

## 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
6 to 18 Months	Recognizes names for familiar people and objects. Responds to simple requests.	<ul style="list-style-type: none"> <li>▪ When verbally cued, looks toward and points to objects.</li> <li>▪ Reaches for familiar objects with verbal and gestural cues.</li> <li>▪ Demonstrates understanding of names of familiar people by orienting body towards, looking at, or moving in person's directions.</li> <li>▪ Engages in call and response play (i.e. when child makes sound, then adult makes same sound; child engages in back and forth call and response).</li> <li>▪ Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching).</li> <li>▪ Begins to imitate adult actions that go along with simple songs, rhymes, and traditional songs such as "Row, Row, Row Your Boat," "Pat-A-Cake," and "Eensy Weensy Spider."</li> <li>▪ Follows single-step directions with gestures (e.g. "Please bring me the ball.").</li> <li>▪ Follows single-step directions without gestures (e.g. "Please bring me the ball.").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to the child's sounds, offering a duet of sound, tones, response.</li> <li>▪ Point to and name objects in the environment.</li> <li>▪ Name objects and actions you use in daily care of the child and name the child's reactions to your actions.</li> <li>▪ Play simple games that include a physical response to words such as peek-a-boo, pat-a-cake, and so big.</li> <li>▪ Sing traditional songs and recite finger plays. Sing and recite slowly so child has time to listen and respond to what they hear.</li> <li>▪ Read picture books, talk about what is in the pictures, and ask for child to point to things in the books.</li> <li>▪ Give simple one-step directions.</li> <li>▪ So that children can see the purpose of listening, describe what children are doing. Use phrases such as, "You are putting the blocks in the basket." "You heard your Mom come in the room." "You heard Caleb crying and you looked for him."</li> </ul>

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Uses structured sounds, words, and gestures to interact with others.	<ul style="list-style-type: none"> <li>▪ Imitates sounds, signs, or gestures.</li> <li>▪ Engages in vocal play and turn-taking.</li> <li>▪ Uses facial expression, tone, and words to match responses.</li> <li>▪ Looks to the caregiver for a visual cue about how to react to an activity or situation (social referencing).</li> <li>▪ Approximates word sounds in an attempt to say words common to their culture.</li> <li>▪ Babbles using inflection, intonation, and tone to convey meaning.</li> <li>▪ Uses a single word or sound to convey a variety of objects or actions (e.g. "ba" can mean ball or anything round; "up" conveys being lifting or something high).</li> <li>▪ Uses single-word sentences.</li> <li>▪ Initiates and responds to communicate using words, signs, and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeat the child's utterances.</li> <li>▪ Use simple word play with turn-taking (e.g. baby says, "Ah, ah, ah," and you say, "Ah, ah, ah.&gt;").</li> <li>▪ During daily routines, name body parts, familiar objects, situations, and events.</li> <li>▪ Describe daily routines and ask questions ("I'm changing your diaper. Do you want to hold the clean one?" "Do you want to hold your cup? I can help.&gt;").</li> <li>▪ Respond with words and gestures when child looks for approval, encouragement, or support. Encourage child to sing with you and to join in the music with body movements such as swaying and clapping.</li> <li>▪ Use descriptive talk (describe what child sees and what the child is doing).</li> <li>▪ Clarify and repeat word or phrases to show understanding of their vocalizations ("Up" "Do you want me to pick you up?" "Go," "Do you want to go in the stroller?").</li> <li>▪ Respond verbally and in actions to the child's requests, even when keeping a boundary ("No, we can't go outside right now. Do you want to go out after lunch?").</li> </ul>

