

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES.**

**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			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>Birth through 8 Months</b>	Builds background experiences for later comprehension skill development.	<ul style="list-style-type: none"> <li>▪ Quiets to a familiar story, song, or nursery rhyme.</li> <li>▪ Smiles or expresses pleasure when viewing pictures of familiar objects or people.</li> <li>▪ Attends to an adult's voice when being held and read to.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish daily reading routines with children. Have a quiet time to share a good book.</li> <li>▪ Label and name objects in daily activities.</li> <li>▪ Animate stories with voices, expression, and actions.</li> <li>▪ Sing, repeat rhymes, and talk to children to soothe them.</li> </ul>

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6 to 18 Months	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>

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

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36 to 60 Months	Understands information from oral stories, reading books, and pictures.	<ul style="list-style-type: none"> <li>▪ Recognizes some words, including their own names, when spelled out in letters.</li> <li>▪ Uses pictures to predict a story.</li> <li>▪ Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</li> <li>▪ Orally fills in or completes familiar text when looking at picture books.</li> <li>▪ Tells own stories with conventions (“once upon a time...”). Begins to make predictions for what comes next in the story.</li> <li>▪ Describes character and events in stories.</li> <li>▪ Explores characters in stories with puppets, dramatic play, and flannel board figures.</li> <li>▪ Begins to make personal connections to character and events in a story and relating to real life experiences.</li> <li>▪ Begins to understand the sequence of a story (beginning, middle, and end).</li> <li>▪ Makes up an ending for a story.</li> <li>▪ Distinguishes between fictional story books and non-fiction information books with assistance.</li> <li>▪ Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).</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>▪ Provide child with literary props.</li> <li>▪ Ask child to make predictions about a story and draw connections to themselves.</li> <li>▪ Show the cover of a book and ask child to predict what will happen in the story.</li> <li>▪ When reading or telling stories with child, change roles; have the child become the storyteller and “read” to you.</li> <li>▪ When reading a favorite story with child, pause before an often repeated word and give him/her the opportunity to say the word.</li> <li>▪ Engage with child in retelling a recently read or listened to story.</li> <li>▪ Assist child in illustrating verses from popular children’s songs.</li> <li>▪ Engage child in looking at wordless picture books, tell the story in your own words, and then encourage child to tell their own version of the story based on the pictures.</li> <li>▪ Encourage child to discuss their ideas, feelings, and opinions about a book or story.</li> <li>▪ Make regular visits to the library.</li> <li>▪ Allow children to select books.</li> </ul>

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60 Months through Kindergarten	Interprets information from stories and printed material.	<ul style="list-style-type: none"> <li>▪ Knows that print conveys meaning.</li> <li>▪ Compares stories with real life (e.g. "that can't really happen").</li> <li>▪ Uses pictures to infer or predict meaning in text read aloud and/or shared with others.</li> <li>▪ Uses strategies such as questioning or predicting to comprehend printed material.</li> <li>▪ Recalls a story with some level of detail pertaining to the characters and setting.</li> <li>▪ May read some words and phrases in environmental settings ("That bathroom says "Boys," "There is a SAVE sign on the block tower.").</li> <li>▪ Asks questions for clarification and further understanding.</li> <li>▪ May ask to tell or read own story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read part of the story in a book and ask child to predict how the story ends.</li> <li>▪ Use simple stories to help child understand cause and effect (e.g. "Humpty-Dumpty broke into pieces. I wonder what happened.").</li> <li>▪ Discuss the theme of the book or the "heart of the author's message."</li> <li>▪ After reading text, allow time for child to discuss their ideas, feelings, and opinions about the book.</li> <li>▪ Try to read/look up answers to questions with the child (e.g. for the question: "What should you wear today?" read the weather forecast in a printed form to find an answer).</li> <li>▪ Reading books with number concepts (e.g. "Ten Black Dots," by Donald Crews).</li> <li>▪ Make regular visits to the library.</li> <li>▪ Allow children to select books.</li> <li>▪ Suggest looking together for a reference book when child raises a question or seeks more information.</li> </ul>