

Alphabetic Knowledge / Exploring with Letters

Birth to 18 months

Reading Goal 67: Children demonstrate awareness of the alphabetic principle

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Reads books with repetitive sounds and/or pronounces words deliberately and slowly when reading | Imitates sounds when looking at words in a book |
| Points towards a book while reading or when a book is within reach of children | Points to words in a book |

18 months to 36 months

Reading Goal 67: Children demonstrate awareness of the alphabetic principle

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Prompts children to recite or sing the letters of the alphabet | Recites a song with letters of alphabet, with assistance (e.g., an alphabet song or recitation) |
| Asks children to point to print on the page of a picture book or other illustrated page, poster, etc. | Begins to understand that print represents words (e.g., pretends to read text) |

36 months to 60 months

Reading Goal 67: Children demonstrate awareness of the alphabetic principle

| Educator/Adult | Children |
|-----------------------------------------------------------------------|------------------------------------------------------|
| Points out shapes with specific letters | Associates the names of letters with their shapes |
| Prompts children to match letters and sounds | Correctly identifies ten or more letters of alphabet |
| Prompts children to think about how letters and numbers are different | |
| Points to each word separately while reading | |
| Prompts children to identify the same word across pages of a book | |

Communication / How to Talk & Share

Birth to 18 months

Oral and Written Communication Goal 64: Children communicate effectively
Conventions of Social Communication Goal 65: Children understand & use the conventions of social comm.

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Provides pauses so that children can interject | Vocalizes/uses words and gestures to solicit attention |
| Encourages children to imitate simple words | Imitates words (e.g., simple greetings) |
| Greets children with non-verbal gestures (e.g., waves hello) in order to communicate | Uses non-verbal gestures for social conventions of greeting (e.g., waves goodbye) |
| Encourages caretakers to model eye-contact and turn-taking in communication as well as sounds and words one-on-one | Participates in a one-on-one conversation by making sounds or using words, sometimes |

18 months to 36 months

Oral and Written Communication Goal 64: Children communicate effectively
Conventions of Social Communication Goal 65: Children understand social communication

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Responds to children's use of appropriate cues to solicit attention | Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name) |
| Prompts children to use adjectives to describe things or events in order to communicate effectively | Uses descriptors to describe a thing or event (e.g., 'big' toy, 'fun' ride) |
| Provides children with the opportunity to use sound effects to convey meaning (e.g., "Crash", "Bang", "Buzz", animal sounds) | Uses sound effects in play |
| Provides children with the opportunity to participate in turn-taking conversations (e.g., "What did you like about the book?") | Begins to demonstrate turn-taking in conversation |

36 months to 60 months

Oral and Written Communication Goal 64: Children communicate effectively
Conventions of Social Communication Goal 65: Children understand social communication

| Educator/Adult | Children |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Solicits use of words, signs or picture books to state points of view, likes/dislikes and opinions, does not include questions with a 'right' answer | States point of view, likes/dislikes, and opinions using words, signs or picture books |
| Encourages children to pay attention through positive feedback | Pays attention to speaker during conversation |
| Points out facial expressions of characters in stories or encourages children to make their own facial expression to express emotions | Begins to demonstrate understanding of non-verbal cues (e.g., facial expressions for pride) |

VIEWS² Valuable Initiatives in Early Learning that Work Successfully

Comprehension / *Understanding Words, Stories, Directions, Ideas, etc.*

Birth to 18 months

Vocabulary Goal 58: Children use receptive vocabulary & Comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Uses simple words to give children single step directions (e.g. "Please bring me the ball.") or indirect invitations (e.g. "Let's listen.") and provides time for them to respond (e.g., "Clap", child claps). | Responds appropriately to familiar words (e.g., "Clap", child claps) |
| | Follows single step directions (e.g. "Please bring me the ball.") |
| | Has a receptive vocabulary of over fifty words in home language |
| Asks children simple questions that can be answered with gestures towards a particular person (e.g., "Where is mommy?") or object; (e.g., "Where is your blanket?") | Points to a familiar person/s when requested |
| | Points to objects when named (e.g., "Where is your blanket?") |
| Directs children's attention using visual gaze and/or gestures | Pays attention to what the speaker is looking at or pointing to |

18 months to 36 months

Vocabulary Goal 58: Children use receptive vocabulary & comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Prompts children to identify different body parts by pointing | Identifies at least three body parts, when requested |
| Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?) | Identifies some people, objects, and actions by name |
| Asks children simple questions (e.g., do you see birds in the trees around your house?) and pauses, allowing children time to respond | Answers simple questions with words or actions |
| Provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena | Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?") |

