

# Domain 5: Communication, language and literacy

## Goal 48: Children demonstrate understanding of social communication



### BABIES MAY

- ⊗ Study caregiver's face.
- ⊗ Show preference for familiar human voices to other sounds (animal sounds).
- ⊗ Pay attention to what the speaker is looking at or pointing to.
- ⊗ Vocalize or gesture in response to another person's voice or gesture.
- ⊗ Quiet/calm body movement at the sound of a recognized caregiver's voice.
- ⊗ Shift listening attention to a variety of sounds (caregiver's singing/ words/making environmental sounds to attract baby).
- ⊗ Use eyes and move head to look for caregiver's voice.
- ⊗ Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").
- ⊗ Start to respond to their name when called by looking and smiling at caregiver.
- ⊗ Make sounds/facial expressions/ gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.
- ⊗ Change volume and pitch to convey meaning.
- ⊗ Play with speech sounds in crib or



### MOBILE BABIES MAY

- ⊗ Respond to simple requests when accompanied by gestures.
- ⊗ Identify familiar people or objects when asked to do so.
- ⊗ Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).
- ⊗ Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).
- ⊗ Be able to successfully communicate simple ideas to people who are close and familiar.
- ⊗ Use a small number of real and made-up words that can be understood by familiar adults.
- ⊗ Recognize and respond to mention of own name.
- ⊗ Point to or reach for familiar objects when named.
- ⊗ Enjoy listening to short stories.
- ⊗ Enjoy imitation games.
- ⊗ Watch for signs of being understood by others and repeat efforts if not initially successful.
- ⊗ Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by



### TODDLERS MAY

- ⊗ Enjoy finger plays (songs and games that use hands).
- ⊗ Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").
- ⊗ Respond by looking and attempting to locate when directed, toward a certain object ("There's a car").
- ⊗ Listen to short and simple stories.
- ⊗ Change intonation and tone to communicate meaning.
- ⊗ Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).
- ⊗ Communicate with familiar play partner (says sibling's name instead of crying).
- ⊗ Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).
- ⊗ Pay attention to speaker for at least a portion of a conversation.
- ⊗ Begin to demonstrate turn-taking in play and conversation.
- ⊗ Make a related comment (adult says, "Here is your water." Child says "Cup." or "Water cup.").
- ⊗ Make a formal verbal or sign request or response ("Please?" "Thank you.").
- ⊗ Follow non-verbal directions (signal for "Come here").



### PRESCHOOLERS MAY

- ⊗ Listen to others and take turns in a group discussion for a short period.
- ⊗ Respond to simple open-ended questions.
- ⊗ State point of view, likes/dislikes, and opinions using words, signs or picture boards.
- ⊗ Use multiple word sentences.
- ⊗ Relay a simple message (from grandparent to parent).
- ⊗ Repeat words or ideas to be sure information is communicated.
- ⊗ Use pre-writing (also known as "print approximations") in play with other children when pretending to communicate.
- ⊗ Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).
- ⊗ Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).
- ⊗ Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).
- ⊗ Work with caregivers and peers to solve simple problems verbally,

# Domain 5: Communication, language and literacy

## Goal 48: Children demonstrate understanding of social communication, continued



- ⊗ during quiet time.
- ⊗ Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave “bye” with support.
- ⊗ Participate in turn-taking during one-on-one communication by making sounds or using words.



- ⊗ pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).
- ⊗ Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).



- ⊗ Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture.
- ⊗ Use sounds from home language when speaking in English (Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”).
- ⊗ Have a larger vocabulary in home language and begin to acquire an English vocabulary.
- ⊗ Recall words from simple songs in home language and recognize words from songs in English.
- ⊗ Ask simple questions in home language; use gestures or single words to ask questions in English.
- ⊗ Sometimes insert words from home language while speaking in English.
- ⊗ Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).



- ⊗ and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”).
- ⊗ Begin to understand that non-family adults and peers may not understand home language.
- ⊗ Listen to others and responds in group conversations and discussions.
- ⊗ Enjoy telling jokes or creating humorous dramatic play.
- ⊗ Enjoy listening to stories from different sources (in person, audiobooks, podcasts).
- ⊗ Begin conversation by making statements or asking questions.
- ⊗ Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.
- ⊗ Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).

# Domain 5: Communication, language and literacy

## Goal 49: Children listen and understand communication (receptive language)



### BABIES MAY

- ⊗ Startle to loud and unexpected sounds.
- ⊗ Alert to sounds and older infant will turn to locate source of a sound.
- ⊗ Turn to look toward caregiver calling their name.
- ⊗ Recognize songs by smiling, singing or joining in finger play or body movements.
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Respond to voices by quieting or calming
- ⊗ Respond differently to familiar and unfamiliar voices
- ⊗ Look for sound source (hears a dog bark and looks for dog).
- ⊗ Start to respond differently to firm voice vs. playful voice.
- ⊗ Turn to look at familiar object when it is named.
- ⊗ Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).
- ⊗ Follow single-step directions (“Please bring me the ball!”).



