

Idaho Early Learning Guidelines

Domain 5: Communication, Language and Literacy

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SUBDOMAIN: COMMUNICATIONS

I. Introduction

Language, communication, and literacy have been recognized as essential for all individuals to function in all societies. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children make great strides in learning the meaning and structure of words, how to use words to convey meaning, and how to understand and use printed materials. In acquiring language, children gain the ability to articulate ideas and feelings, share them with others, and respond to ideas and actions of other people. Language plays a central role in the child's ability to build relationships by sharing meaning with others.

II. Rationale

A child who acquires language has acquired an incredibly complex and powerful system. 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. Language plays a vital role in the development of cognition, logic, and reasoning skills and is interdependent with the other developmental domains, by providing symbols that represent concepts. 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 also a mediator of social competence. Children need to be able to not only use language as a tool to express their own thoughts, feelings and ideas to others, but also to receive, understand and interpret communications from other people.

Children do not acquire language skills out of context. No matter which language is being learned (e.g. English, American Sign Language, and Spanish); the vital role of children's environment 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. External input from the environment, teaching of specific skills and the rich cultural ways of life promote the growth of language and literacy skills.

Because language and literacy competencies are essential for success in school and life, supporting language, communication, and literacy are vital to young children's learning and development.

III. General Definitions

The Idaho Early Learning Guidelines define communication, language development, and literacy skills as separate components in order to highlight the essential aspects of each. However, these three components are highly 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.

Communication

Communication is both making meaning of what is being communicated by others and communicating meaning effectively 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, the ability to listen, to understand, and to follow verbal conversation. 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, which 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.

Communicative competence is closely related with the other domains of development, such as cognitive, and social and emotional development

Language Development

Language is the acquisition of linguistic forms and procedures—and 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. Through the use of language, children can build and enhance their relationships with others.

Literacy

Literacy, as defined in the Idaho Early Learning Guidelines, involves the ability to use language, symbols, and images in a variety of forms to read, write, listen, speak, represent, observe, and think critically about ideas. Emergent literacy, acquired during the early years of life, refers to skills and behaviors that are precursors to conventional forms of reading and writing. These include visual expression, oral language, emergent reading, print awareness, and writing processes.

IV. Supporting Individual Differences, Language, and Cultural Diversity

Children learn words and forms of language not simply to express their thoughts, feelings, and ideas; they also learn language to meet personal and social objectives as determined by the community and culture within which they live and grow. Language, communication, and literacy are closely linked to social and cultural contexts. Parents, educators, and professionals need to be aware that the manner in which children use language to communicate varies widely.

Several million young children in the United States speak a language other than English in their homes. Children benefit cognitively from learning two or more languages. Second language learners are more sophisticated learners in that they already have acquired some, if not most of the components of one language as they learn another language. The ability to communicate in more than one language supports children's cognitive flexibility and an awareness of their own cognitive processes. New research findings suggest that executive functions and self-regulation/attention in brain development are enhanced and more complex in children who are bilingual.

Children learn second languages in two ways—either by acquiring two or more languages at the same time or by learning a second language after mastering the “home language” (i.e., first language learned and primary language used at home). Children who follow the former path to dual language learning (i.e., simultaneous learning of 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 and 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 latter path to dual language learning (i.e., sequential learning of more than one language), it is important that their competence in the home language is supported while they are learning a second language. It is not an issue of one language more than the other, but rather a balance, and support for achieving growth and fluency in both languages. Some children go through a “silent period” when learning a second or third language. Parents, educators, and caregivers need to continue to talk to children and give them time to speak in the second language when they are ready. If their home language is actively supported and valued, children will learn English or another language faster.

The home language of children largely governs how children progress from simple to more complex speech. Because language patterns vary so much and because they greatly affect learning, it is vitally important to take into account children's home language and the cognitive benefits of bilingualism, when considering their language and literacy processes and achievements. Given the growing number of young children in Idaho whose home language is not English, the Guidelines provide indicators and strategies to support the development of children's home language while helping children acquire beginning proficiency in English.

Children's language, communication, and literacy may be impacted by visual, hearing, neurological, or other disabilities. While it may take some children several months to acquire various 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.

Listening. Goal 48: Children demonstrate the meaning of language by listening.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 Months	36 to-60 Months	60 Months through Kindergarten
Developmental Task	Responds to environmental sounds and recognize familiar voices	Recognize names for familiar people and objects. Respond to simple requests.	Understand increasingly complex statements and requests.	Understand messages in conversations, directions, music, and stories.	Interpret messages in conversations, directions, music, and stories with increased complexity.
Indicators	<ul style="list-style-type: none"> • Turn to locate the source of a sound • Orient to speaker in response to communication • Visually attend to familiar object with verbal cue • Reach for familiar objects with verbal cue • Show preferences for human voice to other sounds • Vocalize or gesture in response to another person's voice or gesture • Recognize familiar sounds and voices 	<ul style="list-style-type: none"> • Reach for familiar object with verbal cue • Show understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching, etc.) • Imitate adult actions that go along with simple songs, rhymes, (e.g., "Row, row, row your boat," "Pinpon," "Eensy Weensy Spider") and traditional songs • Follow single-step directions (e.g., "Please bring me the ball.") 	<ul style="list-style-type: none"> • Show understanding of words by appropriate behavior or gesture(i.e. receptive language) • Locate items with verbal cue • Perform simple actions with verbal cue (jump, wave, get, come, etc.) • Locate familiar objects, people, and body parts • Listen to short and simple stories—read and told • Respond to two-step directions (Go into your bedroom and get your socks.) 	<ul style="list-style-type: none"> • Attend to simple stories • Follow simple oral directions • Gain information through listening • Understand messages in conversation • Listen to finger plays, stories, and nursery rhymes • Select specific details in a story and repeats them • Listen to others in a group discussion for a short period • Respond to questions with appropriate answers • Gain information through listening • Listen to finger plays, stories, and nursery rhymes • Attend to adult or peer who is speaking • Follow multiple-step oral directions • Gain information and understanding through listening • Understand messages in conversation • Attend to complex stories • Growing ability to discern fantasy from reality • Working on understanding yesterday, today and tomorrow 	<ul style="list-style-type: none"> • Attend to book reading/story telling for at least five minutes • Listen to others and respond in group conversations and discussions • Notice different tones and cadences (e.g., recognizes the difference between humorous and serious voice inflection) • Enjoy listening to stories from different sources (e.g., in person, on the radio)
Strategies for Caregivers	<ul style="list-style-type: none"> • Play with noise-producing objects (bells, rattles, crinkly paper, music-box) • e During caregiving routines encourage child to orient to sounds that occur near him/her by turning, looking, reaching, or moving in the direction of the sound • and exaggerate vocal patterns (whisper, hum, sing, laugh) while talking to the baby • Talk to child frequently during daily care-giving routines (bathing, dressing, feeding, play) and vary pitch, intonation, and intensity • Interact with child during play with toys, rattles, and books—use lots of expression on face and in voice • Read stories and nursery rhymes • Listen to music • Rock and move child to the rhythm of music 	<ul style="list-style-type: none"> • Name objects in the environment • Play simple games that require a physical response (peek-a-boo, pat-a-cake, etc.) and sing traditional songs and finger plays • Read stories with rhythm and rhyming often and talk about and point to pictures when child is interested • Give simple one step directions 	<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, etc.) • Read books often and name pictures • Hold child in arms while telling stories or reading books • Use puppets and other props when reading or telling stories • Include songs and stories from child's home language in group activities • Assist child to speak on the telephone and encourage the child to listen to the person on the other end 	<ul style="list-style-type: none"> • Provide child with pictures or other materials including familial objects to stimulate talking and discussion • Increase the length and complexity of books you read and stories that you tell your child. • Talk with child about pictures and accompanying stories in books, magazines, and catalogs • Facilitate listening skills as children talk with each other (e.g. "Let's listen to Susie tell about her new cat") • Play games with child that require listening and understanding (e.g., Simon Says, Red light Green light) • Provide English Language Learners (ELL) or children learning any other language with opportunities to participate in and understand a second language without translation (e.g., use gestures, props, pictures, demonstration, etc.) • Provide tape-recorded stories from the children's home culture and in the children's home language • Provide opportunities for child to be heard • Create times when children in groups come together to listen to information • Provide a listening center for children to listen to books, music, or other media • Provide clear instructions that help children move from simple directions to an increasingly complex sequence of actions • Ask questions and give prompts about events in the past, present and future. 	<ul style="list-style-type: none"> • Provide opportunities for child to be heard, to promote listening skills during group conversations (e.g., 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; carver explains significance of totem pole characters • Listen to an audio story or a story on the radio or musical selection with child and help him/her to interpret the story (e.g., through words, art forms, dance, acting)

