

## 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)

# VIEWS<sup>2</sup> 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

# VIEWS<sup>2</sup> Valuable Initiatives in Early Learning that Work Successfully

## 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