SECTION 3

Communication

Language and Literacy

Creative Arts

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Children are born with the capacity to communicate with others. Language helps them form new relationships, develop social skills and gather new information. Young children learn that language can be used to express their thoughts, feelings, and ideas and to understand others’ thoughts, feelings and ideas. They learn to respond to adults with facial expressions, body movements, and eye contact and progress to babbling, then to verbalizing and eventually to engaging in conversations. Emergent literacy or learning to read and write, builds on those early relationships and experiences. Very young children view pictures in books, begin to hold or carry them and progress to pointing to pictures and turning pages. As children grow, they begin listening to and selecting books and show interest in writing. As children use books and other print materials, they learn book-handling skills, the fundamentals of reading and acquire the tools to express themselves through writing or drawing.

**LLT 1** Oral Language
- LLT1a: Receptive Language
- LLT1b: Expressive Language
- LLT1c: Social Rules of Language

**LLT 2** Emergent Reading
- LLT2a: Comprehension
- LLT2b: Phonological Awareness
- LLT2c: Alphabet Knowledge
- LLT2d: Print Awareness and Book Handling

**LLT 3** Emergent Writing

**Did you know?**

You can extend children’s thinking through the questions you ask.

When you use open-ended questioning, you stretch children’s curiosity and ability to analyze or problem solve. Since there are no right or wrong (or yes/no) responses with open-ended questions, children’s ideas are affirmed and they learn there can be more than one solution to an answer.

There are different types of open-ended questions:

- Knowledge questions ("What did it taste like?")
- Comprehension questions ("How do you know that?")
- Application questions ("How can we find out?")
- Analysis questions ("Why do you think...")
- Evaluation questions ("What’s a different way...")
- Creating questions ("How do you think you can do that?")

Which of these do you think is open-ended?

- “How did you get that to work?” or “Does it work now?”
- “How do they look different?” or “Do they look the same?”
- “What do you think will happen next?” or “Do you know what happened next?”

*From Bloom’s Taxonomy*
**LLT 1: ORAL LANGUAGE**

**LLT1a: Receptive Language:** Children will gain information by understanding the meaning of words and gestures.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL INDICATORS</th>
<th>By 9-12 months, most INFANTS will</th>
<th>By 18-24 months, most YOUNG TODDLERS will</th>
<th>BY 36 months (3 years), most OLDER TODDLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1aI-1</td>
<td>Respond to facial expressions and tones of voice</td>
<td>1aYT-1 Show understanding by complying with simple commands</td>
<td>1aOT-1 Understand and follow simple 1-step directions</td>
</tr>
<tr>
<td>1aI-2</td>
<td>Recognize the spoken name of familiar objects</td>
<td>1aYT-2 Point to characters or objects in a story when asked</td>
<td>1aOT-2 Respond to repeated words and phrases with gestures and body movements</td>
</tr>
<tr>
<td>1aI-3</td>
<td>Turn head in response to hearing name called</td>
<td>1aYT-3 Respond with gestures to requests</td>
<td>1aOT-3 Respond to yes/no questions and recognize action words</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**

- Look at the doll when adult says, “Here’s your doll.”
- Respond with tears or discomfort from a stern voice or command
- Turn head when called by name
- Look for familiar person when named
- Wave good-bye when asked
- Clap during shared finger play
- Pick up nearby ball when asked
- Point to picture of dog on page when reading with adult
- Get blanket or pick up a toy when asked
- Respond to adult who says, “Give me your hand.” or “Reach for the sky.”
- Shake head when asked, “Do you want more milk?”
- Call child by name
- Make eye contact
- Describe actions during daily routines
- Play social games like peekaboo
- Exaggerate facial expressions and tones
- Identify child’s emotions
- Talk to child throughout day, describing actions and experiences
- Add new words or vocabulary when describing events or objects
- Point to pictures in books while reading to child
- Sing simple finger plays and action songs like “Where is Thumbkin?”
- Praise children when they follow directions
- Give simple directions while modeling the action, “Get your blanket.”
- Ask questions and wait for response
- Hold eye contact while talking with child at eye level
- Engage in sing-song and word games
- Ask open-ended questions and model correct responses as needed
- Describe children’s feelings and actions as they proceed through the day
- Read and re-read favorite books
**LLT 1: ORAL LANGUAGE**

**LLT1a: Receptive Language:** Children will gain information by understanding the meaning of words and gestures.

<table>
<thead>
<tr>
<th>By 48 months (4 years), most YOUNG PRESCHOOLERS will</th>
<th>By 60 months (5 years), most OLDER PRESCHOOLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1aYP-1 Understand and follow two-step directions</td>
<td>1aOP-1 Understand and follow multi-step directions</td>
</tr>
<tr>
<td>1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters</td>
<td>1aOP-2 Recall the events described in a story</td>
</tr>
<tr>
<td>1aYP-3 Respond to what and where questions</td>
<td>1aOP-3 Respond to questions and extend answer to convey new, but related, thought</td>
</tr>
<tr>
<td>1aYP-4 Listen attentively and participate in discussions in back and forth exchange</td>
<td>1aOP-4 Attend to conversations and group discussions and respond on topic</td>
</tr>
</tbody>
</table>

**Sampling of Children’s Observable Actions**

- Follow a 2-step direction like, “Pick up the crayons and put them in the box.”
- Answer, “What happened to the hungry caterpillar when he ate all the food?”
- Show adult the location of the shoe when asked, “Where did we put your shoes?”
- Talk to adult about a picture or new toy, answering more than one question
- Comply with a set of directions, “Hop to the carpet, find your spot, and sit down.”
- Use felt pieces to retell a simple story (may make up parts of story)
- Say, “I have a peanut butter sandwich today because Mom ran out of bologna.”
- Pay attention to group discussion about the ladybug on the sidewalk and share thought or opinion about its size or color

**Sampling of Professionals’ Practices**

- Expand children’s answers by adding extending questions, “You found a hat in the toy box. Do you want to put it on? Who does it make you look like? How does it fit?”
- Ask children simple questions about what happens in a book, “What happened when the dog ran away?”
- Use new vocabulary when describing an action or object, “I am hungry...starving...ravenous”
- Read books about different cultures or families
- Give simple instructions during transitions that ask for more than one action
- Provide puppets and felt story pieces for children to re-tell stories
- Engage in conversations during meal times or wait times
- Use teachable moments to bring children’s attention to a new idea or event
- Read and re-read books to expand comprehension by adding new vocabulary or ideas as you read
Figure C: Early English Language Development Performance Definitions – Receptive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

<table>
<thead>
<tr>
<th>Language Criteria</th>
<th>Ages 2.5–3.5 (30–42 mos.)</th>
<th>Ages 3.5–4.5 (43–54 mos.)</th>
</tr>
</thead>
</table>
| **Linguistic Complexity** | • Series of simple sentences related to familiar stories or events  
• An idea with one to two details; one-step direction related to daily routines | • Series of extended sentences related to familiar stories, learning activities, or events  
• Related ideas; two-step directions related to daily routines |
| **Language Usage** | • Short and compound sentences related to daily routines, familiar people, songs, and stories  
• General and some specific vocabulary associated with familiar environments and stories | • Compound and some complex sentences related to familiar stories and learning activities  
• Specific vocabulary associated with stories, learning activities, and various environments |