Oral Communication. Goal 49: Children communicate effectively.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten Entry
Developmental Task	Begin communication with facial expressions and vocal play to interact with others.	Progress to more structured sounds, words, and gestures to interact with others.	Develop communication by moving from simple word combinations and gestures to more complex descriptions.	Use communication with purpose to convey a message.	Adjust communication to varied conversational and situational contexts.
Indicators	<ul style="list-style-type: none"> Initiate communication by smiling and eye contact Change volume and pitch to convey meaning Imitate sounds, signs, or gestures 	<ul style="list-style-type: none"> Imitate sounds, signs, or gestures Engage in vocal play and turn-taking Match facial expression, tone, and words with response Make new sounds: attempt to say words Babble using intonation and tone to convey meaning Use single word sentences Initiate communication using words, signs, and gestures 	<ul style="list-style-type: none"> Initiates communication using jargon, words, signs, and gestures Changes intonation and tone to convey meaning of words Use sound effects in play Use descriptors to describe object or event Vocalize wants and needs Use phrases or short sentences Use pronouns to refer to self ("Me do it") Ask and answer simple questions May tell simple stories and recounts events Use non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug) Address listener appropriately to get attention (e.g., when speaking to another child, uses child's name) 	<ul style="list-style-type: none"> Ask and answer simple questions (what, where, when) Relay a simple message State opinions and preferences using words, signs, or picture boards Speak clearly enough to be understood by most listeners Describe objects and events in detail Initiate conversation by making statements or asking questions (why, how) Express an idea in more than one way Use character voices when retelling a story or event Use multiple word sentences to communicate Respond meaningfully in conversation with adults and peers Adjust communication style appropriately to a variety of settings Start to dictate stories or messages for adult to write out 	<ul style="list-style-type: none"> Initiate conversation by making statements or asking questions Express an idea in more than one way Adjust communication style to listener (e.g., when talking to a younger child uses simple words) Use character voices when retelling a story or event Understand the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting) Draw pictures with objects and people to communicate an idea or event, with assistance Make, with assistance, a simple story book using pictures, personal experience or culture and some words.
Strategies for Caregivers	<ul style="list-style-type: none"> Repeat child's sounds Tune in to the different ways child attempts to communicate with appropriate response Respond to baby's crying—interpret baby's signals Interpret and give meaning to what child says—may be a gesture to start with (You are saying baba. Do you want your bottle? You're reaching for the cup. Do you want cup?) Vary inflection, volume, and tone when speaking Get excited when your baby talks to you—pay attention and smile Match your facial expressions with expressed emotions. Recognize that child with certain physical disabilities, such as a cleft palate, might need more assistance in overcoming communication difficulties 	<ul style="list-style-type: none"> Include signs and gestures in daily routines Play simple games with turn-taking Name body parts, familiar objects, situations, and events Sing to and encourage child joining in through body movements Use a lot of descriptive talk—describe what child sees, what child is doing, etc. 	<ul style="list-style-type: none"> Ask open-ended questions to elicit response (What is the kitty doing?) Rephrase a child's utterances into sentences/questions Engage children in conversations about daily routines Play games with more complex rules when child is ready 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 Expand and respond with the correct pronunciation when child mispronounces a word(i.e. child says "tar", adult responds ",yes , a red, car" 	<ul style="list-style-type: none"> Practice songs, poems, and nursery rhymes Ask questions about familiar stories and events Speak clearly to children Encourage child to express opinions, feelings, and ideas Use puppets to retell stories Provide opportunities to make choices and plans Ask open-ended questions that can be answered by child in own way, to eliminate the need for right or wrong answers Accept child's response to your open-ended questions Invent creative games like "message relay," where child retells a message in a group Play 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 and creative representation(e.g. drawing materials, blocks, musical instruments for made up songs) Recognize and encourage alternate forms of communication (dance, drumming, sign, storytelling) Provide opportunities for socialization in home language 	<ul style="list-style-type: none"> Engage child in conversation about a child selected photograph or object 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) A good story to re-enact may be <i>Three Billy Goats Gruff</i> or <i>How Crane got Blue Eyes</i> Provide play opportunities that include materials for child to practice oral and written communication skills (e.g., tape recorders, writing implements, paper, story props, and telephone) Recognize and encourage alternate forms of communication (e.g. dance, drumming, sign, story telling) Have older child play and socialize in the home language with a younger child

Conventions of Social Communication. Goal 50: *Children comprehend and use conventions of social communication.*

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Respond to social interaction from caregiver.	Sustain more complex reciprocal interactions.	Initiate interaction with a developing understanding of social convention.	Actively seek and engage in social interactions.	Use appropriate social conventions in communication with adults and peers.
Indicators	<ul style="list-style-type: none"> • Begin to understand nonverbal cues • Maintain eye contact • Respond positively to physical touch and contact • Imitate facial expressions • Initiate communication by smiling and eye contact • Return a smile or facial expression with caregiver 	<ul style="list-style-type: none"> • Return a physical demonstration of affection, a laugh or hug • Express preference for familiar people • Respond to nonverbal cues • Engage in vocal play and turn-taking • Initiate communication using words, signs, and gestures • Say "no" meaningfully • Use object to initiate play with another • May respond when name is called or signed, • Use non-verbal gestures for social conventions of greeting (e.g., waves "bye") • May participate in turn taking during one-on-one communication by making sounds or using words, 	<ul style="list-style-type: none"> • Use object to initiate play or seek assistance from another child or caregiver • Initiate communication using jargon, words, signs, gestures and facial expression Says "hi" and touches a friend) • Vocalize wants and needs • Ask and answers simple questions • Take turns in simple nonverbal directions • May use common expressions of politeness • Attend to speaker for a portion of a conversation, one on one • Make a related comment (e.g., adult says, "Here is your water," child says "Cup" or "Water cup") • Make a formal verbal or sign request or response (e.g., milk please, more, "May I," "Please," "Thank you") • Participates in conversation that builds on an idea, request or feelings. 	<ul style="list-style-type: none"> • Attend to speaker during a conversation • Seek interaction with others (Sing along with me; read a story) • Interpret subtle, nonverbal cues • Ask for help • Initiate and take turns in group conversations • Recognize appropriate time to enter conversation • Recognize rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement) • Begin to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement) • Bilingual child can adjust their language and communication form according to person with whom he/she is speaking • Use and interpret appropriate language depending on the purpose • Communicate appropriately with peers during play • Define the expectations during play • Relate personal experiences to others 	<ul style="list-style-type: none"> • Use language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time • Use language appropriately depending upon the purpose (e.g. to tell stories, get information, ask for help), most of the time • Adjust intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping) • Engage appropriately in communication with peers during play (e.g. talking, listening, gesturing)
Strategies for Caregivers	<ul style="list-style-type: none"> • Play simple games with exaggerated facial expressions such as peek-a-boo • Engage child in looking at adult by talking playfully (interacting in front of a mirror) • Express different emotions to the child • Wave to, kiss, hug, and greet child • Follow child's gaze to establish joint attention • Provide face to face interactions, physical contact and verbal cues for the child during daily routines 	<ul style="list-style-type: none"> • Respond to child's facial expressions and sounds • Encourage child to use vocalizations and gestures to gain attention • Use gestures when talking • Play with 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 everyday routines, such as meal times, to role-play social language conventions) • Play games that involve turn-taking • Provide child with play opportunities to "talk" to other children and adults, with guidance • Demonstrate, explain and provide play opportunities for child to practice talking and listening (e.g. use a play or make believe telephone, talking to dolls, animals) 	<ul style="list-style-type: none"> • Play often, verbally describe, and expand on the shared interest. • Talk frequently with child • Name and point to pictures and objects • Use gestures in communication • Talk about what one is doing during daily routines • Ask and answer where, what, and who • Talk and interact with child throughout the day • Take time daily to have conversations with child that are fun and engaging • Value and celebrate child's home language and culture • Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies • Pay full attention to child when listening to the child • Use symbolic actions to convey meaning 	<ul style="list-style-type: none"> • Talk and play frequently • Set up dramatic play opportunities • Create some situations where child needs to ask for help • Use props and role-play to encourage child to participate in group conversations • Read or tell stories that involve children sharing ideas • Make special time to sit down for leisurely conversations of interest to child • Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups • Turn off a video or T.V. after 5-10 minutes and discuss the movie or show with the child • Provide children with opportunities for problem solving • Ask children to describe their play • Use peer models especially for more reticent children 	<ul style="list-style-type: none"> • Engage child in play and conversations that help him/her practice appropriate social conventions (e.g., pretend to go to the grocery store or post office) • Provide opportunities for child to engage in conversations in a variety of situations (e.g., at the playground with peers, at the post office with the postal worker, and elders at family and community gatherings)