**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
6 to 18 Months	Sustains shared interactions.	<ul style="list-style-type: none"> <li>▪ Expresses preference for familiar people.</li> <li>▪ Responds to nonverbal cues.</li> <li>▪ Engages in vocal play, including turn-taking.</li> <li>▪ Returns a physical demonstration of affection; a laugh or hug.</li> <li>▪ Makes more specific sounds of home language than general vocal sounds.</li> <li>▪ Initiates communication using words, signs, and gestures.</li> <li>▪ Uses nonverbal gestures for social conventions of greeting (e.g. waves goodbye). Says “no” purposefully.</li> <li>▪ Offers object to initiate play with other people.</li> <li>▪ Responds when name is called or signed.</li> <li>▪ Often makes eye contact with caregiver when taking an action (social referencing).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to use vocalizations and gestures to gain attention, responding to child’s efforts.</li> <li>▪ Respond to child’s facial expressions and sounds with gestures and words.</li> <li>▪ Offer objects to a child, paired with labels for the objects.</li> <li>▪ Talk about what you and your child are doing as you do it.</li> <li>▪ Engage in turn-taking or circular communication with child, even before he/she uses real words.</li> <li>▪ Use every day routines (arrival and departure time, meal times, taking a walk, and seeing the center director) to practice social language conventions (e.g. “Good morning.” “See you later.” “Please pass the peas.” “Hello, Mrs. Johnson.”).</li> <li>▪ Play games that involve turn-taking.</li> <li>▪ Guide children to use words and to listen when talking with other people.</li> <li>▪ Offer time and opportunity for child to practice listening and talking (e.g. use a toy or make believe telephone, rock and sing to a doll, or pretend to be a meowing kitty).</li> </ul>

## DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

### SUB-DOMAIN: LANGUAGE

#### VOCABULARY

#### GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Responds to spoken language in context.</p>	<ul style="list-style-type: none"> <li>▪ Recognizes words (e.g. Mama, eat, cup, foot, nose).</li> <li>▪ Understands simple phrases (wave bye-bye, look up).</li> <li>▪ Is attentive to the sounds and cadences of home language.</li> <li>▪ Responds with gestures.</li> <li>▪ Responds to the context of “no.”</li> <li>▪ Responds to caregivers voice, watching eyes and mouth (may pat face or reach for mouth).</li> <li>▪ Attends to music or singing.</li> <li>▪ Gives objects on request.</li> <li>▪ May look to or go to familiar objects and people when named.</li> <li>▪ Understands and responds to simple questions (e.g. “Where is the doggie?”).</li> <li>▪ Has a receptive vocabulary of approximately fifty words in home language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk, sign, and sing to child during daily routines.</li> <li>▪ Use simple verb noun combinations (e.g. “Car goes.” “Throw the ball.” “Hold the cup.”).</li> <li>▪ Use repetitious language (“Up, up, up.”). Pair the words with actions.</li> <li>▪ Model appropriate language.</li> <li>▪ Point to and label objects, toys, and people in their natural setting.</li> <li>▪ Respond to a child’s vocalizations with the same sound the child makes, or add new words.</li> <li>▪ Use variety of experiences - people, activities, and settings to introduce varied vocabulary.</li> <li>▪ Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes.</li> <li>▪ Provide opportunities to point to familiar objects and actions for which he/she knows the names.</li> <li>▪ Play labeling games (e.g. “Where is your nose?”).</li> <li>▪ Read picture books daily, including poetry-rich with a variety of sound, cadence, and word patterns, nursery rhymes, and “baby books.”</li> <li>▪ Provide developmentally appropriate books (board and/or cloth books that child can touch and manipulate).</li> <li>▪ Use a combination of baby signs and gestures from child’s experience, and words when talking with child.</li> </ul>

