

Area 6: Communication, Language and Emergent Literacy

**Understands, processes
and comprehends
language (receptive
vocabulary) 6.1**

Birth-12 months

- A** Calms to voice of familiar adult 6.1.A
- B** Follows sounds with eyes 6.1.B
- C** Alerts to unexpected sound and changes in tone 6.1.C
- D** Smiles responsively 6.1.D
- E** Turns to locate sounds 6.1.E
- F** Responds to caregiver by turning, looking, reaching or vocalizing 6.1.F
- G** Recognizes their own name 6.1.G
- H** Responds to ‘no’ 6.1.H
- I** Connects verbal communication to object 6.1.I
- J** Understands simple, familiar words and gestures 6.1.J

Approximately 12-24 months

- K** Begins to demonstrate receptive language skills: 6.1.K
 - a** Understands approximately 50+ words 6.1.K.A
 - b** Points to familiar objects or body parts when asked 6.1.K.B
 - c** Follows simple directions 6.1.K.C
- L** Understands early prepositions like “in” or “on” 6.1.L
- M** Pauses briefly or stops when told “no” 6.1.M

Approximately 24-36 months

- N** Uses receptive language skills: 6.1.N
 - a** Understands approximately 300+ words 6.1.N.A
 - b** Follows 1-2 step directions 6.1.N.B
 - c** Understands simple opposite concepts 6.1.N.C
 - d** Understands simple who, what and where questions 6.1.N.D

- O Connects spoken words to pictures and objects distinguishing between words that sound similar 6.1.0
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Approximately 3-4 years

- P Demonstrates a rapid increase in receptive language skills: 6.1.P
 - a Understands approximately 1,000- 3,000 words 6.1.P.A
 - b Follows 2-3 step directions 6.1.P.B
 - Q Demonstrates understanding of vocabulary related to: 6.1.Q
 - a Descriptive words 6.1.Q.A
 - b Spatial concepts 6.1.Q.B
 - c Quantity words 6.1.Q.C
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Approximately 4-5 years

- R Demonstrates more complex receptive language skills: 6.1.R
 - a Understands approximately 4,200 words and expands to at least 10,000 by age of 5 6.1.R.A
 - b Follows 3-4 step directions 6.1.R.B
 - c Understands most of what is said at home and school 6.1.R.C
 - S Understands comparatives (-er) and superlatives (-est) 6.1.S
 - T Follows directions to play a game 6.1.T
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Participates in communication exchanges with others (expressive vocabulary) 6.2

Birth-12 months

- A Reflexive vocalization: 6.2.A
 - a Reflexive cries 6.2.A.A
 - b Whimpers 6.2.A.B
 - c Burping/coughing 6.2.A.C
- B Cries with discomfort 6.2.B
- C Laughs aloud 6.2.C
- D Uses vocalizations and gestures to gain attention from others: 6.2.D
 - a Cooing 6.2.D.A
 - b Vowel sounds 6.2.D.B
 - c Babbling 6.2.D.C
 - d Repetitive syllable strings 6.2.D.D
 - e Consonant-vowel combinations 6.2.D.E
- E Experiment with loudness, pitch, and noises 6.2.E
- F Responds to simple, familiar words, gestures and phrases 6.2.F
- G Says one or two words 6.2.G

- H** Engages in turn-taking during social and vocal play with adults and other children 6.2.H
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Approximately 12-24 months

- I** Establishes joint attention by looking at an object, at their caregiver and back at the object 6.2.I
 - J** Varies syllable sequences and jargon leading to first words 6.2.J
 - K** Points and gestures to communicate needs and emotions 6.2.K
 - L** Responds to and initiates communication with another person 6.2.L
 - M** Strings two words together and can form simple phrases 6.2.M
 - N** Answers simple questions with simple words or wordlike formations 6.2.N
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Approximately 24-36 months