**Level 5 Bridging**

| **Linguistic Complexity** | • Series of simple sentences related to familiar stories or events  
• An idea with one to two details; one-step direction related to daily routines | • Series of extended sentences related to familiar stories, learning activities, or events  
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• General and some specific vocabulary associated with familiar environments and stories | • Compound and some complex sentences related to familiar stories and learning activities  
• Specific vocabulary associated with stories, learning activities, and various environments |

**Level 3 Developing**

| **Linguistic Complexity** | • Related phrases and simple sentences  
• An idea with one detail | • Multiple related simple sentences; wh-questions  
• An idea with two details |
| **Language Usage** | • Short sentences related to daily routines, familiar people, songs, and stories  
• Repetitive phrasal patterns related to daily routines and familiar stories  
• General vocabulary related to daily routines and familiar stories | • Short and some compound sentences related to familiar stories and learning activities  
• Sentence patterns related to familiar stories and learning activities  
• General and some specific vocabulary related to daily routines, familiar stories, and learning activities |

**Level 1 Entering**

| **Linguistic Complexity** | • Words and repetitive phrases related to daily routines  
• An idea within simple questions or statements related to self, familiar people, or daily routines | • Words and phrases related to daily routines  
• An idea within simple questions or statements related to familiar environments |
| **Language Usage** | • Repetitive phrases associated with daily routines  
• Yes/no questions related to self, familiar people, and/or daily routines  
• Words associated with familiar environments | • Repetitive phrases and simple statements associated with daily routines  
• Yes/no questions related to self, familiar people, and/or daily routines  
• Words and expressions associated with familiar environments |

At all levels of language development, home language and English language development influence and reinforce each other; and mediate understanding, construction of meaning, and demonstration of knowledge.

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.
Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

<table>
<thead>
<tr>
<th>Level 5 Bridging</th>
<th>Linguistic Complexity</th>
<th>Language Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expanded related ideas; two to three step directions and some new directions related to daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complex sentences and language patterns related to familiar stories and instructional activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific and some technical vocabulary associated with various environments and learning activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Developing</th>
<th>Linguistic Complexity</th>
<th>Language Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple related extended sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compound and some complex sentences related to familiar stories and learning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence patterns related to specific learning activities and stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General and some specific vocabulary associated with familiar environments and learning activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Linguistic Complexity</th>
<th>Language Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words and longer phrases related to daily routines and learning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An idea within simple questions or statements related to familiar environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repetitive phrases and simple statements associated with daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes/no questions related to self, familiar people, and/or daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary associated with familiar environments and learning activities</td>
<td></td>
</tr>
</tbody>
</table>

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.
**LLT 1: ORAL LANGUAGE**

**LLT1b: Expressive Language:** Children will use words and gestures to express their thoughts, feelings and needs to others.

<table>
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<tr>
<th>By 9-12 months, most INFANTS will</th>
<th>By 18-24 months, most YOUNG TODDLERS will</th>
<th>By 36 months (3 years), most OLDER TODDLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1b-1</strong> Coo/gurgle/babble/use jargon in vocal play</td>
<td><strong>1bYT-1</strong> Combine gestures and words to communicate a thought</td>
<td><strong>1bOT-1</strong> Use phrases and sentences of 2-3 words</td>
</tr>
<tr>
<td><strong>1b-2</strong> Communicate needs and feelings through non-verbal actions or basic sign language</td>
<td><strong>1bYT-2</strong> Name familiar people and objects</td>
<td><strong>1bOT-2</strong> Repeat parts of songs</td>
</tr>
<tr>
<td><strong>1b-3</strong> Use sounds to indicate needs or wants</td>
<td><strong>1bYT-3</strong> Answer yes/no questions</td>
<td><strong>1bOT-3</strong> Answer simple questions</td>
</tr>
<tr>
<td><strong>1b-4</strong> Mimic adult speech intonations</td>
<td><strong>1bYT-4</strong> Point to an object or person</td>
<td><strong>1bOT-4</strong> Use descriptive words when speaking</td>
</tr>
<tr>
<td></td>
<td><strong>1bYT-5</strong> Speak about 10-50 words</td>
<td><strong>1bOT-5</strong> Have a vocabulary of about 200 words</td>
</tr>
<tr>
<td></td>
<td><strong>1bYT-6</strong> Use appropriate vocal inflection when using true words and jargon</td>
<td><strong>1bOT-6</strong> Use simple questions to ask for things or gain information</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1bOT-7</strong> Speech is becoming more clear, familiar adults understand</td>
</tr>
</tbody>
</table>

**Sampling of Children’s Observable Actions**

- Babble to get attention
- Imitate different sounds
- Say 1 or 2 words
- Indicate need for more by reaching and moving body
- Make animal, environmental, and nonsense sounds in play
- Put 2 words together, “more cookie”
- Add consonants at the beginning of words
- Reach for something while saying, “more” or “mine”
- Respond to “Are you hungry?” with “yes”
- Point to person or object to learn the name
- Name objects when asking for them
- Describe things with 2-3 word phrases, “big book”
- Sing Twinkle Twinkle Little Star
- Tell an adult, “I’m making a house,” when asked
- Use some adjectives and adverbs to describe objects, “big dog” or “sad doll”
- Ask an adult, “Why is she crying?”
- Add “s” at the end of words to indicate plurals and possession
- Share an opinion, “I like playing with play dough.”

**Sampling of Professionals’ Practices**

- Engage children by repeating and extending their sounds
- Verbalize child’s gestures such as, “You are pointing to the milk. Do you want more?”
- Describe what you’re seeing and doing
- Engage in lap-reading with children every day
- Use gestures that match actions such as lift arms when saying, “so big”
- Label objects, actions and events to expand vocabulary
- Praise children’s attempts to say or use new words
- Do your thinking out loud, “I wonder what that person is looking at.”
- Use descriptive language to talk about events or objects
- Ask open-ended questions that need more than a one-word response
- Model appropriate grammar
- Ask children to describe a painting or what they did on the playground
**LLT1b: Expressive Language:** Children will use words and gestures to express their thoughts, feelings and needs to others.

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<tr>
<td>1bYP-1</td>
<td>Use phrases and sentences of 4-5 words</td>
<td>1bOP-1 Combine 5-8 words together into sentences</td>
</tr>
<tr>
<td>1bYP-2</td>
<td>Imitate songs and finger plays</td>
<td>1bOP-2 Engage in storytelling and pretend play, using oral language</td>
</tr>
<tr>
<td>1bYP-3</td>
<td>Respond to questions with detail</td>
<td>1bOP-3 Answer questions with detailed and more abstract words and ideas</td>
</tr>
<tr>
<td>1bYP-4</td>
<td>Use common form of verbs and plurals most of the time (saw, men, were)</td>
<td>1bOP-4 Use mostly grammatically complex sentence structures</td>
</tr>
<tr>
<td>1bYP-5</td>
<td>Have a vocabulary of about 500 words</td>
<td>1bOP-5 Have a vocabulary of over 1000 words</td>
</tr>
<tr>
<td>1bYP-6</td>
<td>Use questions to ask for things or gain information.</td>
<td>1bOP-6 Ask specific questions to understand and solve problems.</td>
</tr>
<tr>
<td>1bYP-7</td>
<td>Produce developmentally appropriate phonemes/ sounds in words using mostly clear speech</td>
<td>1bOP-7 Produce four to five word phrases using clear and understandable speech</td>
</tr>
</tbody>
</table>

**Sampling of children’s observable actions**
- Talk about activities at school or home
- Sing “Wheels on the Bus” using motions
- Tell an adult, “I can put on my own coat.”
- Say to a friend, “I’m using green.”
- Ask, “When is snack?”
- Tell an adult, “I’m drawing my bedroom. Here’s my bed and my chair.”
- Tell an adult, “I went to the doctor.”
- Point to the dinosaur in a book and say, “That’s a tyrannosaurus.”