SUBDOMAIN: LANGUAGE

Vocabulary. Goal 51: *Children use receptive vocabulary*

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 months through Kindergarten
Developmental Task	Respond to voices and environmental sounds.	Respond in meaningful, purposeful ways.	Respond reciprocally to an expanding receptive vocabulary.	Use responses that demonstrate an increased knowledge of specific concepts.	Use responses that increase participation in specific learning and social contexts.
Indicators	<ul style="list-style-type: none"> • Move in response to a voice • Respond to a caregiver's voice and mouth • Respond differently to varied voices, such as angry versus friendly voices • May turn and look at new sounds • Respond to his/her name 	<ul style="list-style-type: none"> • Begin to recognize words (Mama, blankie) • Understand simple phrases (wave bye-bye, up, etc.) • Respond with gesture • Respond to the context of "no" • Attend to music or singing • Give objects on request • May look to or go to familiar objects and people when named • Understands and responds to simple questions (Where is the doggie?)" • Have a receptive vocabulary of over fifty words in home language 	<ul style="list-style-type: none"> • Understand and respond to simple questions • Point to body parts • Follow one to three step directions • Point to pictures in books • Enjoy rhymes and finger plays • Understand some prepositions • Can match objects and pictures • Identify objects by function • Begin to understand action words: responds to directions that include verbs (e.g., run, jump, reach, open) • Identify some people, objects, and actions by name 	<ul style="list-style-type: none"> • Identify objects by category • Identify objects by attribute • Respond to who, what, where, why, and when questions • Understand simple time concepts (tonight, tomorrow, etc.) • Understand relationships expressed by if then or because sentences • Begin to identify shapes and colors • Understand number concepts (one, all, sets) • Answer yes and no questions correctly • Respond appropriately to a request (e.g., "Bring me the green towel.") • Have a receptive vocabulary of several hundred words in home language • Distinguish between real and made-up words • Recognize and respond to some family and traditional stories and their meanings. • Identify parts of an object • Show interest in why and how things work • Follow simple directions • Identify verb tense in pictures • Understand full adult sentences • Respond to opposites, comparatives, and superlatives • Appreciate absurdities • Respond to how questions • Recognize and follow routines • Follow a change in a routine that has been described. 	<ul style="list-style-type: none"> • Demonstrate understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child's doctor.) • Understand words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)
Strategies for Caregivers	<ul style="list-style-type: none"> • Talk, sign, sing, and read to young children • Read simple, colorful books to child • Describe environmental sounds • Use repetitive sounds to play with vocalization (ooh, lalala...) • Respond to the child's cooing and babbling • Imitate child's sounds and encourage turn-taking • Produce nonspeech sounds (raspberries and tongue clicks) • Use child's name when addressing him/her and in caregiving activities • Point and label objects, toys, and people in their natural setting • Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes 	<ul style="list-style-type: none"> • Talk, sign, and sing to young children throughout daily routines • Use simple and repetitive language • Model appropriate language • Point and label objects, toys, and people in their natural setting • Encourage response to vocalizations • 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 and word patterns, nursery rhymes, and "baby books" • Provide developmentally appropriate books (e.g. board and/or cloth books that they can touch and manipulate) • Use a combination of "baby sign" and gestures from child's experience, and words when talking with child. 	<ul style="list-style-type: none"> • Talk, sign, sing, and read to young children • Read colorful books to children • Use expanded, repetitive language • Use sentence length slightly longer than the child's when interacting and conversing • Add information to what the child says • Ask and answer questions • Play word games (show me, look in the mirror, animal sounds) • Recite nursery rhymes and finger plays • Talk about what things do • Provide language-rich environment, through conversation, books, family stories, music, and early inclusion in traditional community activities • When replying to attempts to communicate, confirm child's intentions, and then extend the topic adding new vocabulary words • 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 	<ul style="list-style-type: none"> • Talk, sign, sing, and read to young children • Read colorful books with words to children • Play advanced word games (I spy) • Use the environment to encourage discussion of familiar objects, places, and people • Use adult-like language when conversing • Discuss abstract concepts listed above • Help the child better understand his/her world through the use of descriptive language • Use increasingly complex words, in context, and explain their meaning when talking with child • Provide opportunities for child to listen for new words in the environment and identify them when heard • Make photo "books" for child for identifying people, places, animals; etc. of personal interest • Play "placement games" to show understanding of prepositions (e.g., "Put the ball under/on top of/beside the table.") • Converse naturally about what child is doing, listening to, and seeing • Facilitate and encourage peer language interactions in activities, pretend play, and outings 	<ul style="list-style-type: none"> • Engage child in hands-on learning and play that builds upon conceptual meaning of words including art, music, and traditions of child's family and culture. • 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 watch television, select quality children's programs for not more than 1-2 hours per day, watch with the child; and explain to child the meaning of the vocabulary used

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 months through Kindergarten
			<p>see around you (e.g., animals in the environment, name them aloud)</p>	<ul style="list-style-type: none"> • Provide opportunities for child to view art from their culture (and other cultures) and explain the related stories (e.g. totem poles and/or masks). • Invite family members and community leaders to tell traditional stories rich with cultural language and images. • Include child in family and community activities that include traditional songs, stories, and dances • Introduce a variety of new experiences to children (library, zoo, parks, shopping, etc.) • Use expanded adult language when conversing • Discuss concepts from stories read • Establish routines in the child's world • Compare and contrast objects and actions for the child 	

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Vocabulary. Goal 52: Children use expressive vocabulary.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Use sounds and facial expressions.	Use meaningful vocalizations and gestures. Use words with intent.	Use words and simple phrases with intent.	Use phrases and sentences with more complex vocabulary.	Use oral and written communication for a variety of purposes.
Indicators	<ul style="list-style-type: none"> • Make sounds to indicate pleasure, discomfort, wants, or pain • Begin to use basic turn-taking in communication • Imitate cooing and babbling • Experiment with sounds • Imitate facial expressions and reaching • Vary intonation 	<ul style="list-style-type: none"> • Use meaningful vocalizations • Imitate gestures • Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound i.e. ba ba da da da • Use consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy) • Imitate and repeat words • May use eight to ten understandable words (e.g., “daddy,” “bottle,” “up”) and/or “baby signs” (“more”, “nursing/bottle”, “all done”) • Have a vocabulary of 1 to 50 words • Use single words to communicate • String together varied intonation patterns with intent (jargon) • Pair gestures with words • Recognize consonants and vowels in their vocalizations 	<ul style="list-style-type: none"> • Increasingly use words and phrases • May exhibit a period of silence, when learning a second language • Expand vocabulary rapidly, up to 1,000 words by 36 months • Initiate gestures • Initiate communication • May ask “wh” questions—why and what • Ask others to label unfamiliar objects • Start to use short sentences • Use personal pronouns (me do it) • Use attributes (descriptive words- big boy, red ball) 	<ul style="list-style-type: none"> • Use sentences three to seven words in length • Take turns in conversation • Answer why, what, and where questions • Retell an event or story • Answer simple comprehension questions from a story read aloud • Memorize and recite simple songs and finger plays • Use new vocabulary in spontaneous speech • Ask the meaning of unfamiliar words and then experiments with using them • Use words to further describe actions or adjectives (e.g. “running fast” or “playing well”) • Use multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”) • Use words to express emotions (e.g., happy, sad, tired, scared) • Use more complex vocabulary to describe events 	<ul style="list-style-type: none"> • Use lengthened and complex sentences • Use multiple sentences to communicate experiences and tell a story • Express different tenses • Express most feelings and emotions using words • Name some non-present objects using appropriate words • Use words correctly to indicate understanding • Define words, with assistance (e.g., “Firefighters put out fires.”)
Strategies for Caregivers	<ul style="list-style-type: none"> • Respond to child’s vocalizations by interacting, allowing for wait time, and giving full attention • Respond to child’s crying and describe the intended message (hungry, tired, hurt) • Use playful sounds in interactions with the child • Use descriptive talk during daily routines (changing diaper, feeding, etc.) • Use animated expressions and language • Describe feelings (hungry, tired, wet, etc.) 	<ul style="list-style-type: none"> • Respond to child’s vocalizations and gestures • Respond to child’s crying and provide words (You’re scared, hurt, etc.) • Use words to describe the child’s play and actions • Describe what the child is feeling (hungry, tired, wet, etc.) • Give child wait time during interaction to encourage turn-taking • Create opportunities for need to communicate 	<ul style="list-style-type: none"> • Expect child to use words to express needs and wants • Talk, sign, sing, and read to young children • Expand child’s sentences with descriptive responses (child says ball; respond here is the red ball) • Model simple sentences • Encourage use of pronouns from child’s point of view (I want milk, rather than Susie wants milk.) • Avoid baby talk • When child is attempting to communicate, assume he or she has something important to say and listen carefully-- try to understand the meaning before you respond • Engage in rich and meaningful conversation about child’s real life in child’s home language • For an English Language Learner (ELL), learn and use key words in child’s home language including “signs” if appropriate. • When replying to child’s attempts to communicate, confirm his or her intentions, and then extend the topic • Explain meanings of words to child during conversations • Provide opportunities for child to distinguish between real and nonsense words in home language (e.g. sing songs that play on words) 	<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 young children • Discuss concepts related to stories read • Encourage word play • Introduce rhyming words through word play • Model for the child how to use and expand language (e.g., jokes, rhymes, songs) • Encourage child to repeat rhymes, short poems, expressions of courtesy (e.g. I like the dinner, thank you), etc. • Support English Language Learner (ELL) or any second language learner in acquiring another language 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 (e.g. frustrated, discouraged, thrilled, confused; etc.) • Model good grammar and avoid baby talk • Ask questions that reference time concepts (What did you have for breakfast yesterday?) • Provide materials and opportunity to use prewritten language and discuss written communication • Encourage and model dramatic play (pretend play) • Provide props for make believe • Respond to child’s descriptive talk with synonyms (child says big; adult says huge) 	<ul style="list-style-type: none"> • Play word games with child that 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 (e.g., here and hear) • Describe and explain the benefits of learning two or more languages and cultures and compares words and concepts between the languages and cultures with child • Model rich vocabulary in context (e.g., when pointing to object instead of saying “thing,” name the object)

