: none"> • Provide many and varied safe toys and objects for child to play with. In groups, ensure that there are enough duplicates to avoid undue frustration for children. • Read favorite book repeatedly. • Read familiar books and sing familiar rhymes and songs. Add new information to the familiar. • Rotate toys as child appears to lose interest. Later, reintroduce the toy to spark renewed interest. • Provide ample time for free play with toys and objects. • Provide experiences with nature and the outdoors that provide ever-changing objects and environments. • Support routines and predictable sequences of events ("It's time for lunch, let's wash your hands."). • Allow a favorite object that the child does not have to share (transitional object, blanket or stuffed animal). • Use "Stop!" instead of "No!" for physical actions/safety. • Explain what is going to happen next during transition. • Notice and articulate for child when they express emotions that impact actions (e.g. fear, joy or frustration). Assist them to repeat an experience, if appropriate, so they can adjust thinking without emotion imposing on that thinking.



www.earlychildhood.dhw.idaho.gov

Support for the project was provided by the Office of Head Start,
Administration for Children and Families, Health and Human Services,
Head Start Collaboration Grant (ACF# 10CD0025/03)

March 2014



IDAHO DEPARTMENT OF
HEALTH & WELFARE