

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: COMMUNICATION

- Goal 48: Children demonstrate the meaning of language by listening.
- Goal 49: Children communicate effectively.
- Goal 50: Children comprehend and use conventions of social communication.

SUB-DOMAIN: LANGUAGE

- Goal 51: Children use receptive vocabulary.
- Goal 52: Children use expressive vocabulary.
- Goal 53: Children demonstrate progression in grammar and syntax.
- Goal 54: Children demonstrate comprehension and meaning in language.
- Goal 55: Children use language for a variety of purposes.

SUB-DOMAIN: LITERACY

- Goal 56: Children develop phonological awareness.
- Goal 57: Children make connections between sounds, symbols, and letters.
- Goal 58: Children demonstrate awareness of print concepts.
- Goal 59: Reading - Children demonstrate comprehension of printed materials and oral stories.
- Goal 60: Reading - Children demonstrate awareness that written materials can be used for a variety of purposes.
- Goal 61: Writing - Children demonstrate knowledge and use of letters and symbols.
- Goal 62: Writing - Children use writing skills and demonstrate knowledge of writing conventions.
- Goal 63: Writing - Children use writing for a variety of purposes.

SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS

Goal 64 NOTE: 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.

Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing.

- Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: COMMUNICATION			
LISTENING			
GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Understands increasingly complex statements and requests.	<ul style="list-style-type: none"> ▪ Responds to words with appropriate behavior or gesture; receptive language. ▪ Locates and uses items with verbal cue. ▪ Performs simple actions with verbal cue (jump, wave, get, come). ▪ Locates familiar objects, people, and body parts. ▪ Listens to short and simple stories. ▪ Responds to two-step directions (i.e. "Go into your bedroom and get your socks."). 	<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). ▪ Read books and engage child to point out, name, and describe objects and activities in pictures. ▪ Use puppets and other props that support call and response scenarios. ▪ Include songs and stories from child's home language in group activities. ▪ Play treasure hunt, where you put objects somewhere close by, give the child a direction to find the object, then cue them until they find the object. ▪ Pretend talking on phone with the child. ▪ Play dancing games where instructions include such directions as stop and start again, step softly, dance like an elephant, or march in place.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: COMMUNICATION****ORAL COMMUNICATION****GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Communicates with simple two to three word combinations and gestures, increasing to more complex utterances.	<ul style="list-style-type: none"> ▪ Vocalizes wants and needs. ▪ Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug). ▪ Changes intonation and tone to convey meaning of words. ▪ Uses sound effects in play. ▪ Uses single words, phrases, or short sentences to convey needs and wants. ▪ Uses pronouns, though not always correctly (e.g. "Her read the story." "Me do it."). ▪ Asks and answers simple questions. ▪ Uses descriptors to describe object or event. ▪ May tell simple stories and recount events. ▪ Addresses listener appropriately to get attention (when speaking to another child, uses child's name). 	<ul style="list-style-type: none"> ▪ Ask open-ended questions to elicit response (e.g. "What is the kitty doing?"). ▪ Rephrase a child's utterances into sentences/questions. ▪ Engage child in conversations about daily routines. ▪ 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. ▪ Without admonishing the child, respond with the correct pronunciation when child mispronounces a word (e.g. child says, "Tar" and adult responds by saying, "Yes, a red car."). ▪ Expand child's utterances, (e.g. Child says, "Car go." You say, "Yes, that red car goes fast.").