Grammar and Syntax. Goal 53: Children demonstrate progression in grammar and syntax.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Build foundational experience for later concept development.	Begin to use intonation and single words to communicate.	Move from using simple to more complex word order, word combinations, and word endings to convey meaning.	Use conventions of grammar and syntax with increasing complexity.	Mirror adult conversation in speech in form and structure.
Indicators	<ul style="list-style-type: none"> • Make sounds to indicate pleasure, discomfort, wants, or pain • Vary intonation, volume, and plays with sounds • String together varied intonations patterns (blow bubbles, mamama, dadada) 	<ul style="list-style-type: none"> • String together varied intonations patterns • Use no for negation • Use intonation to indicate meaning • Use single word speech (e.g., one word to communicate message; child says “up” when wanting to be carried by adult) or beginning sign language and symbols (e.g. “more”, nurse/bottle, “all done”) • Use some pronouns (e.g., mine) • Say short telegraphic sentences (e.g., “Me go.” or “There mama.”) 	<ul style="list-style-type: none"> • Use words and phrases • Use primary pattern of noun plus verb • Experiments with word endings (-ing, regular plural -s, past tense -ed, and possessives -’s) • Use negation in phrase form (no milk, not open, etc.) • Include adjectives with appropriate placement • Increase phrases from two words to three and four words • Use three to four-word sentences with noun and verb • Describe a self-made drawing • Use simple questions in speech, but may not use correct grammar 	<ul style="list-style-type: none"> • Use articles in sentences (the ball, a cat, etc.) • Use complete sentences in conversations during play with peers • Begin to use correct question forms • Begin to use prepositions • Talk in sentences with five to six words to describe people, places, and events • Uses more complex grammar and parts of speech • Describe a task, project, and/or event sequentially in three or more sentences • Ask questions for information/clarification • Use sequence sentences in logical order • Begin to use subject and verb tense correctly • String multiple sentences together in logical order • Use complex grammar and parts of speech • Combine more than one idea using complex sentences 	<ul style="list-style-type: none"> • Demonstrate beginning skills in using sentences in a logical sequence • Use sentences, in home language, that shows an emergence of grammatical correctness with subject/verb agreement • Begin to use verb-tense appropriately with regular verbs, usually • Begin to notice when simple sentences do not make sense, with assistance
Strategies for Caregivers	<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, etc.) • Use animated expressions and language • Describe feelings (hungry, tired, wet, etc.) 	<ul style="list-style-type: none"> • Respond to child’s vocalizations and gestures • Verbally describe child’s interactions with the environment (You want the bottle. You like your blanket.) • Describe feelings (hungry, tired, wet, etc.) • 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, talk with child, associate words with actions (e.g., “First, we wash our hands; then we dry them; next, we open the refrigerator; then we take out the milk; next, we pour it in a glass.”) • Make conversations enjoyable and fun for child • Use finger plays, lullabies, and songs from child’s home and other languages • Communicate with family to learn words, gestures, “signs”, and “baby games” familiar to child that reflect his/her personal cultural experience 	<ul style="list-style-type: none"> • Encourage child to use words to express needs and wants • Talk, sign, sing, and read to young children • Expand child’s sentences with descriptive responses (child says ball; respond here is the red ball) • Model simple sentences • Encourage use of pronouns from child’s point of view (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, as some children need more time to understand questions and put together words • Recognize that English language learners may mix words from different languages in the same sentence; repeat what child said using all the words in the same language • Provide play opportunities that encourage children to engage in conversation with each other and to tell family stories. • While sitting with children during meals and snacks facilitate and model conversation using complete sentence. • Engage child in a game using a small stuffed animal to demonstrate prepositions while saying, “The teddy bear is <i>in</i> the box” or “The teddy bear is <i>next</i> to the chair.” 	<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 young children • Model adult sentences in conversation • Ask open-ended questions for example “<i>Why do you think ...?</i>” “<i>What do you think will happen if...</i>” “<i>What if...</i>?” 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 routine to engage child in meaningful conversation (if child is bilingual, in both languages separately 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 questions that reference time concepts (What did you have for breakfast yesterday?) • Encourage adult sentence forms in conversation 	<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 response when child experiments with grammar • Provide opportunities for child to figure out and say correct phrase, through a game like, “Which is correct?” (e.g., “Which is correct: the bird blue big flew the nest around 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 <i>under</i> the bed.” • Engage children in motor activities in which they are demonstrating relationships to objects in the environment. Describe what they are doing (e.g., “crawl <i>under</i> the table, walk <i>around</i> the tree, crawl <i>in</i> the box, crawl <i>out</i> of the box, etc.) • Encourage child to respond to questions in complete sentences.

Comprehension. Goal 54: Children demonstrate comprehension and meaning in language.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Demonstrates awareness and attention to sounds and adult voices.	Responds and attends to verbal and nonverbal communication	Rapid increase in receptive vocabulary to reflect their knowledge of their environment.	Respond verbally and physically to verbal and nonverbal communication.	Respond verbally and physically to verbal and nonverbal communication; recognize subtleties in communication.
Indicators	<ul style="list-style-type: none"> Look at familiar objects when named Turn and look at new sounds Recognize own name Attend to speaking React to loud, angry, and friendly voices 	<ul style="list-style-type: none"> Look at familiar objects when named Respond to simple directions (wave bye-bye) Turn and look at new sounds Recognize own name Attend to speaking React to loud, angry, and friendly voices Through play, may understand prepositions (in and on) 	<ul style="list-style-type: none"> Respond and act on a familiar object when named Follow directions, moving from one step to two or three steps within a routine Understand new words rapidly Understand simple descriptors (hot, wet, tall) Beginning understanding of size concepts, counting, and family members' names Respond to yes/no questions Understand location phrases Recognize and respond appropriately to nonverbal cues 	<ul style="list-style-type: none"> Understand new words rapidly Respond to simple questions Understand location phrases Follow simple commands Respond to "wh" questions (what, when) Begin to understand and recall information from stories Recognize and respond appropriately to nonverbal cues Follow directions that involve a two- or three-step sequence of actions, which may not be related (e.g., "Please pick up your toys and then get your shoes.") Extend/expand the thought or idea expressed by another Engage in conversation that develops a thought or idea (e.g., tells about a past event) Understand and recall information in books and stories Understand quantitative concepts (How many more chairs do we need?) Recognize and respond in a culturally appropriate way to more subtle nonverbal cues Comprehend analogies Understands complex sentences 	<ul style="list-style-type: none"> Follow two-part and three-part directions unfamiliar to the daily routine Use and understand complex sentences in the home language Play with language (e.g., jokes, riddles, words that sound fun together) Begin to represent a storyline through drawing, acting, or singing, with assistance Retells simple stories in sequence
Strategies for Caregivers	<ul style="list-style-type: none"> Talk, sign, sing, and read to child throughout the day Read simple, bright-colored books to child Describe environmental sounds (There's the door; the dog is barking.) Respond to child's cooing and babbling—imitate sounds 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 	<ul style="list-style-type: none"> Talk, sign, sing, and read to young children Read colorful books to children; 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 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 	<ul style="list-style-type: none"> Talk, sign, sing, and read to young children Read colorful books to children Indicate to child that you comprehend what he/she is saying, gesturing, and expressing Use expanded, repetitive language Use sentence length slightly longer than the child's when interacting and conversing Add information to what the child says Ask and answer questions 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 	<ul style="list-style-type: none"> Talk, sign, sing, and read to young children Read colorful books to children Play advanced word games (I spy) Use the environment to encourage discussion of familiar objects, places, and people Use adult-like language when conversing Discuss abstract concepts listed above Help the child better understand his /her world 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.") 	<ul style="list-style-type: none"> Demonstrate, explain and provide opportunities for child to play word games (e.g., making puns, asking riddles) Provide opportunities for child to listen to stories and allow time for discussion and interaction and activities Tell family stories and encourage child's response and questions 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