## 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><b>6 to 18 Months</b></p>	<p>Uses purposeful vocalizations and gestures. Use words with intent.</p>	<ul style="list-style-type: none"> <li>▪ Uses meaningful vocalizations.</li> <li>▪ Imitates gestures.</li> <li>▪ Participates in turn-taking “conversations” with body wiggles/arm waving, coos, babbles, and squeals.</li> <li>▪ Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba, then, da da da).</li> <li>▪ Uses consistent sound combinations to indicate specific object or person (“dada” for daddy).</li> <li>▪ Imitates and repeats words.</li> <li>▪ May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or baby signs (“more,” “nursing/bottle,” “all done”).</li> <li>▪ Has an expressive vocabulary of 1 to 50 words.</li> <li>▪ Uses single words to communicate.</li> <li>▪ Strings together varied intonation patterns with intent (jargon).</li> <li>▪ Pairs gestures with words.</li> <li>▪ Recognizes consonants and vowels in their vocalizations.</li> <li>▪ Mimics animal sounds in response to adult cues (“What does the cow say?”).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child’s vocalizations and gestures.</li> <li>▪ Starts responsive conversations with expressive talk, waiting for baby’s response, and sustaining the interactions until the baby looks away or stops.</li> <li>▪ Respond to child’s crying and provide words (e.g. “You’re scared.” “You’re hurt.”).</li> <li>▪ Pair words with a child’s play and actions.</li> <li>▪ Describe what the child is feeling (hungry, tired, or wet).</li> <li>▪ Give child wait time during interaction to encourage turn-taking in conversation.</li> <li>▪ Create a need for the child to communicate (e.g. put a toy just out of a child’s reach).</li> <li>▪ Communicate with family to learn words, gestures, “signs,” and “baby games” familiar to child that reflect his/her personal cultural experience.</li> </ul>

**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
6 to 18 Months	Intentionally uses intonation and single words to communicate.	<ul style="list-style-type: none"> <li>▪ Strings together varied intonation patterns.</li> <li>▪ Uses no for negation.</li> <li>▪ Uses intonation to indicate meaning.</li> <li>▪ Uses single word speech (one word to communicate message; child says, "Up" when wanting to be carried by adult) or beginning sign language and symbols ("more," "nurse/bottle," "all done").</li> <li>▪ Uses some pronouns (mine).</li> <li>▪ Says short telegraphic sentences (i.e. "Me go." or "There mama.").</li> <li>▪ Changes intonation and expression for questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations and gestures.</li> <li>▪ Verbally describe child's interactions with the environment (e.g. "You want the bottle." "You like your blanket.").</li> <li>▪ Describe feelings (hungry, surprised, relaxed, or wet).</li> <li>▪ Give child wait time to encourage turn-taking.</li> <li>▪ Create opportunities for need to communicate.</li> <li>▪ Acknowledge child's efforts when he/she uses words and/or beginning baby sign language to communicate.</li> <li>▪ Speak in simple sentences using a combination of words and "baby signs" when communicating with child.</li> <li>▪ Use language in daily routines, encourage child to say the words you use, and associate words with actions (e.g. "First, we wash our hands. Wash! Then, we dry them. Dry! Next, we open the refrigerator. Open! Then, we take out the milk. Milk.").</li> <li>▪ Make conversations enjoyable and fun for child, rather than merely instructional or directive.</li> <li>▪ Use finger plays, lullabies, and songs throughout the day.</li> <li>▪ Use words and intonation from the child's home language and other languages that the child is learning.</li> </ul>

**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
6 to 18 Months	Responds and attends to verbal and nonverbal communication.	<ul style="list-style-type: none"> <li>▪ Turns and looks at new sounds.</li> <li>▪ Recognizes own name.</li> <li>▪ Responds to simple directions (e.g. "Wave bye-bye.").</li> <li>▪ Attends to those who are speaking.</li> <li>▪ Reacts to loud, angry, and friendly voices with changed facial expression.</li> <li>▪ Through play, may understand prepositions (in and on).</li> <li>▪ Responds to gestures (waves bye-bye when someone waves).</li> <li>▪ Shows emotional response that matches the emotion of the person talking.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk, sign, sing, and read to child.</li> <li>▪ Read colorful books to child. Point to pictures and encourage child to look at the picture.</li> <li>▪ Use simple and repetitive language.</li> <li>▪ Model appropriate language. Use the correct name of the object (bottle, not baba). Use simple sentences.</li> <li>▪ Point and label objects, toys, and people in their natural setting.</li> <li>▪ Encourage response to vocalizations.</li> <li>▪ Use a variety of experiences, people, activities, and settings to introduce varied vocabulary.</li> <li>▪ Indicate to child that you comprehend what he/she is saying, gesturing, and expressing.</li> <li>▪ Engage in conversations with child about things seen or experienced in familiar environments.</li> <li>▪ Repeat questions and instructions, if necessary.</li> </ul>