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: COMMUNICATION****CONVENTIONS OF SOCIAL COMMUNICATION****GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Initiates interactions using social convention.	<ul style="list-style-type: none"> ▪ Uses object to initiate play or seek assistance from another child or caregiver. ▪ Initiates communication using jargon, words, signs, gestures, and facial expression (i.e. says "hi" and touches a friend). ▪ Uses words to get others to help meet wants and needs. ▪ Asks and answers simple questions. ▪ Takes turns in simple conversations, using words and nonverbal communication. ▪ May use common expressions of politeness (e.g. smiles and nods, "yes"; uses "please and thank you"; uses "hi" and "bye"). ▪ Attends to speaker with eye contact and response for a portion of a conversation, one on one. ▪ Makes a related comment (e.g. Adult says, "Here is your water," and child responds, "Cup"). ▪ Makes a formal verbal or sign request or response (e.g. "Milk please," "More," "Up"). 	<ul style="list-style-type: none"> ▪ Play often, verbally describe, and expand on a shared interest. ▪ Model social conventions when talking with a child (e.g. Hello, Good-bye). ▪ Use gestures in communication. ▪ Name and point to pictures and objects. ▪ Talk about what you are doing during daily routines. ▪ Ask and answer where, what, and who. ▪ Prompt social conventions, such as "please and thank you" and model in adult interactions with child. ▪ Encourage dual language learners to use both languages in daily routines. ▪ Value and celebrate child's home language and culture. Speak using child's home language and English. ▪ Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies. ▪ Use symbolic actions to convey meaning (e.g. a hand sign to say all done, or a finger held up to indicate, "Hold on. I'm coming.").

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Recognizes and responds to increasingly complex vocabulary and gestures.	<ul style="list-style-type: none"> ▪ Understands and responds to simple questions. ▪ Points to body parts. ▪ Follows one to three step directions. ▪ Points to pictures in books. ▪ Responds to rhymes and finger plays. ▪ Responds appropriately to some prepositions. ▪ Matches objects and pictures. ▪ Identifies objects by function. ▪ Responds to action words, such as run, open, touch, or stop. ▪ Responds to words in home language, but may look puzzled by words in another language. ▪ When people, objects, and actions are named, shows a response. ▪ If learning two languages simultaneously, responds to requests in either language. ▪ Understands 1200-2800 words. 	<ul style="list-style-type: none"> ▪ Each day, talk, sign, sing, and read to children. ▪ When replying to a child's communication, confirm child's intentions and then extend the topic adding new vocabulary words (e.g. "You want to eat some peas. Peas, peas, peas, green tasty peas!"). ▪ Read books full of everyday items and engage the child to point to objects as you lead. ▪ Repeat words and phrases, and then expand them (e.g. "Red car, red car, red car. Shiny, red car.") ▪ When conversing with a child, use sentence length slightly longer than the child's utterance. ▪ Add information to what the child says. ▪ Ask questions and make comments, being certain to give the child time to show a response to your words. ▪ Answer questions and respond to children's comments. ▪ Play word games that include give and take between your words and the child's responding actions or words (e.g. Show me, or animal sounds). ▪ Recite rhymes slowly. Wait for the child to say a rhyme with you and keep a slow cadence as you recite the rhyming words together. ▪ Talk about what things do. ▪ Provide language-rich, authentic conversation, books, family stories, music, and opportunity to participate in traditional community activities. ▪ Provide opportunities and activities in more than one language if children are learning languages simultaneously. ▪ Name new materials and objects when introducing

			<p>them.</p> <ul style="list-style-type: none">▪ When in a new environment, make up games like "What do you see?" and label aloud what you see around you (animals in the environment, name them aloud).
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LANGUAGE