Expressive/Oral Language. Goal 55: Children use language for a variety of purposes.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Use a variety of vocalizations.	Use vocalizations and words for a variety of purposes.	Use words, phrases, and sentences to meet social and physical needs.	Follow social conventions to access, gain and share information.	Use language in a more abstract and complex manner.
Indicators	<ul style="list-style-type: none"> Vocalize to get attention (cries to get attention and to have need met) Experiment with and use sounds and facial expressions Laugh at amusing activities Show more interest in people than objects Vocalize to express pleasure and displeasure Vocalize sounds other than crying and cooing 	<ul style="list-style-type: none"> Produce different cries for different reasons Vocalize in response to vocalization Imitate facial expressions Vocalize in response to singing Whine with a purpose Replace most gestures with words Play simple games with an adult (peek-a-boo, patty cake) Respond to peer vocalizations and words Say single words to convey meaning ("Up", meaning I want up) 	<ul style="list-style-type: none"> Use gestures or vocalizations to protest or to gain attention Exchange gestures with adults Initiate turn-taking routines Use more words during turn-taking Respond to peers with words Use words and gestures to engage others in play (gestures and says "chase!") Use short sentences or telegraphic speech to announce what he/she has done Begin recount an event, with assistance Begin to recall parts of a previously heard story Request to hear familiar stories, songs and rhymes Begin to follow the sequence of events in an orally narrated story Mimic animal sounds 	<ul style="list-style-type: none"> Use words and phrases to relate observations, concepts, ideas, and relationships Take turn in conversation Talk in sentences Respond to questions Use words to protest Relate past or future events Ask questions to obtain information Participates in conversations about a variety of topics Engage in conversation with peers and adults Interpret written symbols, pictures, and letters to a listener Use language to interpret their world Use words to express feelings of self and others Use their words to retell a story or to discuss an event in life 	<ul style="list-style-type: none"> Describe the details of a recent event or occurrence Tell stories with descriptions of characters and events Use oral language to express emotions and thoughts Enjoy listening to stories from diverse cultures Enjoy making up stories Tell jokes to elicit others' laughter Create made-up words and jokes
Strategies for Caregivers	<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 fun to do Use descriptive talk during daily routines (changing diaper, feeding, etc.) Use animated expressions and language Describe feelings (hungry, tired, wet, etc.) 	<ul style="list-style-type: none"> Respond to child's vocalizations and gestures Respond to child's crying by providing words for communication intent (You're scared.) Describe the child's actions (You want help, something to eat?) Provide words to describe child's feelings (hungry, tired, wet, etc.) Give wait time to child to encourage turn-taking Create opportunities for need to communicate Provide opportunities for child to contribute with single words as you make up a story Ask wh- questions (e.g., why, who, what, where, when) Immerse child in a language-rich environment 	<ul style="list-style-type: none"> Support child to use words to express needs and wants Talk, sign, sing, and read to young children Expand child's sentences with descriptive responses (child says ball; respond here is the red ball) Model simple sentences Encourage use of pronouns from child's point of view (I want milk, rather than Susie wants milk.) Tell child stories about his/her family, community and culture Incorporate songs, rhymes into stories you tell, so child can participate in story-telling Ask open-ended and wh- questions (e.g., why, who, what, where, when and how) to encourage child to describe and event or occurrence Set aside time daily to engage in storytelling, singing, and talking with child 	<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 young children 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 (e.g., explanatory talk, conversations about science) Talk about daily events with child Provide opportunities for child to create, act out, or tell make believe stories and write them down as the child tells the story out loud Encourage child to express feelings verbally Introduce a variety of new experiences to children (library, zoo, parks, shopping, etc.) Use expanded adult language when conversing Establish routines in the child's world Compare and contrast objects and actions for the child 	<ul style="list-style-type: none"> Make time daily to engage child in different types of conversation (e.g., talking about daily events, re-telling or constructing multi sequence stories) When telling stories from different cultures, respond when child indicates interest or curiosity Provide opportunities for child to observe (or talk with person who runs) meetings or gatherings where translation equipment is used Provide child with opportunities to talk about use of technology in daily life

SUBDOMAIN: LITERACY

Reading. Goal 56: Children develop phonological awareness.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Builds foundational experiences with sounds	Use sounds for a variety of purposes.	Purposefully engage in activities that promote phonological awareness.	Begin to manipulate phonemes to make new words and to rhyme.	Recognize individual sounds in words.
Indicators	<ul style="list-style-type: none"> Show beginning sound awareness by reacting differently to different sounds (startle reflex with loud sudden noise, turns head toward a rattling noise) Imitate vocalizations and sounds Recognize mother's and father's voice before he/she sees them Calm when he/she hears the a repeated lullaby Initially make vowel sounds Combine vowel sounds with consonant sounds by the end of the period. 	<ul style="list-style-type: none"> Vocalization and use of sounds becomes more complex Experiment with blending vowels and consonants in babbling Begin to label objects, pictures ,and body parts Make the sounds of animals and moving objects Vocalize familiar words when read to Recite last word of familiar rhymes, with assistance 	<ul style="list-style-type: none"> Anticipate action to accompany a song (ring around the rosie. . .we all fall down) Anticipate auditory signals in the environment Repeat a refrain from a song heard before (E-I-E-I-O) Recognize and label familiar sounds in the environment Play with sounds and words when taught (nanna banana; wiggle waggle wump) Recite phrases from familiar rhymes Complete a familiar rhyme by providing the last word Imitate tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly) 	<ul style="list-style-type: none"> Discriminate sounds that are the same and different Discriminate one sound out of many Join in and repeat rhyming songs, finger plays, and poems Listen for a particular word or phrase Fill in the missing rhyming word in a song or story Make three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d") Find objects in a picture with the same beginning sound, with assistance Differentiate between similar- sounding words (e.g., three and tree) Fill in the missing rhyming word in a song or story Begin to recognize the similar initial sounds of words that begin the same way (bug, bat, boy) Identify the beginning sound of familiar words Clap syllables of own name; clap syllables of familiar words 	<ul style="list-style-type: none"> Match picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/) Begin to recognize vowel sounds, with assistance Begin to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ //... what's the word? Ball") Recognize which segment of a word is left off when spoken aloud, with assistance, (e.g., "picture," and can recognize the /p/ is left off when "picture" is said) When given a word ("man") and a new beginning sound (/f/), create the familiar word ("fan") Divides words into syllables with assistance Begin to create and invent words by substituting one sound for another (e.g., bandaid/dambaid)
Strategies for Caregivers	<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 	<ul style="list-style-type: none"> 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 (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 	<ul style="list-style-type: none"> Engage in songs with activities Engage children in songs with repeated sounds Familiarize children with rhymes and cadences Connect motor movements to finger plays, poems, and songs During everyday activities talk about words and sounds (e.g., 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. 	<ul style="list-style-type: none"> Engage children in sound discrimination activities (sound canisters) Engage children in rhythm activities Listen for sounds and words in a book or story Have children complete sentences in familiar and predictable books and stories (Brown Bear, Brown Bear, What Do You See) Use music that emphasizes listening and responding Use music for movement Make up own silly songs and chants with the children Play rhyming games, (e.g., "berry, hairy, scary" or rain, pain, lane") Sing word songs, leaving out parts as you sing along (e.g., a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or clap) When reading to child or children include them by involving them in the storytelling (e.g. omit a word that they fill in, encourage them 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 	<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 (the first part of a syllable) and rime (the ending part) into one word (e.g., r....an, m...an. Then change it to r...ice, r....oad)

