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

Skip to main content

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

Skip to main content

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

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

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

Skip to main content

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

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 Chimein 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

Skip to main content

8 Use connections between self and character, experience and emotions to increase comprehension L.60.14

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

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

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

Skip to main content

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

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