VOCABULARY

GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Uses words and simple phrases with intent.</p>	<ul style="list-style-type: none"> ▪ Increasingly uses words and phrases. ▪ May exhibit a period of silence when learning a second language. ▪ Shows rapid increase in expressive vocabulary (1,000 words by 36 months) can understand more words than says. ▪ Initiates gestures. ▪ Initiates communication. ▪ May ask “wh” questions (why and what). ▪ Asks others to label unfamiliar objects. ▪ Starts to use short sentences. ▪ Uses personal pronouns (i.e. “Me do it.”). ▪ Pronounces words with increasing articulation and clarity. ▪ Uses attributes (descriptive words - big boy, red ball). 	<ul style="list-style-type: none"> ▪ Encourage, expect, and wait for a child to use words to express needs and wants. ▪ When replying to child’s attempts to communicate, confirm his or her intentions and then extend the topic. ▪ Offer exposure to vocabulary by talking, signing, singing, and reading to the child. ▪ Respond to child’s single words using sentences with descriptive responses (e.g. child says, “Ball,” you respond, “Here is the red ball.”). ▪ Model simple sentences. ▪ Encourage use of pronouns from child’s point of view (i.e. “I want milk,” rather than, “Susie wants milk.”). ▪ Avoid baby talk. Use correct pronunciation and grammar. ▪ When child is attempting to communicate verbally, assume he or she has something important to say, and listen carefully. Try to understand the meaning before you respond. ▪ For an English Language Learner (ELL), learn and use key words in child’s home language including “signs,” if appropriate. ▪ Explain meanings of words to child during conversations.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****GRAMMAR AND SYNTAX****GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Moves from using simple words to more complex word order, word combinations, and word endings.</p>	<ul style="list-style-type: none"> ▪ Uses words and phrases. ▪ Uses primary pattern of noun plus verb. ▪ Experiments with word endings such as ing, regular plural using s, past tenses using ed, and possessives using 's. ▪ Generalizes word endings for plural (e.g. "mouses"). ▪ Uses negation in phrase form (e.g. "No milk." "Not open."). ▪ Uses adjectives with appropriate placement. ▪ Increases phrases from two words to three and four words. ▪ Uses three to four-word sentences with noun and verb. ▪ Uses simple questions in speech, but may not use correct grammar. 	<ul style="list-style-type: none"> ▪ Encourage child to use words to express needs and wants. ▪ Talk, sign, sing, and read to child. ▪ Expand child's sentences with descriptive responses (e.g. child says, "ball," respond, "Here is the red ball."). ▪ Model simple sentences. ▪ Encourage use of pronouns from child's point of view (e.g. "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. Some children need more time to understand questions and put together words. ▪ Recognize that dual language learners may mix words from different languages in the same sentence. Provide play opportunities that encourage children to engage in conversation with one another. ▪ To help children put meaning to their words, encourage children to tell stories about their family life and daily activities. ▪ While sitting with child during meals and snacks facilitate and model conversation using complete sentences.

			<ul style="list-style-type: none">▪ Engage child in a game using a small stuffed animal to demonstrate prepositions while saying, "The teddy bear is in the box," or "The teddy bear is beside the chair."
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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****COMPREHENSION****GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.**

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

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****EXPRESSIVE/ORAL LANGUAGE****GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Uses words, phrases, and sentences to meet emotional, social, and physical needs.	<ul style="list-style-type: none"> ▪ Uses gestures or vocalizations to protest or to gain attention. ▪ Exchanges gestures with adults. ▪ Initiates turn-taking routines. ▪ Uses more words during turn-taking. ▪ Responds to peers with words. ▪ Uses words and gestures to engage others in play (gestures and says, "Chase!"). ▪ Uses short sentences or telegraphic speech to announce what he/she has done. ▪ Begins to recount an event, with assistance. ▪ Begins to recall parts of a previously heard story. ▪ Requests to hear familiar stories, songs, and rhymes. ▪ Begins to follow the sequence of events in an orally-narrated story. 	<ul style="list-style-type: none"> ▪ Support child to use words to express needs and wants. ▪ Talk, sign, sing, and read to child. ▪ Expand child's sentences with descriptive responses (e.g. child says, "Ball," you respond with, "Here is the red ball."). ▪ Model simple sentences. ▪ Encourage use of pronouns from child's point of view (e.g. "I want milk" rather than, "Susie wants milk."). ▪ Tell child stories about his/her family, community, and culture. ▪ Incorporate songs and rhymes into stories you tell so child can participate in story-telling. ▪ Ask open-ended and "wh" questions (why, who, what, where, when, and how) to encourage child to describe an event or occurrence. ▪ Set aside time daily to engage in storytelling, singing, and talking with child.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Produces and imitates sounds (phonemes).	<ul style="list-style-type: none"> ▪ Anticipates action to accompany a song ("Ring around the Rosie. We all fall down!"). ▪ Anticipates auditory signals in the environment. ▪ Repeats a refrain from a song heard before (E-I-E-I-O). ▪ Recognizes and labels familiar sounds in the environment. ▪ Plays with sounds and words when taught (nanna banana, wiggle waggle wump). ▪ Recites phrases from familiar rhymes. ▪ Completes a familiar rhyme by providing the last word. ▪ Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly). 	<ul style="list-style-type: none"> ▪ Engage in songs with activities. ▪ Engage child in songs with repeated sounds. ▪ Familiarize child with rhymes and cadences. ▪ Connect motor movements to finger plays, poems, and songs. ▪ During everyday activities talk about words and sounds (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. ▪ Engage in activities that promote phonological awareness.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Recognizes visual symbols in their environment.	<ul style="list-style-type: none"> ▪ Names familiar pictures in books. ▪ Uses symbols or pictures to represent oral language. ▪ Begins to sing songs with alphabet by rote. ▪ Begins to match similar shapes (shape puzzles or sorters). ▪ Sees meaning in environmental print (e.g. child recognizes logos of familiar places and foods, and common signs such as stop signs). 	<ul style="list-style-type: none"> ▪ Read to child daily, following child's attention and interest cues. Model turning pages and reading from top to bottom. ▪ Offer simple puzzles that match symbols and shapes. ▪ When child is interested, make letters and shapes with a variety of materials (play dough, sand, shaving cream, blocks). ▪ Respond to child's attempts to identify letters with a description of the letter (e.g. "Yes, that letter is an A, just like in your name, Andy. See how it has two lines going down?"). ▪ Point out letters, especially those in the child's name, in environmental print (street names or on billboards, signs, or printed material in home or center). ▪ Read alphabet books. ▪ Sing songs that match a visual action or object with a sound, such as "Heads, Shoulders, Knees and Toes," or "Wheels on the Bus."

