

IDAHO EARLY LEARNING EGUIDELINES

GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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
Birth through 8 Months	Uses a variety of vocalizations and gestures.	<ul style="list-style-type: none"> ▪ Vocalizes and uses gestures to get attention (cries to get needs met). ▪ Experiments with and uses sounds and facial expressions. ▪ Laughs to display emotion. ▪ Shows more interest and responds more to people than objects. ▪ Vocalizes and uses gestures to express pleasure and displeasure. ▪ Vocalizes sounds other than crying and cooing. 	<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 a fun thing to do. ▪ Use descriptive talk during daily routines (changing diaper, feeding). ▪ Use animated expressions and language. ▪ As baby makes sounds, describe the sound and the outcome the sound has (e.g. "You are crying hard. You must need me to get your food ready." "You are making soft little sounds. You must want me to rock you.").

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

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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.

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36 to 60 Months	Follows social conventions of language to access, gain, and share information.	<ul style="list-style-type: none"> ▪ Responds to questions. ▪ Takes turns in conversation. ▪ Talks in sentences. ▪ Uses words to protest. ▪ Relates past or future events. ▪ Asks questions to obtain information. ▪ Participates in conversations about a variety of topics. ▪ Engages in conversation with peers and adults. ▪ Uses words and phrases to relate observations, concepts, ideas, and relationships. ▪ Interprets written symbols, pictures, and letters to a listener. ▪ Uses words to express feelings of self and others. ▪ Uses polite words, such as please and thank you, and some warm ups and softeners, such as “When you are done, I can play here.” ▪ Uses own words to retell a story or to discuss an event in life. 	<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 child. ▪ 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 (explanatory talk, conversations about science). ▪ Talk about daily events with child. ▪ Provide opportunities for child to create, act out, or tell make believe stories. Write them down as the child tells the story out loud. ▪ Encourage child to express feelings verbally. ▪ Introduce a variety of new experiences to child (library, zoo, parks, shopping). ▪ Use expanded adult language when conversing. ▪ Establish routines in the child’s world. ▪ Compare and contrast objects and actions for the child.

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60 Months through Kindergarten	Uses language to address functional needs, to solve complex problems, and to create ideas and schemes.	<ul style="list-style-type: none"> ▪ Describes the details of a recent event or occurrence. Tells stories with descriptions of characters, settings, and events. ▪ Uses words to negotiate emotional situations and disagreements. ▪ Enjoys listening to stories from diverse cultures and unfamiliar situations. ▪ Makes up stories. ▪ Tells jokes to elicit others' laughter. ▪ Creates made-up words and jokes. ▪ Identifies whether the number of objects in one group is greater than. ▪ Solves simple addition and subtraction word problems. ▪ Describes measurable attributes of objects. ▪ Directly compares two objects with a measurable attribute. ▪ Classifies and describes objects. ▪ Correctly names shapes regardless of their orientation. 	<ul style="list-style-type: none"> ▪ Make time daily to engage child in different types of conversation (talking about daily events, re-telling or constructing multi-sequence stories). ▪ As children negotiate conflicts or activities with each other, offer prompts and vocabulary to help them reach agreement. ▪ When telling stories from different cultures or unfamiliar situations, engage children with real questions and offer comment to their responses and shows of curiosity. ▪ Provide child with opportunities to talk about use of technology in daily life. ▪ Use routine experiences to assist children in solving word problems, using measurement, and addressing comparisons and contrasts (e.g. deciding how many rolls are left and how many children are still hungry; or wondering which of the blocks will best fit for making a fence around the toy barn).