- O** Puts words together to form simple sentences 6.2.O
 - P** Participates in conversations: 6.2.P
 - a** Speech is understood by strangers 50% of the time 6.2.P.A
 - b** Has an expressive vocabulary of approximately 1,000 words 6.2.P.B
 - c** Communicates with at least two back and forth exchanges 6.2.P.C
 - Q** Communicates wants and needs 6.2.Q
 - R** Uses 'me, I, we' correctly 6.2.R
 - S** Uses action words in spoken language 6.2.S
 - T** Explains the purpose of objects or needs 6.2.T
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Approximately 3-4 years

- U** Engages in conversations using phrases and sentences of increasing length and complexity: 6.2.U
 - a** Speech is understood by strangers 75% of the time 6.2.U.A
 - b** Has an expressive vocabulary of approximately 1,500 words 6.2.U.B
 - c** Communicates using 3-4 word sentences 6.2.U.C
 - d** Uses 2-3 back and forth exchanges 6.2.U.D
 - V** Uses words 'a' or 'the' 6.2.V
 - W** Understands and uses simple location and preposition words 6.2.W
 - X** Increasingly uses past tense, word endings and possessives 6.2.X
 - Y** Tells a story from a book or TV show 6.2.Y
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Approximately 4-5 years

- Z** Demonstrates knowledge of the rules of conversations: 6.2.Z
 - a** Speech is understood by strangers 90-100% of the time 6.2.Z.A
 - b** Has an expressive vocabulary of more than 2,000 words 6.2.Z.B
 - c** Takes turns while speaking and listening 6.2.Z.C
 - d** Engages with at least three back and forth exchanges 6.2.Z.D
 - e** Produces longer and more complex sentences which are grammatically correct 6.2.Z.E
- AA** Can tell a story that stays on topic 6.2.AA
- BB** Participates in group discussions making comments and asking questions related to the topic 6.2.BB

Engages in emergent reading experiences 6.3

Birth-12 months

- A** Attends to songs, tones, rhythms, voices and music 6.3.A
- B** Explores or shows interest in books: 6.3.B
 - a** Picks up 6.3.B.A
 - b** Mouths 6.3.B.B
 - c** Carries 6.3.B.C
 - d** Flips pages 6.3.B.D
- C** Looks at pictures of familiar people, animals or objects while an adult points at and/or names the person, animal or object 6.3.C
- D** Looks at the book or the reader when stories are read 6.3.D

Approximately 12-24 months

- E** Recognizes favorite book(s) 6.3.E
- F** Gazes at or points to pictures and turns pages in books 6.3.F
- G** Uses sounds, signs or words to identify actions or objects in a book 6.3.G
- H** Points at, gestures, says name of or talks about animals, people or objects in photos, pictures or drawings 6.3.H
- I** Begins to point at pictures in a book, making sounds or saying words and interacting with an adult reading a book 6.3.I

Approximately 24-36 months

- J** Asks for or brings favorite books to adults to read 6.3.J
- K** Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book 6.3.K
- L** Points to, labels and/or talks about objects, events or people within books 6.3.L
- M** Answers simple questions related to pictures of books 6.3.M

- N** Talks about books, acts out events from stories and uses some vocabulary encountered during book reading 6.3.N
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Approximately 3-4 years

- O** Expresses an interest in books and attempts to read familiar books 6.3.O
- P** Displays book handling knowledge by turning the book right side up and turning one page at a time 6.3.P
- Q** Shows beginning comprehension of a story: 6.3.Q
- a** Talks about or acts out a few key events with support 6.3.Q.A
 - b** Answers basic questions about likes, dislikes, main characters or events 6.3.Q.B
 - c** Makes predictions about what might happen next with modeling and support 6.3.Q.C
- R** With support, may be able to tell two key events from a story or may act out a story with pictures or props 6.3.R
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Approximately 4-5 years

- S** Shows increasing comprehension of a story 6.3.S
- T** Retells familiar stories with key events using some simple sequencing terms: 6.3.T
- a** First 6.3.T.A
 - b** Then 6.3.T.B
 - c** Next 6.3.T.C
- U** With support, provides basic answers to specific questions about details of a story: 6.3.U
- a** Who 6.3.U.A
 - b** What 6.3.U.B
 - c** When 6.3.U.C
 - d** Where 6.3.U.D
- V** With support, answers inferential questions about stories and makes predictions or how/why something is happening in a particular moment 6.3.V
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Develops phonological sensitivity and awareness 6.4