### MOBILE BABIES MAY

- ⊗ Follow some routine and simple directions with support (“Where is your cup?”).
- ⊗ Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”).
- ⊗ Show enjoyment of music and move body to “dance”.
- ⊗ Show understanding of more words in the home and family routines (50 to 75 words by 15 months).
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Begin to respond to limits, such as “No!”.
- ⊗ Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up).
- ⊗ Point to several body parts when asked “Where is your nose?”.
- ⊗ Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned).
- ⊗ Look for objects not present in room (Child runs to other room to find teddy bear when asked).
- ⊗ Point to household objects and



### TODDLERS MAY

- ⊗ Follow directions with two related elements (“Get your boots and coat”).
- ⊗ Be willing to sit through most picture books and enjoys longer stories.
- ⊗ Understand a greater variety of words in the home and community (300 words by 24 months).
- ⊗ Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).
- ⊗ Answer simple questions.
- ⊗ Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.
- ⊗ Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).



### PRESCHOOLERS MAY

- ⊗ Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).
- ⊗ Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).
- ⊗ Show understanding of several shapes, colors (child able to find the green pillow when asked).
- ⊗ Answer “who, where, why, and how many” questions.
- ⊗ Know the difference between gender of self and peers.
- ⊗ Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.
- ⊗ Follow two- and three-part directions unfamiliar to the daily routine.
- ⊗ Use and understand complex sentences in home language.
- ⊗ Enjoy humor through word play (jokes, riddles, words that sound fun together).
- ⊗ Begin to identify pairs of words that rhyme.
- ⊗ Begin to represent a storyline

# Domain 5: Communication, language and literacy

## Goal 49: Children listen and understand communication (receptive language), continued



pictures in familiar books when asked “Where is the \_\_\_\_\_?” (16 to 18 months).

- ⊗ Nod head “yes” or shake head “no” when asked a yes/no question.



through drawing, acting, or singing, with assistance,

- ⊗ Make grammatical adjustments in English (men instead of “mans,” went instead of “goed”).
- ⊗ Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.
- ⊗ Be able to stay engaged for longer periods of time for books, in conversations and/or stories.



# Domain 5: Communication, language and literacy

## Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)



### BABIES MAY

- ☉ Cry when hungry or uncomfortable.
- ☉ Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).
- ☉ Join in singing songs using rhythm of actual words.
- ☉ Play with speech sounds in crib or during quiet time.
- ☉ Make facial expressions, gestures and changes tones.
- ☉ Coo, make vowel sounds and progress to babbling.
- ☉ Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da...”).
- ☉ Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).
- ☉ Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).
- ☉ Enjoy playing back-and-forth games with caregiver using sounds.



### MOBILE BABIES MAY

- ☉ Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”).
- ☉ Show interest in imitating sounds and words they hear during play and routines.
- ☉ Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.
- ☉ Babble when alone in crib.
- ☉ Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle, “All done”).
- ☉ Say short telegraphic sentences (“Me go,” or “There Mama”).
- ☉ Take hand or push caregiver to desired areas for assistance.
- ☉ By 18 months use words to refer to or request caregiver (“mama/ dada”).
- ☉ Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).
- ☉ Say “hi” and “bye” with accompanying waves.
- ☉ Speech sound/articulation errors are frequent.



### TODDLERS MAY

- ☉ Use mostly two- and some three-syllable words (“cracker,” “banana”).
- ☉ Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”.
- ☉ Use adjectives to describe nouns (“red ball”).
- ☉ Imitate simple two-word phrase/ sentences.
- ☉ Use some pronouns (“Mine”; older toddler adds “My, me, I, you”).
- ☉ Use simple questions with rising intonation (“What’s that?”).
- ☉ Use regular plural forms for nouns, sometimes (“boots”).
- ☉ Use negatives (“I don’t want it.”) in English or home language.
- ☉ Begin to sing along with familiar songs and fingerplays.
- ☉ Use three- to four-word sentences with noun and verb.
- ☉ Begin to tell others about prior event with help from caregiver.
- ☉ Say first name.
- ☉ Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.
- ☉ Child’s speech is 75 percent understandable by 36 months.
- ☉ By 24 to 36 months, demonstrate use of an expressive vocabulary