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Uses vocalizations and words to express wants, needs, and feelings.	<ul style="list-style-type: none"> <li>▪ Produces different cries for different reasons.</li> <li>▪ Vocalizes in response to others' vocalizations.</li> <li>▪ Imitates facial expressions.</li> <li>▪ Vocalizes in response to singing.</li> <li>▪ Whines with a purpose.</li> <li>▪ Replaces most gestures with words.</li> <li>▪ Plays simple games with an adult (peek-a-boo, pat-a-cake).</li> <li>▪ Responds to peer vocalizations and words.</li> <li>▪ Says single words to convey meaning (e.g. "Up," meaning, I want up.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations and gestures and sustains interactions.</li> <li>▪ Respond to child's crying by providing words for communication intent (e.g. "You're scared.&gt;").</li> <li>▪ Describe the child's actions (e.g. "You want help?" "You want something to eat?").</li> <li>▪ Provide words to describe child's feelings (hungry, tired, wet).</li> <li>▪ Give wait time to child to encourage turn-taking.</li> <li>▪ Create opportunities for a need to communicate.</li> <li>▪ Provide opportunities for child to contribute with single words as you make up a story.</li> <li>▪ Ask "wh" questions (why, who, what, where, when).</li> <li>▪ Immerse child in a language-rich environment.</li> </ul>

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>6 to 18 Months</b>	Uses sounds for a variety of purposes.	<ul style="list-style-type: none"> <li>▪ Has a repertoire of intentional vocalizations that is recognizable by caregivers.</li> <li>▪ Experiments with sounds such as blending vowels and consonants in babbling (bababa or dadada). First words may be Mama, Dada, or ba for ball).</li> <li>▪ Begins using single sounds and words to label objects, pictures, and body parts.</li> <li>▪ Vocalizes familiar words when read to.</li> <li>▪ Recites last word of familiar rhymes, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations addressing the need the child has indicated.</li> <li>▪ Label a child's intended vocalization (e.g. "You made a giggle, and I think you are happy," or "You said, "Uh, uh, uh, and that sounds like you are wanting something. Shall I pick you up?").</li> <li>▪ Label environmental sounds.</li> <li>▪ Use playful sounds in interactions with the child.</li> <li>▪ Use animated expressions and language.</li> <li>▪ Sing songs and play finger games.</li> <li>▪ Read books that have sound effects (e.g. Dinosaur Roar; Polar Bear, Polar Bear; What Do You Hear?).</li> <li>▪ Clap, stomp, dance, or finger tap to songs familiar to child as they are sung.</li> </ul>

**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
6 to 18 Months	Recognizes that pictures can be paired with words and sounds.	<ul style="list-style-type: none"> <li>▪ Shows increasing awareness of the sound of spoken words by focusing on the speaker.</li> <li>▪ Looks at pictures, and when cued, points to and makes sounds that are representative in the pictures.</li> <li>▪ Shows a preference for favorite books.</li> <li>▪ Attends to and then, points to pictures when named.</li> <li>▪ Looks at books and turns pages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read to child daily.</li> <li>▪ Make books available to child throughout the day.</li> <li>▪ Offer books on low shelves, and with adequate, comfortable space for the child to handle the books.</li> <li>▪ Respond to child's growing attention by following a child's lead for exploring a book together. It is not necessary to read all the words in the book. Read with the child's attention and interest in mind. Reading a book together should be relaxing and fun for both the adult and the child.</li> <li>▪ Identify pictures in books and the environment.</li> <li>▪ Name items from a picture book, and cue a child to point to the item.</li> <li>▪ Point to words while reading with child.</li> </ul>