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Displays awareness of the function and use of printed materials.	<ul style="list-style-type: none"> ▪ Knows where books are kept. ▪ Returns books to designated place when asked. ▪ Finds specific pictures in a familiar book. ▪ Begins to turn pages; move from board books to conventional books. ▪ Recognizes specific books by cover. ▪ Communicates a desire to be read to (locates a book and takes it to the reader). ▪ Points to pictures in books. ▪ Holds a book right side up. ▪ Handles book with purpose and care. ▪ May have a favorite book. ▪ Recognizes signs and logos such as grocery store, fast food places, and favorite cereal in grocery store. 	<ul style="list-style-type: none"> ▪ Read daily and tell stories to child. ▪ 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). ▪ 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. ▪ Make books accessible (basket, low shelf). ▪ Point out signs and logos in community. ▪ Make regular visits to the library. ▪ Allow children to select books.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Begins to attach meaning to stories and pictures.	<ul style="list-style-type: none"> ▪ Verbally labels pictures with words. ▪ Repeats familiar parts of a story, nursery rhyme, or music. ▪ Uses a questioning intonation when talking about a story. ▪ Recalls specific characters or actions from a story. ▪ May have a favorite book and ask for it to be read multiple times. ▪ Pretends to read a book to self or favorite toy. ▪ Uses pictures or scribbles to describe actions or ideas (e.g. views a picture of a person running, child says, "run"). ▪ Produces a multiple-word response to printed materials. ▪ Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book). ▪ May use pretend play to act out familiar story with adult assistance. ▪ Responds to "wh" questions (who, what, where, when, why) after hearing or reading a story. 	<ul style="list-style-type: none"> ▪ Read daily to child. ▪ Plan to read and re-read books with patterns, rhyme, and repetition. ▪ Share enthusiasm and love for reading. ▪ 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. ▪ Occasionally, stop to talk about the pictures, answer questions, discuss what might happen next, and think about what the characters might be feeling. ▪ Label shelves and toy containers with picture and printed word.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 60: READING - CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Engages independently in exploring books and actively listening to stories.	<ul style="list-style-type: none"> ▪ Enjoys books with clear pictures or photos about daily routines (eating, toileting). ▪ Recognizes and points to familiar environmental print labels and logos (stop signs, cereal boxes, toys). ▪ Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.). ▪ Responds to emotional expressions in books. ▪ Uses labels and pictures to organize and categorize materials. 	<ul style="list-style-type: none"> ▪ Play games with letter blocks. ▪ Point out signs in the environment. ▪ Point out child's written name and the letters in their name. ▪ Talk about environmental print on common products. ▪ Provide child with opportunities to help with shopping (making list, choosing items, simple counting of items). ▪ Model the use of a variety of written materials (grocery lists, notes). ▪ Begin to incorporate print found in child's everyday life into dramatic play.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Begins to draw and scribble to express self and ideas.	<ul style="list-style-type: none"> ▪ Uses increasingly more purposeful scribbling. ▪ May substitute object as symbol (use block as phone or car). ▪ Makes intentional impressions with different materials. ▪ Uses drawing and painting to represent ideas and share new knowledge. ▪ Notices both words and pictures on a page. ▪ Uses horizontal scribbling to label drawings or imitate adults. ▪ Labels pictures using scribble writing. ▪ Uses symbols or pictures as a representation of oral language. ▪ Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print). ▪ Talks about the meaning of what is being written or drawn (e.g. "This is the dinosaur eating..."). 	<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 pictures and words as they are read. ▪ Discuss with child the pictures they have created, focusing on the process of creating (e.g. "How did you make that big blue line?"). ▪ Read a variety of alphabet books with child, including books from different cultures. ▪ When reading with child, point to initial letters - especially letters in the child's name. ▪ Draw attention to signs and symbols in the environment (stop sign, Chinese writing on a Chinese restaurant sign). ▪ Provide opportunities for child to manipulate magnetic letters by naming 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.