**Sampling of professionals’ practices**
- Ask why and how questions
- Use, “I wonder…”
- Encourage children to talk with one another
- Ask children about their drawings or products
- Correctly restate mis-pronounced words
- Use interactive reading techniques to involve children in the story
- Introduce new sounds and words through songs, finger plays, and stories

- Describe activities, “I went to the park and played on the swings.”
- Enjoy playing rhyme games, “sat, pat, rat, mat”
- Describe in detail the play in the dramatic play area, “I am a police officer and I’m going to arrest the bad guys.”
- Respond to an adult’s question about favorite foods, “I like pizza with lots of cheese, but I don’t like mushrooms on it.”
- Tell an adult, “I have no idea!”
- Ask, “How did that sock end up under that chair?”
- Use varied adjectives to describe things, “That ball is humongous.”
- Restate children’s words or sentences using new, more advanced vocabulary
- Define new words that may be introduced in stories
- Use turn and talk to your partner during circle time, providing time for children to talk with one another about an idea
- Ask questions that encourage children to elaborate their answers
- Include informational texts that encourage children to find out more
## Figure E: Early English Language Development Performance Definitions – Expressive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

<table>
<thead>
<tr>
<th>HOME LANGUAGE</th>
<th>Level 5 Bridging</th>
<th>Level 3 Developing</th>
<th>Level 1 Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Criteria</strong></td>
<td><strong>Ages 2.5–3.5 (30–42 mos.)</strong></td>
<td><strong>Ages 3.5–4.5 (43–54 mos.)</strong></td>
<td><strong>Ages 2.5–3.5 (30–42 mos.)</strong></td>
</tr>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td>• Multiple phrases and some familiar 3+ word sentences</td>
<td>• Variety of original sentences of 3–5+ words</td>
<td>• Words and formulaic phrases</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>• Single ideas</td>
<td>• Approximations of related ideas</td>
<td>• One-word utterances to convey entire message or idea</td>
</tr>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td>• Emerging comprehensibility of familiar phrases and short sentences</td>
<td>• Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns</td>
<td>• Words and formulaic phrases</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>• General and a few specific vocabulary associated with familiar environments</td>
<td>• Specific and a few technical vocabulary associated with various environments</td>
<td>• Familiar words and expressions associated with daily routines</td>
</tr>
<tr>
<td><strong>Level 3 Developing</strong></td>
<td>• Phrases with a few familiar three-word sentences</td>
<td>• Short sentences with emerging comprehensibility</td>
<td>• Repetitive and formulaic phrases</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>• Approximations of single ideas</td>
<td>• Short repetitive language patterns used in familiar fingerplays, songs, and stories</td>
<td>• General vocabulary related to familiar environments</td>
</tr>
<tr>
<td><strong>Level 1 Entering</strong></td>
<td>• Familiar phrases with emerging comprehensibility</td>
<td>• General vocabulary associated with familiar environments; common expressions</td>
<td>• Repetitive phrases</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>• Short repetitive language patterns used in familiar fingerplays, songs, and stories</td>
<td>• General vocabulary associated with familiar environments</td>
<td>• Repetitive phrases</td>
</tr>
<tr>
<td><strong>Level 1 Entering</strong></td>
<td>• General vocabulary associated with familiar environments</td>
<td>• Specific and a few technical vocabulary associated with various environments</td>
<td>• Repetitive phrases</td>
</tr>
</tbody>
</table>

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas. 

...within sociocultural contexts for language use.
Figure F: Early English Language Development Performance Definitions – Expressive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

- **Level 5 Bridging**
  - **Linguistic Complexity**
  - **Language Usage**
    - Variety of short and expanded sentences of 4–6+ words
    - Related ideas
    - Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles)
    - Specific and some technical vocabulary associated with various environments and learning activities

- **Level 3 Developing**
  - **Linguistic Complexity**
  - **Language Usage**
    - Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences
    - Approximations of related ideas
    - Short and some expanded sentences with emerging comprehensibility
    - Multiple repetitive language patterns used in stories, songs, and learning activities
    - General and some specific vocabulary associated with familiar environments and learning activities

- **Level 1 Entering**
  - **Linguistic Complexity**
  - **Language Usage**
    - Words and longer formulaic phrases
    - One- to two-word utterances to convey entire message or idea
    - Words and expressions associated with daily routines and familiar stories
    - Repetitive and formulaic phrases
    - General vocabulary related to familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.
# LLT 1c: Social Rules of Language

Children will use, adapt and follow the rules of language.

<table>
<thead>
<tr>
<th>By 9-12 months, most INFANTS will</th>
<th>By 18-24 months, most YOUNG TODDLERS will</th>
<th>By 36 months (3 years), most OLDER TODDLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1cI-1</strong> Respond differently to different tones and voices</td>
<td><strong>1cYI-1</strong> Respond to others' communications with gestures, facial expressions and body movement</td>
<td><strong>1cOT-1</strong> Use pauses and prompts to maintain a conversation</td>
</tr>
<tr>
<td><strong>1cI-2</strong> Use eye contact to engage in joint attention</td>
<td><strong>1cYI-2</strong> Pay attention to a speaker by pausing physical activity or shifting gaze to speaker</td>
<td><strong>1cOT-2</strong> Listen and pay attention to speaker by using eye contact and by asking questions</td>
</tr>
<tr>
<td><strong>1cI-3</strong> Engage in vocal play turn-taking with others</td>
<td><strong>1cYI-3</strong> Initiate and engage in communications with others, either vocally or nonverbally</td>
<td><strong>1cOT-3</strong> Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns</td>
</tr>
</tbody>
</table>

### Sampling of Children's Observable Actions

- Repeat, “da-da” after adults say it
- Show attention by looking at adult when being spoken to
- Smile when laughter is expressed by others; show distress when there are loud sounds or voices
- Pause play to listen to an adult when called by name
- Wait to see if adult understands and repeats if needed
- Ask a two-word question, “Where’s dog?”
- Repeat the question “why” multiple times
- Ask and answer a question about “what”
- Look at an adult or peer while talking
- Stop and make eye contact when an adult says, “Look at me.”
- Chat with a peer, asking and responding to a question, “I made a dog, what did you make?”
- Say “please” and “thank you”
- Answer a question during circle time