Birth-12 months

- A** Coos and vocalizes vowel sounds 6.4.A
- B** Mimics speech patterns, babbles and coos when hearing caregivers sing or speak 6.4.B
- C** Begins to differentiate between speech and nonspeech sounds 6.4.C
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Approximately 12-24 months

- D** Babbles long strings of sounds 6.4.D

- E Responds to or engages in songs, rhyming games or finger plays with a familiar adult 6.4.E
 - F Mimics animal sounds and environmental noises 6.4.F
 - G Starts to recognize that a flow of speech is made of individual words 6.4.G
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Approximately 24-36 months

- H Enjoys and repeats songs, rhymes or finger plays 6.4.H
 - I Listens with intent and identifies sounds in their surroundings 6.4.I
 - J Fills in repetitive words in books after repeated readings 6.4.J
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Approximately 3-4 years

- K Plays with rhyme and alliteration 6.4.K
 - L Detects when words rhyme and start with same initial sound 6.4.L
 - M Imitates and/or mimics rhymes and beginning sounds 6.4.M
 - N Produces nonsense words and/or rhymes 6.4.N
 - O Begins to clap out syllables in simple words 6.4.O
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Approximately 4-5 years

- P Says most sounds correctly when speaking except for a few (l, s, r, v, z, ch, sh, th) 6.4.P
 - Q Produces the sound of some known letters 6.4.Q
 - R Blends and/or segments word parts or syllables to identify a word, object or picture 6.4.R
 - S Identifies the beginning sounds in words 6.4.S
 - T Identifies words that begin with the same sound 6.4.T
 - U Identifies words that rhyme from a group of 3-4 words 6.4.U
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Develops print knowledge and emergent writing skills 6.5

Birth-12 months

- A Grasps and/or manipulates a variety of objects in the environment 6.5.A
 - B Observes adult writing behaviors 6.5.B
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Approximately 12-24 months

- C Randomly scribbles 6.5.C
 - D Imitates other's writing or drawing by making their own marks on paper 6.5.D
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Approximately 24-36 months

- E Develops increasingly controlled scribbles using a variety of writing tools: 6.5.E
 - a Lines 6.5.E.A
 - b Curves 6.5.E.B
 - c Repeated patterns 6.5.E.C
 - F Imitates and attempts to write 6.5.F
 - G Begins to understand writing and drawing can be a way of communicating 6.5.G
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Approximately 3-4 years

- H Uses scribbles, shapes, pictures, letter-like forms and/or letters in writing 6.5.H
 - I Understands writing serves a purpose and can describe the intended meaning of their own drawings and writing 6.5.I
 - J Recognizes environmental print with adult support: 6.5.J
 - a Letters are a symbol 6.5.J.A
 - b Letters can be named 6.5.J.B
 - c Letters make up words and words make up sentences 6.5.J.C
 - K Points to and names some letters, especially those in own name 6.5.K
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Approximately 4-5 years

- L Starts to write in left to right and top to bottom direction 6.5.L
- M Writes in letter strings, especially using the letters in their own name 6.5.M
- N Uses invented spelling with: 6.5.N
 - a Beginning sound(s) 6.5.N.A
 - b Ending sound(s) 6.5.N.B
 - c Logical sound substitution(s) 6.5.N.C
- O Uses a combination of drawing, dictating or emergent writing to convey meaning through writing 6.5.O
- P Shows an awareness of print: 6.5.P
 - a Locates print on the page 6.5.P.A
 - b Understands sentences are made of words and words are made of individual letters 6.5.P.B
 - c Follows print from left to right 6.5.P.C
- Q Recognizes at least half upper and half lower case letters including letters in own name and letters seen frequently in the environment 6.5.Q