Reading. Goal 57: Children demonstrate awareness of letters and symbols.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Build foundational experiences	Recognize visual representations of spoken language.	Recognize visual symbols in their environment.	Recognize letters as special symbols to represent spoken language.	Attach meaning to letters and the sounds they make.
Indicators	<ul style="list-style-type: none"> Discriminate between familiar objects (bottle, blanket, rattle) Initially enjoy faces and contrasting colors. Respond to visual stimuli (self in mirror) Start patting a picture Prefer pictures of faces Demonstrate awareness of familiar people and objects Responds to high contrast and visually complex patterns 	<ul style="list-style-type: none"> Point and make sounds for pictures Show a preference for favorite books Can begin to point to pictures when named Understand function of book (no longer mouths the book) Show increasing awareness of sounds of spoken words by focusing on the speaker 	<ul style="list-style-type: none"> Enjoy playing with letter blocks and magnetic letters Name familiar pictures in books Use symbols or pictures to represent oral language Begin to sing songs with alphabet by rote Begin to match similar shapes (shape puzzles or sorters) Move finger along in books- pretends to read text Use symbols or pictures to represent oral language 	<ul style="list-style-type: none"> Sing alphabet songs Know that letters are symbols with individual names Begin to recognize letters in their name Recognize and identify letters in the environment (M for McDonalds, stop signs, local stores) Recognize beginning letters in familiar words (Mom, classmates' names, etc.) Name and recognize several letters beginning with letters in their own name Recognize written name Begin to recognize letters in familiar words and names them Begin to make letter sound connections Recognize the difference between numbers and letters 	<ul style="list-style-type: none"> Demonstrate understanding that letters have a name and a sound Make many letter/sound matches Identify a letter for a given letter name, for most letters Correctly identify ten or more letters of the alphabet
Strategies for Caregivers	<ul style="list-style-type: none"> Create a reading routine with children using board, cloth, and plastic books Name pictures in books Provide toys with mirrors Provide pictures and toys with visual contrast 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 	<ul style="list-style-type: none"> Read to children daily Make books available to children throughout the day Allow children to handle the book and follow the child's lead Respond to child's growing attention span Identify pictures in books and the environment Ask child to point to named pictures in book Point to words while reading with child Read alphabet books with child, with focus on pictures 	<ul style="list-style-type: none"> Read to children daily Encourage child to play with large magnetic letters and blocks with letters on them Play games to match symbols and shapes Build letters with blocks When child is interested, make letters and shapes with a variety of materials (playdough, sand, shaving cream, blocks) Encourage child's attempts to identify letters Engage child in pointing out letters and environmental print (e.g., street names or on billboards, signs, or printed material in home or center) 	<ul style="list-style-type: none"> Encourage child to notice letters in their environment Encourage child to experiment and play with letters Provide alphabet letter in blocks and magnets, etc. Make letters with a variety of materials (playdough, sand, shaving cream, blocks) Point out letters and symbols in the environment (McDonalds, Cheerios, local stores) Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, etc. Point to objects in the environment that begin with the same letter Read alphabet books with child Solve alphabet puzzles 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 (e.g., let the child play with large sponge letters) Provide physical/motor activities to practice letter shapes (e.g. make letters with body parts; make letter on floor with yarn, chalk huge letters on pavement and walk around them.) Identify letters in books Comment on similarities and differences in letters Post children's names and pictures Label areas in environment(i.e. table, chair, door) Provide "letter wall" to practice matching letters and word beginnings 	<ul style="list-style-type: none"> Play simple word games Point out the letters in the environment and ask child to identify them during daily routines (e.g., trip to the grocery store) Identify frequently used words in print and have child point to words and repeat (e.g., to, I, me) Fill a cookie tray or shallow box with ½ and inch of sand and help child draw letters in the sand as you say the letters Provide children with a variety of books from diverse cultural backgrounds

Reading. Goal 58: *Children demonstrate awareness of print concepts.*

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	At this age level, build foundational experiences for later concept development.	Attend to visual features of a book.	Understands function of a book.	Recognize that there is a proper procedure for reading and handling a book.	Demonstrate increasing skills in print directionality and understand that print holds meaning.
Indicators	<ul style="list-style-type: none"> Investigate books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them) Attend to colorful pictures books 	<ul style="list-style-type: none"> Pay attention to pictures in books Hold cloth, plastic, or board book Turn pages of a board book Respond to mirrors and sensory material in books Recognize a pictures when named from a book Begin to position book right side up Show increasing ability to handle books, without assistance 	<ul style="list-style-type: none"> Handle book with purpose and care Knows where books are kept Return books to designated place Find specific pictures in a familiar book Begin to turn pages, move from board books to conventional books Recognize specific books by cover Communicate a desire to be read to (locate a book and take to reader) Point to pictures in books Hold a book right side up May have a favorite book 	<ul style="list-style-type: none"> Turn pages one at a time Begin to read books from front to back Like to follow along as book is read Imitate the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories Begin to understand that printed text carries meaning when read Differentiates between print and pictures Know first and last page of a book Identify some individual letters in text (usually letters in name) Show understanding that letters make up words Recognize front and back of book Identify or recognize signs, symbols, or labels in the environment Recognize that written words represent spoken words Show general knowledge of how print works (know that name begins with a big letter) Identify words that look similar and different, with assistance Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.) 	<ul style="list-style-type: none"> Demonstrate how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom) Recognize difference between letters and numerals Identify letters in first name Point to the title of a book when asked Read familiar sight words (e. g., names on cereal boxes) Read own first name and those of some peers Read some environmental print (e.g., bus) May recognize when something is written in his/her home language
Strategies for Caregivers	<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 etc) 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 	<ul style="list-style-type: none"> Read daily and tell stories to children 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 Make regular visits to the library Allow children to select books 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 drawing of babies, faces, animals, vehicles, with limited words per page) 	<ul style="list-style-type: none"> Read daily and tell stories to children 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, etc.) 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 	<ul style="list-style-type: none"> Read daily to children Plan to read and re-read books with patterns and repetition Share enthusiasm and love for reading Encourage children to follow the text with movement, mime, or choral reading Provide access to cookbooks, magazines, menus, catalogues in play areas Write children's names to label personal items, cubbies, etc. Write children's dictated stories and read back with 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 period to indicate that a the end of the sentence) Keep a variety of fiction and non-fiction books, poetry, etc., where children 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 (e.g. cookbooks and shopping lists in play kitchen, mechanic manuals with play cars etc.) Provide opportunities and materials to create books, having children draw pictures and dictate text 	<ul style="list-style-type: none"> Demonstrate, explain, and provide opportunities for child to use books, introducing the parts of a book (e.g., title page, front and back covers) When reading with child, use punctuation to create natural breaks (e.g., Say to child "Let me finish this sentence before I answer your question." When sentence is completed, point to 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 (e.g., 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 (e.g. cookbooks, catalogues, junk mail, magazines etc.) Provide opportunities and materials to create books, having children dictate story and then draw pictures Label shelves and toy containers with picture and printed word, progress to print only

Reading. Goal 59: Children demonstrate comprehension of printed materials and oral stories.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Builds foundational experience	Engage actively in told and read stories and pictures.	Begin to find meaning in stories and pictures.	Understand information from oral stories, reading books and pictures.	Interpret information from stories and printed material.
Indicators	<ul style="list-style-type: none"> • Quiet to a familiar story, song, or nursery rhyme • Smile or express pleasure when viewing pictures of familiar objects or people • Attend to an adult's voice when being held and read to 	<ul style="list-style-type: none"> • Participate in word games and finger play • Begin to show preference for favorite stories and books • Make sounds to represent parts of a story • Anticipate action that accompanies parts of a story, song, or interactive play activities • Respond to pictures, characters or objects in books (point, vocalize, or gesture) • Point or make sounds when looking at picture books • Point to familiar pictures, characters, and objects in books • Identify familiar people and objects in photographs 	<ul style="list-style-type: none"> • Label pictures with words • Repeat familiar parts of a story, nursery rhyme, or music • Use a questioning intonation when talking about a story • Respond to "wh" questions after hearing or reading a story • Recall specific characters or actions from a story • May have a favorite book and ask for it to be read multiple times • Pretend to read a book to self or favorite toy • Use pictures to describe actions (e.g., picture of person running, child says "run") • Produce a multiple-word response to printed materials • Anticipate what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book) • May use pretend play to act out familiar story 	<ul style="list-style-type: none"> • Imitate the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories • Orally fill in or complete familiar text when looking at picture books • Begin to make predictions for what comes next in the story • Explore characters in stories with puppets, dramatic play, and flannel board figures • Begin to make personal connections to character and events in a story • Uses pictures to predict a story • Match pictures with spoken word in the home language • Recognize own name when spelled out in letters • Recites some words in familiar books from memory • Identify major characters in story • Begin to understand the sequence of a story (e.g., beginning, middle, and end) • Make up an ending for a story • Pretend to read a familiar book • Recognize that oral language has a written counterpart (i.e., spoken phrase can be written and read) • Describe character and events in stories • Relate stories to real life experiences • Retell sequence of events in a story using illustrations in a book or literary props • Ask questions for clarification and further understanding • Recall specific details or events in a story 	<ul style="list-style-type: none"> • Know that print conveys meaning • Compare stories with real life • Use pictures to infer or predict meaning in text read aloud and/or shared with others • Use strategies such as questioning or predicting to comprehend printed material • Recall a story with some level of detail pertaining to the characters and setting
Strategies for Caregivers	<ul style="list-style-type: none"> • Establish daily reading routines with children— 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 	<ul style="list-style-type: none"> • Read daily to children • Plan to read and re-read books with patterns and repetition • Share enthusiasm and love for reading • Sing songs that encourage children 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 	<ul style="list-style-type: none"> • Read daily to children • Plan to read and re-read books with patterns, rhyme and repetition • Share enthusiasm and love for reading • Occasionally, stop to talk about the pictures, answer questions, discuss what might happen next, and think about what the characters might be feeling. • 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 • Label shelves and toy containers with picture and printed word 	<ul style="list-style-type: none"> • Read daily to children • Plan to read and re-read books with patterns and repetition • Share enthusiasm and love for reading • Provide children with literary props • Ask children to make predictions about a story and draw connections to themselves • Show the cover of a book and ask children to predict what will happen in the story • When reading or telling stories with child, change roles; have 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 children to tell their own version of the story based on the pictures • Encourage children to discuss their ideas, feelings, and opinions about a book or 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., "Why did Humpty-Dumpty break into pieces?") • Discuss the theme of the book or the "heart of the author's message" • After reading text, allow time for children to discuss their ideas, feelings, and opinions about the book • Try to read/look up answers to questions (e.g., for question "What should you wear today?" read the weather forecast in a printed form to find an answers)