### Sampling of Professionals’ Practices

- Talk to baby, describing what is being done or happening
- Make eye contact when speaking
- Say words or nonsense sounds and pause to see if they will be repeated
- Encourage children to talk with one another
- Provide words for children if they are unsure how to express themselves
- Demonstrate how to engage in turn-taking conversation
- Use eye contact when conversing
- Provide opportunities for children to engage in conversations with adults and peers
- Model the use of correct vocabulary and speech patterns
- Model polite responses, such as “please” and “thank you”
- Show interest in children’s conversations, asking questions and responding as appropriate
**LLT1c: Social Rules of Language:** Children will use, adapt and follow the rules of language.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL INDICATORS</th>
<th>SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS</th>
<th>SAMPLING OF PROFESSIONALS' PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By 48 months (4 years), most YOUNG PRESCHOOLERS will</strong></td>
<td>1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)</td>
<td>1cYP-1 Use socially acceptable communication rules (volume, tone, turn-taking)</td>
</tr>
<tr>
<td></td>
<td>1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)</td>
<td>1cYP-3 Engage in turn-taking conversation for at least 4 exchanges</td>
</tr>
<tr>
<td></td>
<td>1cYP-3 Engage in turn-taking conversation for at least 4 exchanges</td>
<td>1cYP-4 Know to use simpler language and tone with younger children</td>
</tr>
<tr>
<td></td>
<td><strong>By 60 months (5 years), most OLDER PRESCHOOLERS will</strong></td>
<td>1cOP-1 Listen and respond on topic with individuals and during group conversations</td>
</tr>
<tr>
<td></td>
<td>1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations</td>
<td>1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges</td>
</tr>
<tr>
<td></td>
<td>1cOP-4 Demonstrate conversational rules of language</td>
<td>1cOP-4 Take turns during conversation without interrupting</td>
</tr>
<tr>
<td></td>
<td>• Use an inside voice when appropriate</td>
<td>• Participate during a circle time discussion</td>
</tr>
<tr>
<td></td>
<td>• Walk up to a friend to ask a question instead of shouting across the room</td>
<td>• Answer questions about a story, “I think the bear is going to hide in the cave.”</td>
</tr>
<tr>
<td></td>
<td>• Hold a conversation with an adult, asking and responding to questions, “I have a new dog.” Her name is Spot. She’s black and white. She barks really loud.”</td>
<td>• Introduce self to a new friend, “Hi, my name is Sammy, what’s yours?”</td>
</tr>
<tr>
<td></td>
<td>• Talk to baby sister in a sing song voice, “You are such a big girl.”</td>
<td>• Participate in an elaborate dramatic play scenario with another, describing what they’re going to do</td>
</tr>
</tbody>
</table>

**Sampling of Professional's Practices:**
- Model the rules of turn-taking, listening, and responding
- Show children how to ask questions to get more information
- Model the use of quiet voices, eye contact, and one-on-one conversations

**Sampling of Children's Observable Actions:**
- Model the use of questions and responses to gain more information
- Show acceptance of different points of view
- Provide opportunities for children to share opinions and ideas with each other
- Set up dramatic play situations that encourage children to interact
- Model the use of questions and responses to gain more information
**LLT2a: Comprehension:** Children will demonstrate emerging understanding of both the written and spoken word.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL INDICATORS</th>
<th>By 9-12 months, most INFANTS will</th>
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</thead>
<tbody>
<tr>
<td>2aI-1</td>
<td>Attend to stories that have been read previously</td>
<td>2aYT-1 With prompting and support, make sounds that relate to pictures in books</td>
<td>2aOT-1 Answer simple questions about the story</td>
</tr>
<tr>
<td>2aI-2</td>
<td>Show interest in pictures in books</td>
<td>2aYT-2 Show preference for familiar stories</td>
<td>2aOT-2 Participate in shared reading experiences by asking questions and making comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2aYT-3 Point to pictures of objects or characters when asked</td>
<td>2aOT-3 Retell some events in a familiar story with modeling and assistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2aYT-4 Point to a picture and look to adult to label it</td>
<td>2aOT-4 Use words to describe or name pictures when reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2aOT-5 Recite simple phrases or words from a story</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2aOT-6 Attend when an adult describes a new word or concept</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**

- Look at pictures when adult names them
- Show anticipation when a familiar book is presented
- Repeat the sound, “beep beep”, as part of a story read aloud
- Point to a picture of a horse and say, “neigh”
- Point to the dog in a story when adult asks, “Where is the dog?”
- Look at adult and point to the picture of a chicken, waiting for a response
- Bring the same book to an adult to read 2 or 3 days in a row
- Listen to adult’s description of an idea or word and for clarification
- Answer, “Who is that?” with “It’s me!”
- Answer a question about a story, “What’s that cow doing?” “It’s jumping!”
- Remember that the caterpillar eats a lollipop in “The Very Hungry Caterpillar”
- Laugh at the dinosaur who is eating ice cream in a book
- Remember what’s coming on the next page

**SAMPLING OF PROFESSIONALS’ PRACTICES**

- Re-read books often, calling attention to familiar objects
- Talk about the pictures on each page, calling attention to characteristics that might be familiar, “Look at that baby’s nose. You have a nose.”
- Give time for child to look at each page, turning pages slowly
- Set the stage for the next page, “I wonder what we’ll see on the next page.”
- Keep reading time short and repeat it several times during the day
- Ask simple questions about what is being read
- Read books that talk about feelings or common objects or people
- Describe pictures or posters
- Read letters or words as you write them
- Read the same book often, pausing to ask what might happen next
- Use I wonder statements, “I wonder why the boy did that?”
- Point to pictures as you describe a new word or idea
- Pause during a repetitive verse and allow children to finish the sentence
- Create opportunities for children to act out parts of a story, prompting them with the sequence
### LLT2a: Comprehension

Children will demonstrate emerging understanding of both the written and spoken word.

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<tbody>
<tr>
<td>2aYP-1</td>
<td>Use pictures to predict content</td>
<td>2aOP-1 Identify characters and setting in a story</td>
</tr>
<tr>
<td>2aYP-2</td>
<td>Use storybook language, forms and conventions (once upon a time, that’s the end)</td>
<td>2aOP-2 Use title, pictures and prior knowledge to predict story content</td>
</tr>
<tr>
<td>2aYP-3</td>
<td>Retell or act out a familiar story with prompting</td>
<td>2aOP-3 Retell or act out a story in the correct sequence</td>
</tr>
<tr>
<td>2aYP-4</td>
<td>Share likes and dislikes about a book</td>
<td>2aOP-4 Make connections between stories and real-life experiences</td>
</tr>
<tr>
<td>2aYP-5</td>
<td>Listen to and discuss informational text and literature</td>
<td>2aOP-5 Answer questions about the characters and events in a story</td>
</tr>
<tr>
<td>2aYP-6</td>
<td>Relate to concept or new word</td>
<td>2aOP-6 Generalize idea to another situation</td>
</tr>
</tbody>
</table>

### SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS

- Tell another, “I like to eat ice cream too” after hearing about a character eating ice cream
- Talk about what might happen to a character who’s driving too fast, “He’s going to get a ticket.”
- Say, “I’m happy when that boy finds his teddy bear.”
- Act out a story in the dramatic play area
- Tell an adult, “I can ride my bike really fast just like Amir.”
- Pretend-read a book to a friend

### SAMPLING OF PROFESSIONALS’ PRACTICES

- During a second or third reading, seek reminders from children, “I forget what happens next.”
- Call attention to new words or vocabulary... “Huge, that’s another word for big.”
- Make your own book
- Ask what happens at the beginning, middle, end

- Introduce books before reading, “The author is..., the title is...”
- Ask children to predict what the story might be about by looking at the cover
- Stop in the middle of a story and ask, “Why do you think she did that?”
- Ask child to predict, “What do you think will happen next?”
- Talk about a story’s similarity to something in real life, “That girl was scared, what makes you scared?”
- Assign character roles to children and ask them to act them out as you read
**LLT2b: Phonological Awareness:** Children will begin to recognize and associate words with sounds in spoken language.

