

Language and Literacy

Early learning experiences will support children to understand language (receptive language).

1 Word Comprehension

- 1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements [L.6.1](#)
- 2 Understand that words, gestures and/or signs represent objects, people or experiences [L.12.1](#)
- 3 Understand that words, gestures or signs stand for people, objects, or experiences that are not present [L.18.1](#)
- 4 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language [L.24.1](#)
- 5 Point to familiar objects, people and body parts [L.24.2](#)
- 6 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships [L.36.1](#)
- 7 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts [L.48.1](#)
- 8 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts [L.60.1](#)
- 9 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects [L.60.2](#)

2 Language Comprehension

- 1 Orient to the direction of sound or visual cues [L.6.2](#)
 - 2 React when hearing own name or to positive facial expression [L.6.3](#)
 - 3 Can carry out simple requests (e.g., “wave bye-bye”) [L.12.2](#)
 - 4 Remember language heard repeatedly in stories, poems and interactive language experiences [L.18.2](#)
 - 5 Respond to questions and follow simple directions [L.24.3](#)
 - 6 Follow twostep directions [L.36.2](#)
 - 7 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”) [L.48.2](#)
 - 8 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) [L.60.3](#)
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Early learning experiences will support children to use language (expressive language).

1 Vocabulary

- 1 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate [L.6.4](#)
- 2 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more") [L.12.3](#)
- 3 Begin to use words or conventional gestures to communicate [L.18.3](#)
- 4 Has a 20+ word vocabulary [L.18.4](#)
- 5 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow") [L.24.4](#)
- 6 Use new words frequently to talk about familiar things or activities [L.24.5](#)
- 7 Use nouns and verbs to label experiences, actions or events [L.36.3](#)
- 8 Use some personal pronouns when referring to others (e.g., you, he, she) [L.36.4](#)
- 9 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run) [L.36.5](#)
- 10 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts [L.48.3](#)
- 11 Use simple pronouns (e.g., I, me, you, mine, he, she) [L.48.4](#)
- 12 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog) [L.48.5](#)
- 13 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts [L.60.4](#)
- 14 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) [L.60.5](#)

2 Expression of Ideas, Feelings and Needs

- 1 “Talk” to self and others using various vocalizations L.6.5
- 2 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures L.12.4
- 3 Respond to questions with sounds, sometimes including words and oftentimes gestures L.18.5
- 4 Use words to request objects, have needs met or gain attention L.24.6
- 5 Use inflection in phrases or sentences to ask a question L.36.6
- 6 Comment on a variety of experiences, interactions or observations L.36.7
- 7 Communicate about current or removed events and/or objects L.48.6
- 8 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas L.48.7
- 9 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) L.60.6

3 Language Structure

- 1 Increasingly use gestures and sounds in coordination to communicate L.18.6
 - 2 Combine words and speak in short, two-word phrases such as “Me up!” L.24.7
 - 3 Use basic grammar rules including pronouns, plurals, possessives and regular past tense L.36.8
 - 4 Use speech that is mostly intelligible to familiar adults L.36.9
 - 5 Use basic grammar rules including irregular past tense and questions L.48.8
 - 6 Use speech that is mostly intelligible to familiar and unfamiliar adults L.48.9
 - 7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals L.60.7
 - 8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts L.60.8
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Early learning experiences will support children to use language for social interaction.

1 Conventions of Conversation

- 1 Show interest in back and forth pretend games [L.6.6](#)
 - 2 Begin to understand that a conversation is about taking turns [L.12.5](#)
 - 3 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker [L.18.7](#)
 - 4 Repeat or try another mode of communicating desire if initial attempts are unsuccessful [L.18.8](#)
 - 5 Take turns in conversations by initiating and sustaining a simple conversation over two turns [L.24.8](#)
 - 6 Have conversations with adults and peers that include four or more exchanges [L.36.10](#)
 - 7 Maintain a topic of conversation over the course of several turns [L.48.10](#)
 - 8 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions [L.60.9](#)
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2 Language for Interaction