Reading. Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Build foundational experiences for later concept development.	Participate actively in reading picture books and written materials with caregiver.	Engage independently in looking at books and listening to read stories.	Use books and written materials to gain information and enjoyment.	Use books and written materials to expand their knowledge.
Indicators	<ul style="list-style-type: none"> Use senses to explore books with different textures books Experience new vocabulary paired with objects and pictures 	<ul style="list-style-type: none"> Initiate interactions for sharing written materials Recognize pictures that represent real objects Show preference for familiar food labels, clothing, graphics, and characters Enjoy books with clear pictures or photos about daily routines (e.g., eating, toileting) Find comfort and enjoyment in being read to 	<ul style="list-style-type: none"> Use purposefully a variety of books for information, enjoyment, and recreation Recognize familiar environmental print labels and logos (stop signs, cereal boxes, toys) Enjoy books about different things (books about animals, occupations, trucks, farms, fairy tales, etc.) Respond to emotional expressions in books Use labels and pictures to organize and categorize materials Enjoy books with clear pictures or photos about daily routines (e.g., eating, toileting) 	<ul style="list-style-type: none"> Use signs in the environment for information Recognize that print is read in stories Use maps, menus, cookbooks, dictionaries during play Use printed materials for entertainment Recognize that different text forms have different purposes (grocery list is different than a written story) Find information in books Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together, pretends to write a list, or message) Realize that letters and words represent ideas and feelings Follow pictorial directions for cooking, assembling toys, and building models Recognize that printed materials have power (addresses, phone numbers, last name, knowledge) Select books to read Cares appropriately for books and pictures 	<ul style="list-style-type: none"> Use picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news) Recognize function of common labels in the environment (e.g., restroom sign) Use a simple cookbook, map, or similar printed material, with assistance
Strategies for Caregivers	<ul style="list-style-type: none"> Read to baby every day—if baby has a big brother or sister, let them read to baby too. Begin by reading very short books with big pictures Use a lot of expression in your voice and face Let baby touch the pages Make a touch book—put one thing your baby likes on each page. Talk about the things while your baby touches them 	<ul style="list-style-type: none"> 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 Look at photographs of familiar people and pets. Talk about what is happening in the picture 	<ul style="list-style-type: none"> Begin to incorporate print found in child's every day life into dramatic play Play games with letter blocks Point out signs in the environment Point out child's written name and letters in their name Talk about environmental print on common products Provide child with opportunities to help with shopping(e.g. making list, choosing items, simple counting of items) Model the use a variety of written materials (grocery lists, notes, etc.) 	<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 children's questions (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 (i.e., SAVE sign on a block or Lego construction) Refer to repair manuals, menus, cookbooks, phone books, cookbooks, and internet sites for information and place in play areas Allow child to write letters and post cards to friends and family Discuss different cultures and traditions in stories from different regions of the world Re-read favorite stories 	<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 (e.g., 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 children Place auto repair manuals in the car and truck play area

Writing. Goal 61: Children demonstrate knowledge and use of letters and symbols.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Build foundational experiences for later concept development.	Begin to create symbols for discovery.	Begin to recognize that symbols have meaning.	Begin to write and draw for communication.	Use print for communication.
Indicators	<ul style="list-style-type: none"> Use their sense to explore their environment 	<ul style="list-style-type: none"> Make marks on surfaces Explore materials and medium with hands, feet, and body Begin to recognize that they can make marks on paper or surfaces 	<ul style="list-style-type: none"> Use increasingly more purposeful scribbling Use drawing and painting expressively Use horizontal scribbling to label drawings or imitate adults Make intentional impressions with different materials Notice both words and pictures on a page Label pictures using scribble writing Use symbols or pictures as representation of oral language Demonstrate an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print) Talk about the meaning of what is being written/drawn; "this is the dinosaur eating..." May substitute object as symbol (use block as phone or car) 	<ul style="list-style-type: none"> Use horizontal scribbling with breaks or separate marks to represent writings Create representational drawings Use scribbling to represent their name Know the difference between printed letters and drawings Attempt to copy one or more letters of the alphabet Label pictures using letter-like marks Know that alphabet letters are a special category of graphics that can be individually named Identify letters to match the said-aloud letter name Work at writing own name Show awareness of the difference between own writing and conventional print Show awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children) Use pictures, symbols, and letters to convey meaning Use letters to represent sounds in words Print some alphabet letters for given letter names 	<ul style="list-style-type: none"> Works to write own name Recognize several upper case and lower case letters Print some alphabet letters for given letter names Write some upper case and lower case letters, without assistance Write first names of others or some simple words Write some simple words on paper after adult segments words into individual sounds out loud (e.g. /c/ /l/ /a/ /p/ = clap) Recognize initial letters in their names and titles of books
Strategies for Caregivers	<ul style="list-style-type: none"> Consider safety with all objects that child handles; supervise at all times Provide opportunities to explore objects Encourage child to grasp the object by closing fingers around it 	<ul style="list-style-type: none"> Provide materials that lend themselves to patting, slapping, pushing, and pulling (flatten clay, 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 fingers Let baby explore food (pudding, mashed potato) on a flat surface; draw attention to the marks created. Encourage child to make marks in sand, dirt, flour With supervision, introduce paper and crayon and have them 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 	<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 initial letters, especially letters in the child's name 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 creations (How did you make that big blue line?) Read a variety of alphabet books with child, including books from different cultures Draw attention to signs and symbols in the environment, (e.g., stop sign, Chinese writing on a Chinese restaurant sign) Provide opportunities for child to manipulate magnetic letters and name 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 	<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 lists, letters, daily log of classroom activities, and notes stating the words as they are written Encourage 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 Create games for child to pretend to be the letters of the alphabet and call out alphabet names Draw letters in sand, shaving cream, finger paint, and play-dough Give child a special journal to write their name and draw pictures Provide opportunities for child to write letters, lists, invitations, cards, and notes Encourage children to describe their artwork, and have them label it with letters to represent sounds they hear 	<ul style="list-style-type: none"> Print an uppercase letter on one shape and matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters Model appropriate upper case and lower case letters while writing Adapt the game "I spy" to help child locate upper case and lower case letters Provide opportunities for child to practice writing letters of the alphabet (e.g., ask child to help in making signs, or help address and envelope Provide opportunities for child to write letters, lists or notes Help child make his or her own letter books with pictures Point to the initial letters of words when reading a book and make the sound that corresponds with the letter