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<tbody>
<tr>
<td>2bI-1</td>
<td>Listen to simple nursery rhymes, chants and songs</td>
<td>2bYT-1 Participate in familiar nursery rhymes, chants and sounds</td>
<td>2bOT-1 Imitate sounds in nursery rhymes and songs</td>
</tr>
<tr>
<td>2bI-2</td>
<td>Experiment with sounds</td>
<td>2bYT-2 Play with different sounds, using them for different purposes</td>
<td>2bOT-2 Engage in word play with adults, such as using nonsense words or beginning rhymes</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS**

- Take turns making sounds and repeating them with others
- Coo and babble
- Listen to an adult who is singing
- Repeat fun sounds in a song, e-i-e-i-o
- Tell someone that a cow says “moooo”
- Repeat a word or sound after adult says it
- Recognize that some words start with the same sound, “ball and bike start with bbbb”
- Act out the motions to songs, “the wipers on the bus go swish, swish, swish”
- Identify that hat and rat sound the same
- Tell the last word in a familiar book when adult pauses, Silly Sally went to….. “town”

**SAMPLING OF PROFESSIONALS’ PRACTICES**

- Sing simple nursery rhymes and songs
- Repeat baby’s nonsense sounds back, wait for baby to repeat, do it again
- Change the beginning or ending of nonsense words as you say them, “goo, goo, goo, boo, boo, boo”
- Recite finger plays and nursery rhymes
- Change the beginning or ending sound of a word
- Read books with words that rhyme
- Encourage children to make animal sounds, “grrrr”
- Recite nursery rhymes
- Call attention to words that rhyme, “bat – cat”, they sound alike or rhyme”
- Clap the words while reciting a nursery rhyme
- Read rhyming books, calling attention to the words that rhyme
- Talk about the letters in a child’s name and the sounds they make
**LLT2b: Phonological Awareness:** Children will begin to recognize and associate words with sounds in spoken language.

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</tr>
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<tbody>
<tr>
<td>2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants</td>
<td>2bOP-1 Identify whether or not two words start or end with the same sound</td>
<td></td>
</tr>
<tr>
<td>2bYP-2 Decide whether or not words rhyme</td>
<td>2bOP-2 Produce rhyming words</td>
<td></td>
</tr>
<tr>
<td>2bYP-3 Substitute different beginning sounds in words</td>
<td>2bOP-3 Isolate and match the initial sounds in words with adult guidance</td>
<td></td>
</tr>
<tr>
<td>2bYP-4 Segment sentences into individual words with adult guidance</td>
<td>2bOP-4 Segment words into syllables</td>
<td></td>
</tr>
<tr>
<td>2bYP-5 Segment compound words with modeling and guidance</td>
<td>2bOP-5 Identify words as separate units in a sentence</td>
<td></td>
</tr>
<tr>
<td>2bOP-6 Blend sounds with adult guidance</td>
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<td></td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**
- Use a quiet voice for a whisper part of a song
- Tell an adult that “up” and “cup” rhyme, but “up” and “down” do not
- Clap out the words in a song or sentence, with adult help
- Identify the parts of compound words, “hot—dog”, “play—ground”

**SAMPLING OF PROFESSIONALS’ PRACTICES**
- Call attention to words that rhyme
- Call attention to the starting sounds of words and how 2 words may start with the same sound
- Clap the beats for syllables in words, “straw-ber-ry”
- Clap out syllables of a word and count them as you do so
- Call attention to words that start with the same sound as the child’s name
- Describe the sound that letters make, “b...b...B”

- Respond to an adult’s question, “Do dog and doll start with the same sound?”
- Produce a series of rhyming words, “ball”, “tall”, “call”, “fall”, “hall”
- Clap out the syllables of a word with adult guidance
- Identify the beginning and ending sound in words
- Find or point to objects that start with a specified letter

**SAMPLING OF PRACTICES**
- Play “I Spy” something that starts with ...s”
- Break apart words – base-ball, pan-cake
- Ask children to finish the sentence with a rhyme or change the rhyme
- Identify words that end with the same sound
- Play matching games where children match picture and beginning sound
- Make rhyming word lists
- Show how to segment a word into different sounds, p-a-t
**LLT2c: Alphabet Knowledge:** Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

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<tr>
<th>By 9-12 months, most INFANTS will</th>
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<tr>
<td><strong>DEVELOPMENTAL INDICATORS</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.</em></td>
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<td></td>
</tr>
</tbody>
</table>

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<tr>
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<th><strong>SAMPLING OF PROFESSIONALS’ PRACTICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the first letter of name on a sign or in a book</td>
<td>• Point to and name letters as you read books, signs, other printed material</td>
</tr>
<tr>
<td>• Notice that a friend’s name starts with the same letter</td>
<td>• Spell out the letters in children’s names as you write them on their papers or read them on printed material</td>
</tr>
<tr>
<td>• Point out the golden arches as McDonald’s or the brown truck as a UPS vehicle</td>
<td>• Label items around the room</td>
</tr>
<tr>
<td>• Sing the alphabet song with most of the letters in the correct order</td>
<td>• Label items that belong to children</td>
</tr>
</tbody>
</table>
**LLT2c: Alphabet Knowledge:** Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

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<tbody>
<tr>
<td>2cYP-1</td>
<td>Identify some alphabet letter names, especially those in name</td>
<td>2cOP-1 Recognize about half of the upper and lower case letters of the alphabet</td>
</tr>
<tr>
<td>2cYP-2</td>
<td>Point out own name in print</td>
<td>2cOP-2 Associate some letters of the alphabet with their specific sounds</td>
</tr>
<tr>
<td>2cYP-3</td>
<td>Recognize words that start with the same letter as name or familiar word</td>
<td>2cOP-3 Identify words that start with the same letter as their name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2cOP-4 Visually discriminate letter shapes and formations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2cOP-5 Sort letters and find words that contain specified letters</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**

- Identify the letters, E-L-E-N-A when reading name
- Say, “I see an M – that’s the same as in my name.”
- Point to name on the helper chart
- Tell an adult, “There are 2 Ts on that sign.”
- Differentiate between “A” and “a” when reading name
- Find the letter B after hearing the b.b.b sound
- Tell an adult, “Cat...that starts with the same letter as my name.”
- Pick out all of the As from a group of letters on the table
- Distinguish between b and d
- Find all of the Cs in a sentence or sign
- Point to and name most of the letters on a posted alphabet chart

**SAMPLING OF PROFESSIONALS’ PRACTICES**

- Provide foam or wooden alphabet letters for sorting
- Talk about the similarities of letter forms
- Label objects around the room
- Point out the titles of books and authors before reading
- Follow along with your hand and announce letters as you write on a message board
- Point to the letters as you sing the alphabet song
- Provide visual games and cues to help children distinguish the difference in letter shapes
- Play lotto or bingo games with the alphabet
- Post the alphabet in the writing area
- Create word cards with commonly used words
- Create sign-in charts or opportunities for children to write name
- Play “find that letter” games with printed material
**LLT2d: Print Awareness and Book Handling:** Child will construct meaning from and appreciation of print.

