

IDAHO EARLY LEARNING EGUIDELINES

GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.

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 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to visual and auditory stimuli in the environment.	<ul style="list-style-type: none"> ▪ Gazes intently at faces and contrasting colors. ▪ Differentiates gaze and attention for familiar and unfamiliar people and things. ▪ Responds to high contrast and visually complex patterns. ▪ Responds to visual stimuli (self in mirror). ▪ Begins to intentionally touch and pat pictures. ▪ Prefers pictures of faces. ▪ Discriminates among familiar objects (bottle, blanket, rattle). 	<ul style="list-style-type: none"> ▪ Routinely read books with a child using board, cloth, and plastic books. ▪ Provide toys with mirrors. ▪ Provide pictures and toys with visual contrast. ▪ Point to and name pictures in books. ▪ 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. ▪ In the outside environment, point out small and large objects, people, and places. Use nature as a prop. When returning inside, make sounds and show pictures of the animal or bird or insect the children saw outside.

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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"> ▪ Shows increasing awareness of the sound of spoken words by focusing on the speaker. ▪ Looks at pictures, and when cued, points to and makes sounds that are representative in the pictures. ▪ Shows a preference for favorite books. ▪ Attends to and then, points to pictures when named. ▪ Looks at books and turns pages. 	<ul style="list-style-type: none"> ▪ Read to child daily. ▪ Make books available to child throughout the day. ▪ Offer books on low shelves, and with adequate, comfortable space for the child to handle the books. ▪ 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. ▪ Identify pictures in books and the environment. ▪ Name items from a picture book, and cue a child to point to the item. ▪ Point to words while reading with child.

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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."

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Recognizes letters as special symbols to represent spoken language.	<ul style="list-style-type: none"> ▪ Sings alphabet songs. ▪ Knows that letters are symbols with individual names. ▪ Names and recognizes some letters in their own name. ▪ Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores). ▪ Recognizes beginning letters in familiar words (Mom, classmates' names). ▪ Begins to make letter/sound connections. ▪ Recognizes the difference between numbers and letters. 	<ul style="list-style-type: none"> ▪ Offer lotto games and puzzles that include letters. ▪ Make letters with a variety of materials (play dough, sand, shaving cream, and blocks). ▪ Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores). ▪ Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, and other familiar people or objects. Point to objects in the environment that begin with the same letter. ▪ Read alphabet books 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 (let the child play with large sponge letters). ▪ Provide physical/motor activities to practice letter shapes (make letters with body parts, make a letter on the floor with yarn, chalk huge letters on pavement and walk around them). ▪ Identify letters and their sounds as you read books. Point out familiar letters, then, ask child to choose letters they would like to point out. ▪ Comment on similarities and differences in shapes of letters. ▪ Post children's names and pictures and encourage children to share those posts with each other. ▪ Label areas in environment with sentences (e.g. Sit at Table 1, Sit at Table 2, Sit at Table 3; Wash your hands. Open the door.).

			<ul style="list-style-type: none"> ▪ Provide "letter wall" to practice matching letters and word beginnings. ▪ Plan activities where children use symbols and letters to represent actions or people (e.g. Have children choose a smiling face or a frowning face to show their preferences for toys, or stories, or songs: or in Post Office play, have children match pre-written named envelopes to a child's name on the cubbies).
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60 Months through Kindergarten	Uses letters, words, numbers, and a variety of symbols to represent oral language.	<ul style="list-style-type: none"> ▪ Demonstrates understanding that letters have a name and a sound. ▪ Makes many letter/sound matches. ▪ Identifies most letters when prompted. Identifies a numeral when prompted with a number word (0-20). ▪ Identifies symbols such as a + (plus), - (minus), and = (equal). ▪ Correctly identifies eleven or more upper and lower case letters. ▪ Correctly name shapes. 	<ul style="list-style-type: none"> ▪ Play simple word games. ▪ Point out letters in the environment, offer the name of the letter, and identify them with a child in daily routines and settings (e.g. trip to the grocery store, signs in the hallway, letters on bulletin boards). ▪ Identify frequently used words that appear in print, then, help the child point to the words and say the word (e.g. Mama, play, I, me). ▪ Fill a cookie tray or shallow box with a half-inch of sand and help child draw letters in the sand as they say the letters. ▪ Provide child with a variety of books that include stories, places, and people in diverse cultural settings. Point out how letters and words are different.