

IDAHO EARLY LEARNING EGUIDELINES

GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.

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

[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: LITERACY			
READING			
GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds differentially to sounds.	<ul style="list-style-type: none"> ▪ Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise). ▪ Imitates a variety of vocalizations and sounds. ▪ Recognizes mother's and father's voice before he/she sees them. ▪ Calms when he/she hears a repeated lullaby. 	<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. ▪ Comment on sounds, naming them, and recreating them where appropriate. ▪ Turn child toward sounds and recreate sounds while child is looking at the source of the sound.

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SUB-DOMAIN: LITERACY

READING

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>6 to 18 Months</p>	<p>Uses sounds for a variety of purposes.</p>	<ul style="list-style-type: none"> ▪ Has a repertoire of intentional vocalizations that is recognizable by caregivers. ▪ Experiments with sounds such as blending vowels and consonants in babbling (bababa or dadada). First words may be Mama, Dada, or ba for ball). ▪ Begins using single sounds and words to label objects, pictures, and body parts. ▪ Vocalizes familiar words when read to. ▪ Recites last word of familiar rhymes, with assistance. 	<ul style="list-style-type: none"> ▪ Respond to child's vocalizations addressing the need the child has indicated. ▪ 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?"). ▪ 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 (e.g. 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.

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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.

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36 to 60 Months	Recognizes phonemes as both initial and ending sounds.	<ul style="list-style-type: none"> ▪ Discriminates letter sounds that are the same and different (La, la, la, da, da, da). ▪ Discriminates one sound out of many. ▪ Joins in and repeats rhyming songs, finger plays, and poems. ▪ Listens for a particular word. ▪ Shows beginning understanding of rhyme and alliteration. ▪ Recognizes the similar initial sounds of words (bug, bat, boy). ▪ Makes three or more letter-sound correspondences (e.g. identifies that “mommy, Mary, and mat” all begin with an <i>m</i> sound). ▪ Finds objects in a picture with the same beginning sound, with assistance. ▪ Makes up silly words and rhymes. ▪ Differentiates between similar-sounding words (three and tree). ▪ Fills in the missing rhyming word in a song or story. ▪ Identifies the beginning sound of familiar words. 	<ul style="list-style-type: none"> ▪ Engage child in sound discrimination activities (sound canisters). ▪ Engage child in rhythm activities that focus on repetitious phonemes. ▪ Identify a sound for children and ask them to listen for that sound as you read a simple story or poem with that sound. ▪ Have child complete sentences in familiar and predictable books and stories (Brown Bear, Brown Bear; What Do You See?). ▪ Use music that emphasizes listening and responding. ▪ Make up own silly songs and chants with the child. Point out specific sounds and ask for that sound to be included in the creations. ▪ Play rhyming games (e.g. “berry, hairy, scary” or “rain, pain, lane”). ▪ Sing word songs, leaving out parts as you sing along (a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or a clap). ▪ When reading to child or children include them by involving them in the storytelling (omit a word that they fill in, encourage them to 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.

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60 Months through Kindergarten	Identifies individual sounds in words and manipulates beginning, ending, and some middle sounds.	<ul style="list-style-type: none"> ▪ Matches picture with articulated initial letter sound (matches the picture of a dog with the sound "d"). ▪ Begins to recognize vowel sounds, with assistance. ▪ Begins to blend individual letter sounds to make a new word, with assistance (e.g. "b," "a," "l". What's the word? "Ball"). ▪ Recognizes which segment of a word is left off when spoken aloud (e.g. "picture," and can recognize the "p" is left off when "icture" is said). ▪ When given a word ("man") and a new beginning sound ("f"), can create the familiar word ("fan"). ▪ Divides words into syllables, with assistance. ▪ Begins to create and invent words by substituting one sound for another (bandaid and dambaid). 	<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 (first part of a syllable) and rhymes (the ending part) into one word (r...an, m...an, then change it to r...ice, r...oad). ▪ Sing songs and break words/sounds apart as in "Twinkle, or "Lit...tle Lamb." ▪ Focus on the sound at the beginning of a word, the ending sound, and finally the middle sound.