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<th>By 9-12 months, most INFANTS will</th>
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<tbody>
<tr>
<td><strong>2dI-1</strong> Show interest in books by touching, mouthing</td>
<td><strong>2dYT-1</strong> Select and ask for adult to read books</td>
<td><strong>2dT-1</strong> Select familiar books to begin to self-read</td>
</tr>
<tr>
<td><strong>2dI-2</strong> Attend to shared book reading</td>
<td><strong>2dYT-2</strong> Touch or identify pictures in books when asked</td>
<td><strong>2dT-2</strong> With help, discriminate words from pictures on a page</td>
</tr>
<tr>
<td><strong>2dI-3</strong> Imitate adults’ reading by pointing to pictures and trying to turn pages</td>
<td><strong>2dYT-3</strong> Hold book and turn pages with adult assistance</td>
<td><strong>2dT-3</strong> Hold book with two hands and turns pages</td>
</tr>
<tr>
<td><strong>2dOT-4</strong> Recognize familiar environmental print</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample of children’s observable actions:**
- Hold book and try to turn pages
- Sit on adult’s lap and look at pictures in a book
- Seek out a book to read from the toy shelf
- Take a book to an adult to read
- Choose familiar and favorite books to read multiple times
- Point to the object or character in a book when asked
- Point to a picture in a book and pause for adult to name it
- Turn pages, sometimes 2-3 at a time, and flip back and forth
- Select a favorite book and begin to self-read familiar passages
- Read to a doll or stuffed animal
- Repeat common phrases in a book or finish the sentence or rhyme
- Hold book with confidence and skill
- Identify a common logo (like McDonald’s) when driving or walking past
- Provide hardback, washable and cloth books in different areas around the room or house
- Encourage child to turn pages
- Name objects or characters in books while pointing to them
- Read favorite books repeatedly times upon request
- Point to the words and the pictures as you read
- Invite child to hold book and turn the pages while you read together
- Talk about the correct way to hold and treat a book
- Label objects and areas around the room
- Point out the letters and words on pages as you read
- Talk about the different parts of a book
- Pause to allow child to finish a phrase or rhyme in a book, “chicka chicka boom....
- Read the words on buildings or vehicles as you go past; identify common logos or signs
## LLT 2: EMERGENT READING

### LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

<table>
<thead>
<tr>
<th>2dYP-1</th>
<th>Attend to different kinds of book genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>2dYP-2</td>
<td>Recognize that print represents written words and has meaning</td>
</tr>
<tr>
<td>2dYP-3</td>
<td>Hold book right side up and turn pages from right to left</td>
</tr>
<tr>
<td>2dYP-4</td>
<td>Show awareness of the function of environmental print</td>
</tr>
<tr>
<td>2dYP-5</td>
<td>Know where to begin reading a story; point to title</td>
</tr>
</tbody>
</table>

**By 48 months (4 years), most YOUNG PRESCHOOLERS will**

### By 60 months (5 years), most OLDER PRESCHOOLERS will

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<thead>
<tr>
<th>2dOP-1</th>
<th>Select different kinds of literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>2dOP-2</td>
<td>Show beginning understanding of word and sentence structure</td>
</tr>
<tr>
<td>2dOP-3</td>
<td>Hold book correctly and read from beginning to end</td>
</tr>
<tr>
<td>2dOP-4</td>
<td>Read some environmental print</td>
</tr>
<tr>
<td>2dOP-5</td>
<td>Track words from left to right, top to bottom, page to page</td>
</tr>
<tr>
<td>2dOP-6</td>
<td>Know that books have titles, authors and illustrators</td>
</tr>
</tbody>
</table>

**Sampling of Children’s Observable Actions**

- Tell the adult, “I will read to you.”
- Ask, “What does this say?”
- Pretend to read maps in the block area to find a way home or a cook book in the housekeeping area to make dinner
- Point to and read, together with adult, the title of a story
- Recognize that the book is upside down
- Read others’ names or familiar signs

- Ask, “Who is the author or illustrator?”
- Seek out a book on dinosaurs to find out which one was the largest
- Identify the name of a store from looking at the logo on a shopping bag
- Recognize the superhero logo or name on a Tshirt
- Read along with an adult during morning message
- Turn pages with skill
- State, “the end” when reaching the end of a story

**Sampling of Professionals’ Practices**

- Encourage the child to read the pages of a familiar book to you
- Provide different types of print in different play areas
- Talk about the different parts of a book; using vocabulary like the author, cover, introduction
- Post meaningful print around the room
- Read different genres of books to children

- Make class books about events and display them around the room
- Post a word wall with familiar words for children to read
- Use a “morning message” time that captures important information to share
- Offer different genres of literature, including poetry, informational text, fiction
LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

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<tbody>
<tr>
<td>3I-1</td>
<td>Grasp and manipulate object when placed in hand</td>
<td>3YT-1 Use full hand grasp (palmar grasp) to hold crayon</td>
<td>30T-1 Begin to grasp writing tool with thumb and fingers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3YT-2 Make random scribbles on paper</td>
<td>30T-2 Scribble with intent to represent something observed and/or convey a message</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30T-3 Make repeated marks on paper to represent lines and circles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30T-4 Show interest in writing for a purpose</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**
- Hold spoon with fist grasp
- Reach for and hold a crayon
- Make mark on paper with crayon
- Show interest in coloring for a short period of time
- Use a clothespin to pick up cotton balls
- Scribble with finger paint
- Make markings or stamps on paper with bingo markers
- Tell another what a scribbled picture represents
- Use crayon or pencil to make markings that are meant to represent letters
- Ask an adult, "What are you writing?"
- Practice “writing” in sand or water

**SAMPLING OF PROFESSIONALS’ PRACTICES**
- Give baby opportunities to grasp tools
- Provide different writing or drawing tools such as chunky crayons or washable markers
- Offer washable stampers and bingo markers
- Praise children's attempts using descriptive language, "You are working really hard to make marks on that paper."
- Add other materials that strengthen children's grip like clothespins and cotton or playdough
- Post children's attempts for them to view
- Model writing, describing your efforts, "I need to make my shopping list."
- Encourage children to draw or write at different times during the day
- Post alphabets where child can see and try to replicate
- Provide materials such as playdough to strengthen muscles needed for writing
- Demonstrate how children can "write" in sand or water
- Ask children, "Tell me what you’re writing." or "Let's write a note to Dad about your day."
### LLT3: Emergent Writing

**Communication | LANGUAGE AND LITERACY (LLT)**

**SECTION**

**ALABAMA’S STANDARDS FOR EARLY LEARNING AND DEVELOPMENT**

**By 48 months (4 years), most OLD YOUNG PRESCHOOLERS will**

<table>
<thead>
<tr>
<th>3YP-1</th>
<th>Use a 3-finger grasp</th>
</tr>
</thead>
<tbody>
<tr>
<td>3YP-1</td>
<td>Create letter-like symbols to represent a word or idea</td>
</tr>
<tr>
<td>3YP-1</td>
<td>Write some letters</td>
</tr>
<tr>
<td>3YP-1</td>
<td>Experiment with a variety of writing tools and materials</td>
</tr>
</tbody>
</table>

**By 60 months (5 years), most OLD OLDER PRESCHOOLERS will**

<table>
<thead>
<tr>
<th>3OP-1</th>
<th>Use a dominant hand for writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3OP-2</td>
<td>Use writing for a variety of purposes</td>
</tr>
<tr>
<td>3OP-3</td>
<td>Write some letters of the alphabet, including name</td>
</tr>
<tr>
<td>3OP-4</td>
<td>Begin to use inventive spelling using a letter to represent a word</td>
</tr>
</tbody>
</table>

**Sampling of Children’s Observable Actions**

- Print letters in name
- Finger paint shapes, lines and letters
- Sign in using some letters in name or markings
- Pretend to write a shopping list while playing in the dramatic play area
- Use different types of writing tools
- Dictate a description of a picture for an adult to write
- Pretend to write a letter to a family member
- Practice making letters or words on a laptop

**Sampling of Professionals’ Practices**

- Put writing tools and materials such as tablets to make lists or sales checks in dramatic play area
- Set up a writing area with paper and different types of writing implements such as pencils, crayons, markers or chalk
- Display alphabet and common words for children to replicate
- Model writing throughout the day
- Make available computers or tablets for children to practice
- Ask children, “What should we write about?”

