

IDAHO EARLY LEARNING EGUIDELINES

GOAL 60: READING - CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.

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 60: READING - CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Develops sensory skills beyond reflexes to explore language, including tools for listening, speaking, reading, and writing.	<ul style="list-style-type: none"> Uses senses to explore books and other items that contain print (e.g. gazes at, grasps, and mouths books, pictures, and paper). Responds to a variety of communication sources including voices, music, and environmental sounds. 	<ul style="list-style-type: none"> Read to baby every day. If baby has an older brother or sister, let them read to baby too. Begin by pointing out pictures and reading a few words from the page Use overly obvious expression in your voice and face. Expect baby to touch and wrinkle paper, and to mouth the book. Use board books. Expect baby to reach to touch the page. Offer books with a variety of textures in them. Make a touch book and put one thing your baby likes on each page. Talk about the things while your baby touches them.

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

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<p>16 to 38 Months</p>	<p>Engages independently in exploring books and actively listening to stories.</p>	<ul style="list-style-type: none"> ▪ Enjoys books with clear pictures or photos about daily routines (eating, toileting). ▪ Recognizes and points to familiar environmental print labels and logos (stop signs, cereal boxes, toys). ▪ Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.). ▪ Responds to emotional expressions in books. ▪ Uses labels and pictures to organize and categorize materials. 	<ul style="list-style-type: none"> ▪ Play games with letter blocks. ▪ Point out signs in the environment. ▪ Point out child's written name and the letters in their name. ▪ Talk about environmental print on common products. ▪ Provide child with opportunities to help with shopping (making list, choosing items, simple counting of items). ▪ Model the use of a variety of written materials (grocery lists, notes). ▪ Begin to incorporate print found in child's everyday life into dramatic play.

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<p>36 to 60 Months</p>	<p>Uses books and written materials to gain information and enjoyment in a variety of settings.</p>	<ul style="list-style-type: none"> ▪ Recognizes that print is read in stories. ▪ Uses maps, menus, cookbooks, dictionaries during play. ▪ Uses printed materials for entertainment (pretending to read). ▪ Recognizes that different text forms have different purposes (grocery list is different than a written story). ▪ Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message). ▪ Realizes that letters and words represent ideas and feelings. ▪ Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge). ▪ Selects books to read. ▪ Cares appropriately for books and pictures. ▪ Uses signs in the environment for information. ▪ Finds information in books. 	<ul style="list-style-type: none"> ▪ Read a variety of print including magazines, maps, menus, recipes, environmental print. ▪ Make homemade books using logos, cereal box fronts, and other print forms. ▪ Play games using maps to find hidden treasures within the home or school. ▪ Use reference books to look up information in response to child's questions (i.e. "I don't know; let's look it up."). ▪ Use cookbooks with pictures instead of words to give a recipe. ▪ Provide opportunities for child to help put something together based on printed directions. Let child help you and show the child the instructions. ▪ Provide opportunities for child to write and read messages to other children (put SAVE sign on a block or building bricks construction). ▪ Refer to repair manuals, menus, cookbooks, phone books, and internet sites for information; and place in play areas. ▪ Discuss different cultures and traditions in stories from different regions of the world. ▪ Re-read favorite stories. ▪ Make regular visits to the library. ▪ Allow children to select books.

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60 Months through Kindergarten	Uses books and a variety of written materials to expand knowledge and build on creative themes.	<ul style="list-style-type: none"> ▪ Recognizes function of common labels in the environment (restroom sign). ▪ Follows pictorial directions for cooking, assembling toys, and building models. ▪ May play board games with written cues and counting sequences (Chutes and Ladders, Candy Land). ▪ Makes up rhymes, word walls, and short stories. ▪ Uses books as a foundation for further creative activities (gets book on castles when block building). ▪ Uses print materials (such as sign and labels) to expand knowledge through investigation. ▪ May ask for more reference books or for internet information about a favorite subject. Directly compare two objects with a measurable attribute in common. 	<ul style="list-style-type: none"> ▪ Engage child in writing letters and cards to friends or family. ▪ Talk about weather-related icons with child. ▪ Identify and talk about different cultures and traditions represented in stories and books from different regions of the world. ▪ Using a family recipe, cook and follow directions to demonstrate how useful and fun these written materials can be. Write a recipe card/chart using pictures and words for child to follow. ▪ Promote family participation in literacy-related activities in both English and child's home language (ask parents to read their favorite book in their home language to child). ▪ Refer to gardening books in the spring when planting seeds with the child. ▪ Place auto repair manuals in the car and truck play area. ▪ Incorporate technology, including safe internet searching, with children to answer questions and find information. Help children think about choosing keywords in searches. ▪ Make regular visits to the library. ▪ Allow children to select books.