**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
<b>6 to 18 Months</b>	Attends to visual features of a book.	<ul style="list-style-type: none"> <li>▪ Pays attention to pictures in books.</li> <li>▪ Responds to mirrors and sensory material in books.</li> <li>▪ Holds cloth, plastic, or board book.</li> <li>▪ Turns pages of a board book.</li> <li>▪ Recognizes a picture when named from a book.</li> <li>▪ Begins to position book right side up.</li> <li>▪ Shows increasing ability to handle books, without assistance.</li> <li>▪ May have favorite books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read daily and tell stories to child.</li> <li>▪ Plan to read and re-read books with patterns and repetition.</li> <li>▪ Share enthusiasm and love for reading.</li> <li>▪ Draw attention to the cover of the book.</li> <li>▪ Provide child with board books, cloth, and plastic books that can be manipulated and explored with assistance.</li> <li>▪ Acknowledge when child is using printed matter appropriately.</li> <li>▪ Explore a variety of printed materials with child (photo albums, magazines, song books).</li> <li>▪ Follow the child's lead when reading together. Allow child to turn pages, point, and babble.</li> <li>▪ Provide children's books with photos or clear drawings of babies, faces, animals, and vehicles, with limited words per page.</li> <li>▪ Make books accessible to children (basket, low shelf).</li> </ul>

**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
<b>6 to 18 Months</b>	Engages actively with stories and pictures.	<ul style="list-style-type: none"> <li>▪ Makes sounds to represent parts of a story.</li> <li>▪ Anticipates action that accompanies parts of a story, song, or interactive play activities.</li> <li>▪ Responds to pictures, characters, or objects in books (points, vocalizes, or gestures).</li> <li>▪ Points or makes sounds when looking at picture books.</li> <li>▪ Points to familiar pictures, characters, and objects in books.</li> <li>▪ Identifies familiar people and objects in photographs.</li> <li>▪ Participates in word games and finger play.</li> <li>▪ Begins to show preference for favorite stories and books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read daily to child.</li> <li>▪ Plan to read and re-read books with patterns and repetition.</li> <li>▪ Share enthusiasm and love for reading.</li> <li>▪ Sing songs that encourage child to listen for and anticipate an action.</li> <li>▪ Read books with a predictable story line and sequence of events with child.</li> <li>▪ Point to pictures as you read and encourage child to do so as well.</li> <li>▪ Make books with pictures from child's life, cultural background, and home language.</li> </ul>

**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
<b>6 to 18 Months</b>	Participates actively in looking at picture books and written materials with support.	<ul style="list-style-type: none"> <li>▪ Initiates interactions for sharing written materials (e.g. picks up a book and brings to parent).</li> <li>▪ Recognizes pictures that represent real objects.</li> <li>▪ Shows preference for familiar food labels, clothing, graphics, and characters.</li> <li>▪ Enjoys books with clear pictures or photos about daily routines (eating, toileting).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at photographs of familiar people and pets. Talk about what is happening in the picture.</li> <li>▪ Encourage and model looking at books independently and together.</li> <li>▪ Have child select book to be read.</li> <li>▪ Let the child lead when reading the book.</li> <li>▪ Model using printed material for gathering information (cookbook, magazines, and menu). Point out pictures and label.</li> <li>▪ When reading, ask where's the ____? Let the child point to the picture.</li> </ul>

**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
<b>6 to 18 Months</b>	Begins to produce marks with a variety of tools.	<ul style="list-style-type: none"> <li>▪ Explores materials and medium with hands, feet, and body.</li> <li>▪ Begins to recognize that they can make marks on a variety of mediums (e.g. shaving cream, sand, whipping cream, etc.).</li> <li>▪ Makes marks on paper and other surfaces.</li> <li>▪ Creates vertical and horizontal lines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide materials that lend themselves to patting, slapping, pushing, pulling, flatten clay, and finger paint with edible paint.</li> <li>▪ Point out shapes in the natural environment (wheel is a circle, box is a square) and trace the shape with child's finger.</li> <li>▪ Encourage child to make marks in sand, dirt, flour.</li> <li>▪ With supervision, introduce paper and crayon and have child draw; hang the picture on display and/or share with rest of family.</li> <li>▪ Engage child in writing, scribbling, and drawing. Acknowledge their work and comment without trying to interpret.</li> <li>▪ Use soap crayons in the bath and take turns drawing lines.</li> <li>▪ Paint with water on the sidewalk or walls.</li> <li>▪ Provide auditory cues to child's activity as the child marks the surface (round and round, zoom across).</li> <li>▪ Make lines and circles in cookie dough and feel the configuration.</li> </ul>