- 1 Coo, gurgle, smile in response to stimulation and to initiate social contact [L.6.7](#)
 - 2 Express pleasure as adults imitate the faces and sounds they make [L.6.8](#)
 - 3 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games [L.12.6](#)
 - 4 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction [L.12.7](#)
 - 5 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up) [L.18.9](#)
 - 6 Answer a basic question with a word [L.24.9](#)
 - 7 Use language to express wants, needs, likes and dislikes to others [L.24.10](#)
 - 8 Converse with adults and peers about common experiences or events [L.36.11](#)
 - 9 Answer simple who, what, where and why questions [L.48.11](#)
 - 10 Use language to share ideas and gain information [L.60.10](#)
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Early learning experiences will support children to gain book appreciation and knowledge.

1 Interest and Engagement with Books

- 1 Respond to music, stories and pictures shared with an adult [L.6.9](#)
 - 2 Engage with adults, showing shared attention to a book [L.12.8](#)
 - 3 Point to preferred pictures in books or texts [L.18.10](#)
 - 4 Point to named pictures; may name or comment on familiar pictures [L.24.11](#)
 - 5 Chime in on nursery rhymes or repeat words or phrases from familiar stories [L.24.12](#)
 - 6 Sustain attention for short periods of time while being told a story or reading a favorite picture book [L.36.12](#)
 - 7 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song [L.36.13](#)
 - 8 Select fiction and nonfiction books to be read and attend with interest [L.48.12](#)
 - 9 Independently choose to “read” books and select a variety of texts including fiction and nonfiction [L.60.11](#)
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2 Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)

- 1 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”) [L.24.13](#)
 - 2 Enjoy telling and retelling stories and information [L.36.14](#)
 - 3 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text [L.48.13](#)
 - 4 Ask and answer simple who, what, where and why questions related to story or text [L.48.14](#)
 - 5 Make predictions and/or ask questions about the text by examining the title, cover, pictures [L.48.15](#)
 - 6 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text [L.60.12](#)
 - 7 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text) [L.60.13](#)
 - 8 Use connections between self and character, experience and emotions to increase comprehension [L.60.14](#)
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Early learning experiences will support children to gain knowledge of print and its uses.

1 Book Concepts

- 1 Hold book upright L.24.14
 - 2 Turn pages of a book L.36.15
 - 3 Look at pages of a book from left to right (or according to conventions of home language) L.48.16
 - 4 Recognize that print represents spoken words (e.g., first name in print, environmental labels) L.48.17
 - 5 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) L.60.15
 - 6 Know that books have titles, authors, illustrators or photographers L.60.16
 - 7 Recognize words as a unit of print and that letters are grouped to form words L.60.17
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2 Print Concepts

- 1 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store) L.36.16
 - 2 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment L.48.18
 - 3 Identify some familiar printed words out of context L.60.18
 - 4 Begin to use awareness of letter sounds along with pictures to read words in text L.60.19
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3 Letter Recognition

- 1 Recognize some letters especially those in one's own name L.48.19
 - 2 Recognize and name known letters of the alphabet in familiar and unfamiliar words L.60.20
 - 3 Make some letter-sound connections L.60.21
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Early learning experiences will support children to develop phonological awareness.

1 Phonological Awareness

- 1 Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”) L.36.17
 - 2 Recognize rhyming words in songs, chants or poems L.48.20
 - 3 Identify when initial sounds in words are the same L.48.21
 - 4 Distinguish individual words in a sentence L.48.22
 - 5 Produce rhyming words or words that have same initial sound L.60.22
 - 6 Recognize which words in a set of words begin with the same sound L.60.23
 - 7 Distinguish syllables in words L.60.24
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Early learning experiences will support children to convey meaning through drawing, letters and words.

1 Drawing and Writing

- 1 Use writing tools to make scribbles [L.18.11](#)
- 2 Use writing tools to make scribbles [L.24.15](#)
- 3 Draw simple shapes to represent ideas and write message using controlled linear scribble [L.36.18](#)
- 4 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others) [L.48.23](#)
- 5 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms [L.48.24](#)
- 6 Draw original stories with a beginning, middle and end [L.60.25](#)
- 7 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word [L.60.26](#)