36 months to 60 months

Vocabulary Goal 58: Children use receptive vocabulary & comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Contrasts real and made-up words to prompt children to talk about differences between what words that are real and made-up | Distinguishes between real and made-up words |
| Asks questions that may elicit short verbal answers or gestures that demonstrate that children are following the story/activity/ conversation | Responds to questions with verbal answers or gestures |
| Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song (e.g., I hear that you think the bunny is pretending the box is a car. What do other friends think? What type of car is it?) | Extends/expands the thought or idea expressed by another |
| | Engages in conversation that develops a thought or idea (e.g., tells about a past event) |

Language Use / *How to Use Words*

Birth to 18 months

Expressive/Oral Language Goal 62: Children use language for a variety of purposes

| Educator/Adult | Children |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Provides or recites oral stories (e.g. nursery rhymes) to children in order to prompt children to express simple thoughts or ideas | Enjoys listening to oral stories |
| | Uses single words to express thoughts and ideas (e.g. when child sees the sun, he/she says "sun") |

18 months to 36 months

Expressive/Oral Language Goal 62: Children use language for a variety of purposes

Listening Goal 63: Children Demonstrate an understanding of language by listening

| Educator/Adult | Children |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Prompts children to recount events | Recounts an event, with assistance |
| Prompts children to reflect on the sequence of events in an orally narrated story | Begins to follow the sequence of events in an orally narrated story |
| Provides opportunity for finger play (e.g., songs and games that use fingers) | Enjoys finger plays (e.g., songs and games that use hands) |
| Prompts children to point to objects within the pages of a book or within given context | Attempts to locate objects when they are discussed by others |

36 months to 60 months

Expressive/Oral Language Goal 62: Children use language for a variety of purposes

Listening Goal 63: Children Demonstrate an understanding of language by listening

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Asks questions about a recent event. | Recounts some details of a recent event |
| Encourages children to identify animals and invites personification (e.g. making animal sounds, moving like an animal) | Mimics animal sounds |
| Asks questions about specific details and events in a story and provides positive feedback when children recall details | Responds to questions with appropriate answers |

Phonological Awareness / *Playing with Sounds*

Birth to 18 months

Reading Goal 66: Children demonstrate phonological awareness

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words | Vocalizes familiar words when read to |
| Uses rhymes in stories, greetings, and directions | Recites last word of familiar rhymes, with assistance |

18 months to 36 months

Reading Goal 66: Children demonstrate phonological awareness

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Uses reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs | Completes a familiar rhyme or finger play by providing the last word |
| Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly) | Imitates tempo and speed of sound |

36 months to 60 months

Reading Goal 66: Children demonstrate phonological awareness

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound.") | Identifies initial sound of words, with assistance |
| Encourages children to find multiple objects in a picture with the same beginning sound | Find objects in a picture with the same beginning sound, with assistance |
| Points out the differences between similar-sounding words (e.g., 'three' and 'tree') | Differentiates between similar-sounding words |

Print Concepts / *Connecting with Books & Stories*

Birth to 18 months

Reading Goal 68: Children demonstrate awareness of the print concepts
Reading Goal 69: Children demonstrate comprehension of printed material
Reading Goal 71: Children demonstrate appreciation and enjoyment of reading

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Highlights and points to pictures or words in a book, spaces between words, or words representing pictured objects | Pays attention to pictures or words in books |
| Prompts children to point to pictures, characters, or objects in books | Points to familiar pictures, characters, and objects in books |
| Presents children with the opportunity to explore books (e.g., what is on the pages) as part of hands-on activity | Explores books (e.g., fingers through pages) |

18 months to 36 months

Reading Goal 69: Children demonstrate comprehension of printed material
Reading Goal 70: Children demonstrate awareness of written materials for a variety of purposes
Reading Goal 71: Children demonstrate appreciation and enjoyment of reading

| Educator/Adult | Children |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Prompts children to recall specific characters from age-appropriate stories | Recalls specific characters or actions from familiar stories |
| Inserts pauses, providing children time to respond, and asks questions during story that allow children to make predictions | Anticipates what comes next in known stories, with assistance (e.g., predicts the next animal in an animal concept book) |
| Prompts children to respond to the emotional experiences or expressions of characters in books | Responds to emotional expressions in a book (e.g., points to a happy face) |
| Invites children to make comments on books read recently or in the past | Makes comments on book |