- Draw a picture and “write” a description underneath
- Make letters out of play dough
- Ask, “Can you show me how to write dog?”
- Write name on drawings or dictation
- Use a journal to “write” down thoughts and ideas, even if they are scribble or pictures
- Use a laptop to make words or to write “stories”

- Provide journals for children to record their ideas
- Put common word cards in the writing area for children to replicate
- Encourage child to practice name-writing
- Write name on top of a paper and encourage child to copy underneath
- Invite child to sound out write the letters that make up a word, even if they are not accurate
- Encourage children to practice typing letters or words on a computer or tablet
Adaptations and Accommodations for Children with Unique Needs

**Environment**
- Provide at least 2-3 books at each learning center that support the activity at that center.
- Use visual, tactile and sign language alphabets when creating materials for posting or labeling.
- Make name symbols that may be a combination of a picture or photo, letters or Braille.
- Use name and photo cards to help children recognize and identify their name in print.
- Offer different surfaces for writing such as slanted and/or vertical surfaces like easels.
- Provide opportunities for children to explore writing in a variety of materials, such as sand, corn meal, shaving cream and paint.

**Daily Schedule and Routines**
- Use peers as language models.
- Encourage and welcome support personnel such as speech therapists to model instructional strategies and problem solving.
- Provide physical guidance and support for children having difficulty with communication.
- Stagger story times with small numbers of children in each group.
- Teach children a few basic words in sign language to use with familiar songs and phrases.
- Read aloud at least two books everyday.
- Pair DLL children with buddies to guide their adherence to the daily schedule.

**Materials**
- Provide puppets/pictures as props when using finger plays and songs.
- Offer a wide variety of tools to develop fine motor and handwriting skills such as large pencils, large crayons, large brushes, markers, finger paints, chalk, etc.
- Make books from photo albums or modify books with tabs for easy handling and page turning.
- Include books with texture or Braille, audio books, or popup pictures.
- Use pictures, signs, and symbols that occur naturally in children's environments as visual cues.

**Instruction and Activities**
- Use simple commands with as few words as possible.
- Repeat instructions or directions frequently.
- Speak clearly to children and model good speech.
- Directly give children facts, verbal labels, and other information.
- Offer higher level books and activities for advanced learners.
- Pair children for reading activities.
- Use vocabulary and phrases in children's native languages to introduce new ideas.
- Place squirmy children near an adult for reading times.

The joy of reading begins with babies who learn to associate the joy of snuggling and listening to soothing voices with the fun of reading. As they mature, they listen more closely to sounds and words and look at the pictures more intently. Toddlers show interest in turning pages and pointing to pictures or repeating words. When adults ask questions and talk about the pictures or ideas of a story, toddlers build vocabulary and acquire information about book handling skills. Preschoolers, who participate in shared reading experiences, enjoy the same benefits of relationship-building as they learn about the world around them and stimulate their imaginations, build vocabulary and reading skills.
A Sampling of Foundational Practices

Environment and Materials

- Stock library area with books of different types, nonfiction, poetry, fiction, and rotate them regularly.
- Display print through labeled areas, signs, helper charts, schedules,
- Include print materials in different learning areas, such as cookbooks in the housekeeping area or maps in the block area,
- Create a writing area with different types of paper and writing tools, envelopes and a mailbox.
- Include magnetic letters, letter stamps, letter blocks for experimentation, alphabet charts, letter or shape stencils.
- Add clipboards, chalkboards, blank books for journal writing.
- Display flannel boards and flannel pieces for story-telling.

Instruction

- Model language by talking with children, describing their actions and experiences.
- Use or introduce new words to describe the same object, such as big, huge, enormous, large.
- Introduce children to terms like author, illustrator, title, cover and book conventions: reading from right to left and top to bottom.
- Repeat readings of the same book.
- Talk about print with children, “This word has a B. That’s the same letter in Bill’s name”.
- Play rhyming games.
- Use a child sign-in process for preschoolers.

Children’s Books

- The Word Collector by Peter H. Reynolds
- Big Words for Little People by Jamie Lee Curtis
- Chicka Chicka Boom Boom By Bill Martin, Jr.
- Sheep in a Jeep By Nancy E. Shaw
- In The Tall, Tall Grass By Denise Fleming
- Silly Sally by Audrey Wood
- Jump Frog Jump by Robert Kaplan
- We’re Going on a Bear Hunt by Michael Rosen
- The Grouchy Ladybug by Eric Carle
- Mr. Brown Can Moo! Can You? Dr. Seuss
- No, David! David Shannon
- The Click, Clack, Moo: Cows That Type by Doreen Cronin
- Alphabet City by Steven T Johnson
- Dear Tyrannosaurus Rex by Lisa McClatchy
- What’s the Big Idea, Molly? by Valeri Gorbachev
- Look by Jeff Mack

Adult Resources

- Developing Early Literacy: A Report by the National Early Literacy Panel
- What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction

Family Engagement

- Invite family members to be volunteer readers, asking them to select and read a favorite story.
- Start a monthly Family Book Club where families come together to read and listen to books and complete related activities.
- Create take home bags that include a book and suggested follow-up activities.
- Send home poems, finger plays or rhyme games that have been used in your early learning program.
Creative Art experiences encompass visual arts, music, movement and dance, and drama. They provide children with opportunities to express themselves through the exploration of materials, movement, emotions, and acting (Dodge, 2010; Copple & Bredekamp, 2009; Mraz et al., 2016). Creative art experiences encourage children to use their imaginations as they try out new ideas, solve problems, and learn about feelings and emotions. When children actively engage in creative arts, they are building skills across all developmental domains such as: physical, social and emotional, language and literacy. Providing space, materials, and interactions that promote the development of children’s creativity and individuality are critical factors to consider when planning creative art experiences that support the development of the whole child.

Did you know?

Process-oriented experiences promote creativity, strengthen children's interests and extend their learning.