**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
6 to 18 Months	Manipulates objects with increasing control and intentionality.	<ul style="list-style-type: none"> <li>▪ Grasps objects primarily with palmar grasp (fist).</li> <li>▪ Picks up small items using pincer grasp (i.e. forefinger and thumb).</li> <li>▪ Uses objects for a variety of purposes (e.g. a spoon to eat, to beat on the table, or to brush through their hair).</li> <li>▪ Crosses midline with hands.</li> <li>▪ Passes objects from one hand to the other.</li> <li>▪ Uses whole arm to make strokes (e.g. marks with water on a brush on the sidewalk, or makes broad strokes with paint on big paper).</li> <li>▪ Uses palmer grasp (fist) to hold writing tools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer textured toys and toys that can be mouthed, held, and dropped without breaking. For safety, toys should be no less than 1 inch in diameter.</li> <li>▪ Allow child to finger feed small bits of food from a tray or flat surface (peas or cereal) with adult supervision.</li> <li>▪ Encourage child to pick up thin books and papers from a flat surface.</li> <li>▪ Provide a variety of tools for children to make marks and explore that tool, and their arms, hands, and fingers.</li> <li>▪ When adult is writing, seat child nearby and offer large crayons, markers, and paint brushes to mark on paper.</li> </ul>

## 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
<p><b>6 to 18 Months</b></p>	<p>Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles.</p>	<ul style="list-style-type: none"> <li>▪ Rakes or scoops small objects with hands.</li> <li>▪ Pats, squeezes, and mashes items such as play dough or food.</li> <li>▪ Makes marks on paper and shows them to others.</li> <li>▪ Makes marks with fingers (in food, dirt, or sand).</li> <li>▪ Holds crayons, paint brushes, markers with a variety of grasps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide child with a variety of objects and toys that are activated directly by a simple action (shaking, banging, hitting, or rolling).</li> <li>▪ Engage in simple interactive songs with hand, arm, and finger actions (Eency Weency Spider and Twinkle, Twinkle).</li> <li>▪ Draw and label pictures while talking with child about an activity or idea.</li> <li>▪ Model uses of writing to child (making grocery lists, writing letters).</li> <li>▪ Provide different materials for child to explore sensory use of materials and development of motor skills and writing (finger paints, shaving cream, or sand).</li> </ul>

**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.

## 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
6 to 18 Months	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develops communication skills in home language, including words and gestures.</p>	<ul style="list-style-type: none"> <li>▪ Responds to familiar words and gestures in the home language.</li> <li>▪ Responds to simple voice commands and labeling in two languages.</li> <li>▪ Communicates needs in one- to two-word phrases in home language.</li> <li>▪ Uses eight to ten spoken words in home language, though may not use spoken words in the English vocabulary.</li> <li>▪ Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connect child to other native speakers, especially other children.</li> <li>▪ Read bilingual books on a regular basis.</li> <li>▪ Encourage child to use words in both languages.</li> <li>▪ When presenting child with words in English, present them in groups (animal names) and within a context.</li> <li>▪ Help child link English vocabulary to real-life experiences by using pictures, objects, places, and events.</li> <li>▪ Continue to use home language with child to build a strong home language base.</li> <li>▪ Play music from the child’s home culture and in the home language, as well as English.</li> <li>▪ Learn tone, key words, and common gestures of child’s home language.</li> </ul>