36 months to 60 months

Reading Goal 68: Children demonstrate awareness of the print concepts
Reading Goal 71: Children demonstrate appreciation and enjoyment of reading

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Points to letters in the text and asks children to identify them | Identifies some individual letters in text |
| Points out signs and symbols in the environment when reading picture books. Asks children if they've seen these before (e.g., "On your way to the library, did you stop at a light? Was it a red light like this one?") | Recognizes some signs and symbols in the environment (e.g., stop sign or stop light) |
| Asks children "Do you have a favorite book? What's the title?" | Expresses the title of a favorite book |

Vocabulary / Understanding & Using Words

Birth to 18 months

Vocabulary Goal 59: Children use expressive vocabulary

Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Uses gestures in combination with words when communicating | Combines words and gestures (e.g., waves when saying good-bye) |
| Invites children to label familiar objects in books or in the environment | Uses eight to ten understandable words (e.g., 'daddy', 'bottle', 'up') |
| Presents children with the opportunity to label aspects of people, places and events | Uses short telegraphic sentences (e.g., "Me go." or "There mama.") |

18 months to 36 months

Vocabulary Goal 59: Children use expressive vocabulary

Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax

| Educator/Adult | Children |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Introduces unfamiliar objects and prompts children to request labels from caregiver | Asks others to label unfamiliar objects |
| Uses simple three-to-four word (with mostly 1-2 syllable words) sentences at least twice followed by a pause so children can imitate | Imitates simple two-word phrase/sentence |
| Provides experiences that prompt children to ask questions | Uses simple questions in speech, but may not use correct grammar |
| Invites children to use adjectives to describe objects or things described in stories | Uses adjectives in phrases (e.g., 'big' bag, 'green' bear) |

36 months to 60 months

Vocabulary Goal 59: Children use expressive vocabulary

Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax

| Educator/Adult | Children |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Models using multiple words to explain ideas (e.g., "Another way of saying that is ...", defining a new concept/idea) | Uses multiple words to explain ideas (e.g., when talking about primary caregiver says 'mother/father') |
| Ask children to talk about how they feel about what is happening in the story | Uses words to express emotions (e.g., happy, sad, tired, scared) |
| Prompts children to share stories about/describe their preferences, and previous experiences then assists in putting in sequence (e.g., "Oh, you have also gone to a grocery store. What did you do when you got there first? Did you get a cart? What happened next?") | Describes a task, project, and/or event sequentially in three or more sentences |

Writing Concepts / Writing

Birth to 18 months

Writing Goal 72: Children demonstrate alphabet knowledge
Goal 73: Children use writing skills and demonstrates knowledge of writing conventions
Goal 74: Children use writing for a variety of purposes

| Educator/Adult | Children |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Asks children to point out words and pictures in a book in order to prompt children to think about the differences between words and pictures | Points to words in a book |
| | Imitates other person's writing, drawing, or scribbling by making own marks or scribbles |
| Demonstrates making marks on a page in front of children | Scribbles spontaneously |

18 months to 36 months

Oral & Written Communication Goal 64: Children communicate effectively
Writing Goal 72: Children demonstrate alphabet knowledge
Goal 74: Children use writing for a variety of purposes

| Educator/Adult | Children |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Asks children about attempts to produce written, age-appropriate material (e.g., scribbles) | Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print) |
| Uses hand to point out words as reading them | Scribbles and makes marks on paper purposefully |
| Provides writing explorations related to fine motor skills, gross motor skills, and postural control | Draws horizontal and vertical lines |

36 months to 60 months

Oral & Written Communication Goal 64: Children communicate effectively
Writing Goal 72: Children demonstrates alphabet knowledge
Goal 73: Children use writing skills and demonstrates knowledge of writing conventions
Goal 74: Children use writing for a variety of purposes

| Educator/Adult | Children |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Incorporates drawing into story time activities | Begins to draw representational figures |
| Prompts children to find the same letter in different media (e.g., book, poster, sign) | Identifies letters to match the said-aloud letter name |
| Provides activities that encourage drawing basic geometric shapes | Draws basic geometric shapes (e.g., circle, triangle) |
| Provides activities that encourage pretend writing | Uses pretend writing activities during play to show print conventions in primary language |
| Invites children to make up and tell stories and write them out | Talks aloud about creative ideas and stories and asks adults to write them out |
| Invites children to work together to make up a poem and writes it out | Asks adult to write out rhymes to make a simple poem |