### PRESCHOOLERS MAY

- ☉ Use new vocabulary in spontaneous speech.
- ☉ Ask the meaning of unfamiliar words and then experiment with using them.
- ☉ Use words to further describe actions or adjectives (“running fast” or “playing well”).
- ☉ Use multiple words to explain ideas (when talking about primary caregiver says “mother/father” and/ or “parent”).
- ☉ Use words to express emotions (happy, sad, tired, scared).
- ☉ Talk in sentences with five to six words to describe people, places, and events.
- ☉ Use words with past and future.
- ☉ Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma’s house).
- ☉ Describe a task, project, and/or event sequentially in three or more segments.
- ☉ Use prepositions in everyday language, sometimes needing assistance (at, in, under).
- ☉ Child may go through a period of normal non-fluency or “stuttering”.
- ☉ Be able to recall and describe a previous event, such as what they

# Domain 5: Communication, language and literacy

## Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language), continued



- ⊗ Communication is 25 percent understandable by 18 months.
- ⊗ Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”) language to describe what they’re communicating.



of more than 100 words, or a combination of words and signs, or alternative communication, in home language.



ate for breakfast.

- ⊗ Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.
- ⊗ Define words, with assistance (“Firefighters put out fires”).
- ⊗ Be able to retell a 3-part story or event in sequence.
- ⊗ Use sentences in home language that show an emerging understanding of grammatical structure.
- ⊗ Speech is 90 to 100 percent understandable.
- ⊗ Express an idea in more than one way
- ⊗ Expand vocabulary to include 1,000 to 2,000 words.
- ⊗ Ask others for assistance to define new words in their vocabulary.
- ⊗ Show an interest in playing with language through joke telling and word play.



# Domain 5: Communication, language and literacy

## Goal 51: Children demonstrate appreciation and enjoyment of reading



### BABIES MAY

- ⊗ Show beginning sound awareness by reacting differently to different sounds.
- ⊗ Imitate vocalizations and sounds.
- ⊗ Recite last word of familiar rhymes, with assistance.
- ⊗ Imitate sounds when looking at words in a book.
- ⊗ Pay attention to and/or pat pictures in book with help of caregiver.
- ⊗ Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).
- ⊗ Use interactive books, with assistance (opens flaps on flap books, feels soft fur).
- ⊗ Identify familiar people and objects in photographs (pats picture when asked "Where is Grandma?").
- ⊗ Enjoy books about daily routines (eating, toileting).
- ⊗ Hand or offer book to an adult to read.
- ⊗ Show recognition of certain preferred or favorite books.
- ⊗ Focus attention for short periods of time when looking at books.
- ⊗ Show pleasure when read to (smiles, vocalizes).



### MOBILE BABIES MAY

- ⊗ Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.
- ⊗ Use sounds, signs or words to identify actions or objects in a book.
- ⊗ Verbally imitate adult model and/or names pictures of familiar words when read to.
- ⊗ Point to picture when asked "where is the \_\_\_?"
- ⊗ Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.
- ⊗ Show increasing attention for short periods of time when read to.
- ⊗ Hold a book right side up and turn the pages.
- ⊗ Use 'book babble' when holding a book to mimic the sound of reading.
- ⊗ Demonstrate preference for favorite books.
- ⊗ Notice signs (store and restaurant logos).
- ⊗ Learn new words and phrases from those frequently heard, either in conversation or in books.
- ⊗ Ask for the story to be read again.
- ⊗ Answer simple questions about details in the story.
- ⊗ Carry books and use for comfort.



### TODDLERS MAY

- ⊗ Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).
- ⊗ Recite a song with the letters of the alphabet, with assistance (alphabet song).
- ⊗ Select specific details in a story and repeat them.
- ⊗ Complete a familiar rhyme or line from a familiar story or song by providing the last word ("The wheels on the (bus)").
- ⊗ Participate in rhyming games and songs with other children.
- ⊗ Begin to understand that print represents words (pretend to read text).
- ⊗ Turn pages, usually a single page at a time.
- ⊗ Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a pop-up window or petting fur on page).
- ⊗ Use action words to describe pictures (picture of person running, child says "run").
- ⊗ Recalls specific characters or actions from familiar stories.
- ⊗ Enjoy books about different



### PRESCHOOLERS MAY

- ⊗ Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).
- ⊗ Find objects in a picture with the same beginning sound, with assistance.
- ⊗ Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).
- ⊗ Know first and last page of a book.
- ⊗ Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).
- ⊗ Recognize some signs and symbols in environment (stop signs).
- ⊗ Use pictures to predict a story.
- ⊗ Recite some words in familiar books from memory.
- ⊗ Fill in missing information in a familiar story.
- ⊗ Pretend to read a familiar book.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- ⊗ Compare stories with real life.
- ⊗ Recognize and name at least half of the letters in the alphabet, including letters in own name (first

# Domain 5: Communication, language and literacy

## Goal 51: Children demonstrate appreciation and enjoyment of reading, continued



things (books about animals, occupations).