Writing. Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Build foundational physical development	Pick up objects with increasing control.	Begin to use tools to write and draw.	Use tools to write and draw with increasing coordination.	Use tools to copy and write shapes and letters.
Indicators	<ul style="list-style-type: none"> Grasp objects Begin to use both hands together 	<ul style="list-style-type: none"> Pick up small items using pincer grasp Use palmer grasp (fist) to hold writing tools Crosses midline with hands Passes objects from one hand to the other 	<ul style="list-style-type: none"> Adjust body position to facilitate writing Hold paper with one hand while writing with the other Copy vertical and horizontal lines Make circular motions with writing utensil Use a variety of writing tools Begin to use fingers to hold writing tools instead of fist Use whole arm to make writing movement Scribble and make marks on paper purposefully Name scribbles (e.g., tells others what scribbles mean) Pretend to write on paper, without regard to location or direction 	<ul style="list-style-type: none"> Use tripod grasp to hold writing tools Begin to demonstrate hand preference for writing Use whole arm and finger movements to write Intentional scribbling to convey meaning, tells caregiver what it means Make strings of letters or marks from left to right Begin to copy simple shapes Draw a basic six (plus)-part person with some detail and content Use invented spelling with letters and marks to represent words Use letter-like symbols to express an idea Write some letters or numerals Print or copy first name Attempt to copy words from print Draw basic geometric shapes (e.g., circle, triangle) Use pretend writing activities during play to show print conventions in home language Use letters and symbols to label or convey directions (e.g., SV for Save sign on block building) 	<ul style="list-style-type: none"> Use writing tool with tripod grasp Use multiple writing tools to create pictures Copy shapes and letters Use invented spelling with letters and marks to represent words Imitate common writing activities in play (e.g., letters, cards, menus) Use multiple writing tools (e.g., paint, crayons, pencils, and/or pens) to create a picture Adjust grasp to size of writing tool Demonstrates beginning of creative writing by using invented spelling and/or pictures to express an idea or story
Strategies for Caregivers	<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 	<ul style="list-style-type: none"> Allow child to finger feed small bits of food from a tray or flat surface (peas, cheerios, and raisins). Provide supervision Encourage child to pick up thin books and papers from a flat surface Hold the end part of child's crayon as the child makes marks on a writing surface. Gently guide the crayon through the desired motion, pairing with an auditory cue (round and round) Offer large crayons and paint brushes to draw on paper while adult writes letters or pays bills 	<ul style="list-style-type: none"> Provide opportunities for the child to draw Model appropriate grasp of writing and drawing tools Write and draw with a child exploring various mediums Discuss and identify figures that the child draws (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 (e.g. while standing, outdoors on a hard surface, kneeling on floor) 	<ul style="list-style-type: none"> Model the process of drawing lines, circles, and stick figures Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with, etc.) 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, playdough, lacing boards, beads, stencils, light-bright, eye-droppers, tongs and clothespins). Cut up 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 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 children 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 two different writing systems (especially appropriate for English language learner and bilingual/multilingual children) Provide a variety of writing materials in dramatic play areas, art area, with blocks, cars, etc. Engage child in using materials, for example, take orders for pizza using a notepad in the play kitchen; make tickets to see the art museum; write speeding tickets when playing with cars; draw and label a block structure when child is finished building it Explain to child the reason we are writing something down e.g. "We will write a list so that we know what to buy at the grocery store." "Let's write a thank you note ... 	<ul style="list-style-type: none"> Engage child in activities to develop fine motor control (clay, playdough, lacing boards, beads, stencils, light-bright, and clothespins) Cut up 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 (e.g., producing a newspaper, trip journal on a family trip)

Writing. Goal 63: Children use writing for a variety of purposes.

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months though Kindergarten
Developmental Task	Build foundational sensory experiences.	Experiment with cause and effect in their environment.	Make scribbles and mark in imitation of writing.	Make scribbles, pictures, and symbols with meaning.	Assign meaning to attempts at writing.
Indicators	<ul style="list-style-type: none"> Explore and experience environment using all senses 	<ul style="list-style-type: none"> Explore cause and effect on the physical environment Make marks on paper and shows to others Make marks with fingers (e.g., in food, dirt or sand) 	<ul style="list-style-type: none"> Make scribbles and pictures to share with others Imitate the act of writing during play and familiar routines Use writing props during play May request an adult to write name or message on their work Recognizes some environmental print/symbols (e.g., a stop sign) Ask adult to label pictures that he/she has drawn Make cards to give peers and significant adults, with assistance 	<ul style="list-style-type: none"> Make scribbles and pictures to express an idea Use representational scribbles and marks during play Ask an adult to label a picture Uses letter-like symbols to make lists, letters, and stories Copy some environmental print/symbols Talk out loud about creative ideas and stories and asks adult to write them out Ask adult to write out rhymes, or child's invented song Create notes and messages for a purpose 	<ul style="list-style-type: none"> Create notes and messages for a purpose Dictate stories and ideas Share writing with others Imitates common writing activities in play (e.g., letters, cards, newspaper) Writes simple expressions in greeting cards and letters (e.g., Hi; Hola.) Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story
Strategies for Caregivers	<ul style="list-style-type: none"> Provide different textures (soft towel, plastic rattle, furry kitty) for the child's to explore. Describe the feeling (soft, hard) Hold baby in lap while reading from a picture book—let child explore with all senses Engage in face-to-face interaction games—exaggerate facial expressions 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. 	<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, rolling) Engage in simple interactive songs with motor actions (eency weency spider; twinkle, twinkle) Give child verbal turn-taking instructions (It's your turn or more) Engage child in an interactive game. Stop the activity and wait for child to indicate a desire to continue the game or action Draw and label pictures while talking with child about an activity or idea Model uses of writing to child (e.g., making grocery lists, writing letters) Provide different materials for child to explore sensory use of materials and development of motor skills and writing (e.g., finger paints, shaving cream, sand) 	<ul style="list-style-type: none"> Write down what the child says regarding his/her own drawing Work together to prepare written lists and notes and model 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) Create joint projects with children that involve writing (e.g., make a pretend grocery store and label the products) Provide opportunities for child to observe you writing for meaningful purposes 	<ul style="list-style-type: none"> Model the process of drawing lines, circles, triangles Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with, etc.) Encourage use of creative spelling to label pictures, write name, and write notes to family and community members Write notes to the child and read them together Write a story as a small group, writing down children's exact ideas and words 	<ul style="list-style-type: none"> Provide opportunities for child to write letters and make greeting cards for relatives and friends Make a storybook with child that includes both their pictures and words Assist child in making labels for different sets of objects Provide opportunities for child to write letters and make greeting cards for relatives and friends Make a storybook with child that includes both their pictures and words Assist child in making labels for different sets of objects (e.g., cooking utensils, shoes)

Subdomain: English Language Learners

Dual Language Acquisition. Goal 64: *Children demonstrate competency in home language while acquiring beginning proficiency in English.*

*** Notes: 1) 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. 2) Language in this goal statement only refers to the “spoken word” or oral language and communication. It does not refer to the “written word” – reading, writing or other literacy abilities.**

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
Developmental Task	Builds foundational experience for all communication and language development	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop communication skills in home language	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop vocabulary and fluency in home language.	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information; and uses phrases and sentences with more complex vocabulary in home language.	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Uses appropriate forms of communication for a variety of purposes in home language vocabulary continues to increase.
Indicators	<ul style="list-style-type: none"> Attend to spoken sounds Communicate needs through vocalization, gestures, facial expressions, and actions 	<ul style="list-style-type: none"> Respond to familiar words in home language Respond to simple voice commands and labeling in two languages Communicate needs in one to two word phrases in home language Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (e.g., points to object desired) if attempting to communicate in English 	<ul style="list-style-type: none"> Often use sounds from home language when speaking in English Have a larger receptive and expressive vocabulary in home language Increase expressive and receptive English vocabulary May exhibit a period of silence before a language surge 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 (e.g., 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; 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"> Recall words from simple songs in home language and recognize words from songs in English Occasionally insert words from home language while speaking English Demonstrates understanding that there are languages other than the home language (e.g., 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 Bilingual children adjust 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"> Recognize the difference between words spoken in home language and words spoken in English Exhibit a gap between conversational language and instructional language Make consistent grammatical errors (mans for men) Begin to understand that nonfamily 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
Strategies for Caregivers	<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 (‘no’ you’re so cute) Sing songs to child in both languages 	<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 (e.g., animal names) and within a context Help child link English vocabulary to real-life experiences by using pictures, objects, places and events Provide opportunities for parents to 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 	<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 to understand (simple sentences, repetition, 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 	<ul style="list-style-type: none"> Provide picture books in child’s native language and in English. Teach school concepts in both languages 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. 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 	<ul style="list-style-type: none"> Provide opportunities for child to acquire competency in home language and English Use books in English that have repetition and are predictable Use home language alongside English in activities such as counting to 10, talking about the weather, reciting the alphabet, and naming colors Provide opportunities for child to share words from home language with other children •Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings (other than

Early Learning Guideline	Birth to 8 Months	6 to 18 Months	16 to 38 months	36 to 60 Months	60 Months through Kindergarten
		home language as well as English		acquire language competency (Note: do not correct child but guide child by example) <ul style="list-style-type: none"> • Model positive vocabulary learning strategies (e.g., reading cues from the context) • Help native English speaking children understand the English language learner's speech and vocabulary • Establish a consistent daily routine that promotes sense of security 	<ul style="list-style-type: none"> • 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

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