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 62: WRITING - CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Intentionally uses tools to write and draw.	<ul style="list-style-type: none"> ▪ Adjusts body position to facilitate holding tools. ▪ Holds paper with one hand while writing with the other hand. ▪ Copies vertical and horizontal lines. ▪ Makes circular motions with writing utensil. ▪ Uses a variety of writing tools. ▪ Begins to use fingers to hold writing tools instead of fist. ▪ Uses whole arm to make writing movement. ▪ Scribbles and makes unplanned and intentionally meaningful marks. ▪ Names scribbles (tells others what scribbles mean). ▪ Writes on paper, without regard to location or direction. 	<ul style="list-style-type: none"> ▪ Provide opportunities for the child to draw. ▪ Model appropriate grasp of writing and drawing tools. ▪ Provide opportunities for child to explore various mediums with supervision. ▪ Discuss and identify figures that the child draws (e.g. "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 (while standing, outdoors on a hard surface, kneeling on floor).

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****WRITING****GOAL 63: WRITING - CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Makes scribbles and marks in imitation of writing during play.	<ul style="list-style-type: none"> ▪ Makes scribbles and pictures to share with others. ▪ Imitates the act of writing during play and familiar routines. ▪ Uses writing props during play. ▪ May request an adult to write name or message on their work. ▪ Recognizes some environmental print/symbols (stop sign). ▪ Asks adult to label pictures that he/she has drawn. ▪ Makes cards and "messages" to give peers and significant adults, with assistance. 	<ul style="list-style-type: none"> ▪ Write down what the child says regarding his/her own drawing. ▪ Provide opportunities for child to observe you writing for meaningful purposes. ▪ Write the children's names on artwork, asking them where on the paper they would like to have their names written. ▪ Work together to prepare written lists and notes, modeling 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, computer keyboard). ▪ Offer paintbrushes and easels and flat surfaces for making marks that are more easily controlled than with other tools. ▪ Create projects with child that involve writing (make a note for grandma and grandpa, invite a friend to play, make a note to save a block structure built by the child).

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DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS

DUAL LANGUAGE ACQUISITION

GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develop vocabulary and fluency in home language.</p>	<ul style="list-style-type: none"> ▪ Often uses sounds from home language when speaking in English. ▪ Has a larger receptive and expressive vocabulary in home language than in second language. ▪ Speaks using English vocabulary and increasingly responds to English vocabulary. ▪ Uses increased expressive and receptive English vocabulary. ▪ May exhibit a period of silence before a language surge. ▪ May mix words from both languages. ▪ 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 (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 and uses 	<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 (ELL) to understand (simple sentences, repetition, and 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. ▪ Sing songs and rhymes in both languages. ▪ Learn tone, key words, and common gestures of child's home language. ▪ In a group, expose all children to dual language use and learning.

		gestures or single words to ask questions in English. <ul style="list-style-type: none">▪ Occasionally inserts words from home language while speaking in English.	
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