- ⊗ Respond to emotional expressions in a book (point to a happy face).
- ⊗ Recognize signs and images in public (stop signs, store signs).
- ⊗ Request favorite book to be read repeatedly.
- ⊗ Look at books, magazines, and other printed matter without assistance and as through reading.
- ⊗ Make comments on book.
- ⊗ Select books and magazines when asked to select favorite objects/toys.

name and last name), as well as letters encountered often in the environment.

- ⊗ Produce the sound of many recognized letters.
- ⊗ Make up an ending for a story.
- ⊗ Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.
- ⊗ Use signs he/she sees for information (“no fishing” sign on dock).
- ⊗ Give opinion on books in terms of sections enjoyed.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- ⊗ Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).
- ⊗ Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).
- ⊗ Recognize beginning sound and letter in his or her name as well as some classmates.
- ⊗ With prompting and support, run their finger under or over print as they pretend to read text.
- ⊗ Demonstrate understanding of



# Domain 5: Communication, language and literacy

## Goal 5f: Children demonstrate appreciation and enjoyment of reading, continued



some basic print conventions (the concept of what a letter is, the concept of words, direction of print).

- ⊗ Recognize differences among letters, words, and numerals.
- ⊗ Read own first name.
- ⊗ Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).
- ⊗ Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).
- ⊗ Provide one or more words that rhyme with a single word (What rhymes with log?).
- ⊗ Use character voices when retelling a story or event.
- ⊗ Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).
- ⊗ Recognize function of common labels in the environment (bathroom sign).
- ⊗ Use a simple cookbook, map, or similar printed material with assistance.
- ⊗ Enjoy “how-to” books, non-fiction, and reference books.
- ⊗ Share and talk about books with peers.
- ⊗ Look for books of interest.

# Domain 5: Communication, language and literacy

## Goal 51: Children demonstrate appreciation and enjoyment of reading, continued



- ⊗ Show interest in learning to read and make attempts at 'reading' favorite books aloud.
- ⊗ Pay attention to story and engage during entire picture book read aloud.
- ⊗ Have a favorite author/illustrator or series of books.
- ⊗ Identify book parts and features such as the front, back, title and author.

# Domain 5: Communication, language and literacy

## Goal 52: Children use writing for a variety of purposes



### BABIES MAY

- ⊗ Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).
- ⊗ Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).
- ⊗ Experiment with grasp when using different writing tools (crayon, paint brush, marker).
- ⊗ Focus on marks on paper.
- ⊗ Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.
- ⊗ Scribble on paper spontaneously.



### MOBILE BABIES MAY

- ⊗ Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.
- ⊗ Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles.
- ⊗ Use simple tools without adult assistance (makes mark on paper with large marker).
- ⊗ Scribble on paper purposefully.
- ⊗ Adjust body position to enable writing or drawing on paper.
- ⊗ Pretend to write on paper without regard to location or direction.



### TODDLERS MAY

- ⊗ Enjoy "making a mark" on paper and in play outside.
- ⊗ Enjoy scribbling and may label pictures using scribble writing.
- ⊗ Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.
- ⊗ Continue to observe and imitate adult writing behaviors.
- ⊗ Enjoy making large strokes and movements with paint and markers.
- ⊗ Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing



### PRESCHOOLERS MAY

- ⊗ Know the difference between printed letters and drawings.
- ⊗ Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.
- ⊗ Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).
- ⊗ Attempt to copy letters of the alphabet.
- ⊗ Label pictures using letter-like marks.
- ⊗ Try to connect sounds in spoken words with the written form.
- ⊗ Show interest in using approximations of letters to write their own name or other familiar words.
- ⊗ May use invented spelling with consistent or logical beginning sound substitutions.
- ⊗ Attempt to convey meaning through writing.
- ⊗ Dictate a story for an adult to put in print.
- ⊗ Begin to hold marker/pencil in a tripod grasp (48 months).

# Domain 5: Communication, language and literacy



- ⊗ Write/draw/illustrate for a variety of purposes.
- ⊗ May attempt to write a short phrase or greeting.
- ⊗ May print several alphabetic letters for given letter names.
- ⊗ Show an interest in writing his or her first name.
- ⊗ Make a simple storybook using pictures, personal experience or culture and some words, with assistance.
- ⊗ Create a variety of written products that may or may not communicate intended message phonetically.
- ⊗ Show an interest in copying simple words posted in the classroom or in the environment.
- ⊗ May attempt to independently write some words using invented spelling.
- ⊗ Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).