Process art refers to a “journey” that children take as they create pictures, dance or act out a story. Instead of focusing on the end product, children use their own ideas and feelings to create. There are no right or wrong ways to complete a task and every child’s creation looks different. These open-ended experiences focus on discovery and the exploration of techniques and materials instead of the final outcome. Invite children to dance in response to the way music makes them feel. Suggest they create drawings or representations of objects or persons with different types of supplies including crayons, tissue paper and glue, or varied paper types and textures. Talk about their products; why they chose specific materials or why they moved in a specific way.
### CRA1: Visual Arts

Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

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<thead>
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<th>DEVELOPMENTAL INDICATORS</th>
<th>By 9-12 months, most INFANTS will</th>
<th>By 18-24 months, most YOUNG TODDLERS will</th>
<th>By 36 months (3 years), most OLDER TODDLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I-1</strong> Show interest in visual stimuli</td>
<td><strong>YT-1</strong> Explore art materials</td>
<td><strong>OT-1</strong> Use a variety of different types of visual art materials</td>
<td></td>
</tr>
<tr>
<td><strong>I-2</strong> Attend to bright and contrasting colors</td>
<td><strong>YT-2</strong> Respond to visual arts such as photos in books and communicate preferences</td>
<td><strong>OT-2</strong> Demonstrate preference for favorite colors</td>
<td></td>
</tr>
<tr>
<td><strong>I-3</strong> Hold, touch and experience different textures</td>
<td><strong>YT-3</strong> Explore the differences in art materials, textures, and processes</td>
<td><strong>OT-3</strong> Use different types of materials and tools to mold and create products</td>
<td></td>
</tr>
<tr>
<td><strong>I-4</strong> Use fingers, hands and mouth to explore mediums</td>
<td><strong>YT-4</strong> Make marks with crayons, markers, and paints</td>
<td><strong>OT-4</strong> Describe shapes or marks as a product or idea</td>
<td></td>
</tr>
</tbody>
</table>

#### SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS

- Gaze at mobile, picture or photo
- Look up to ceiling to watch a ceiling fan go around
- Attend to bright colors or shapes
- Initiate touch of a book with texture inserts
- Rub fingers or hands over different textures
- Explore applesauce or pudding on high chair tray by moving it with fingers

#### SAMPLING OF PROFESSIONALS’ PRACTICES

- Provide pictures and photos in locations where baby can view them
- Describe pictures and photos as you hold child up to them to view
- Talk with children about the feel of different textures, “This blanket feels so soft.”
- Put a small amount of applesauce or non-toxic paint on the high chair tray for baby to touch and move fingers through it
- Provide crayons or paints for use with adult supervision
- Post pictures and paintings and talk about them, describing the colors and shapes
- Make or provide texture books with different fabrics such as cotton, corduroy, cardboard, foil, sandpaper
- Provide non-toxic or edible play dough for pounding or rolling
- Call attention to the artwork in books
- Ask to use crayons or paint
- Show enjoyment when finger painting with snow or paint
- Participate in art activities as part of the daily routine
- Tell another, “I want the red chair or the red carpet square.”
- Make balls or snakes with play dough
- Name the objects or characters, “I made a dog.” or “That’s me.”
- Look at two different paintings and choose a favorite
- Make available different types of non-toxic drawing materials, crayons, washable markers or finger paint
- Provide play dough and tools for children to roll, pound and mold
- Describe the characteristics of pictures and photos in books
- Ask child to, “Tell me about your picture.”
- Honor children’s preferences for color, “You painted everything red!”
- Ask children to explain what they like about certain photos or pictures
CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

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<tr>
<th>DEVELOPMENTAL INDICATORS</th>
<th>By 48 months (4 years), most YOUNG PRESCHOOLERS will</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1YP-1</td>
<td>Use a variety of different types of art materials to create an end product</td>
<td>10P-1 Use a variety of art materials to represent an idea, feeling, or object</td>
</tr>
<tr>
<td>1YP-2</td>
<td>Explore the favorite color through art representation</td>
<td>10P-2 Explore variations of the same color and other colors</td>
</tr>
<tr>
<td>1YP-3</td>
<td>Describe general features of artwork: color, shape, texture, lines</td>
<td>10P-3 Create an end product that integrates color, shape, texture and lines</td>
</tr>
<tr>
<td>1YP-4</td>
<td>Create art that expresses individual creativity</td>
<td>10P-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge</td>
</tr>
<tr>
<td>1YP-5</td>
<td>Discuss own artistic creations</td>
<td>10P-5 Discuss own artistic creations and those of others</td>
</tr>
<tr>
<td>1YP-6</td>
<td>Comment on another’s artwork when asked a specific question about the work</td>
<td>10P-6 Show appreciation for different art forms and the creative work of others</td>
</tr>
</tbody>
</table>

**Sampling of Children’s Observable Actions**

- Combine pipe cleaners and play dough to make a figure
- Create a collage incorporating different types of materials
- Experiment with different types of sculpting or drawing tools
- Make intentional designs within paintings and drawings
- Explain or describe a drawing in detail, “This is my Mom and she’s holding a flower.”
- Look at a friend’s drawing and say, “I like your picture.”

**Sampling of Professionals’ Practices**

- Offer readily available diverse, open-ended materials for children to put together into unique constructions
- Talk about children’s creations, asking them to describe what they’ve made
- Model the way you comment about others’ creations, “Look at all the red circles you made.”
- Display children’s artwork at their eye level
- Encourage children to make a creation to represent an activity or feeling
- Write a description of the child’s artwork on the creation
- Include observational drawings in your routines or opportunities for children to observe, then draw objects or events they see
- Display different types of art such as painting, photographs, sculptures throughout the facility
- Ask open-ended questions to prompt children to think about their creations and give descriptions of their ideas and perspectives
- Talk about art techniques in illustrations or photographs during read-aloud experiences,
- Encourage peer-to-peer and small group discussions of children’s creations and visual art materials
CRA2: **Music:** Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL INDICATORS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2I-1</td>
<td>Imitate adult sounds by babbling or making other vocalizations</td>
<td>2YT-1 Imitate sounds and movements to favorite songs or music</td>
<td>2OT-1 Use sounds/words or their bodies to imitate sounds, beat or rhythm</td>
</tr>
<tr>
<td>2I-2</td>
<td>Make sounds with toys or objects, creating instruments</td>
<td>2YT-2 Use musical toys to intentionally produce sounds or music</td>
<td>2OT-2 Use rhythm instruments to experiment with rhythm and sound</td>
</tr>
<tr>
<td>2I-3</td>
<td>Show interest and respond to different songs and chants</td>
<td>2YT-3 Recognize and associate a particular song or sound with a particular meaning</td>
<td>2OT-3 Participate in simple songs and fingerplays</td>
</tr>
<tr>
<td></td>
<td>Repeat sounds while listening to a song</td>
<td>Repeat the “e-i-e-i-o” sounds while listening to Old McDonald</td>
<td>Sing along to finger plays, using simple hand movements</td>
</tr>
<tr>
<td></td>
<td>Bang blocks together or shake a rattle to make sounds</td>
<td>Push the button or switch on a musical toy to hear the sound it makes</td>
<td>Sway to the sound of quiet music</td>
</tr>
<tr>
<td></td>
<td>Gaze attentively at adult while listening to a simple fingerplay</td>
<td>Begin to clean-up when the adult sings the clean-up song</td>
<td>Participate in a parade with musical instruments</td>
</tr>
<tr>
<td></td>
<td>Delight in and repeat new sounds such as lip smacking or squeals</td>
<td>Put head down when a lullaby song is played</td>
<td>Dance or move body to music</td>
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<tr>
<td></td>
<td>Play different types of music</td>
<td>Change volume of sounds, singing or talking louder or softer</td>
<td>Use a drum or triangle to represent a sound in a book</td>
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<tr>
<td></td>
<td>Hold baby and sway or dance to music</td>
<td></td>
<td>Tap a drum, then tap a box to hear the differences in sounds</td>
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<tr>
<td></td>
<td>Sing or recite finger plays during routines like diaper changing</td>
<td></td>
<td>Hum a tune</td>
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<tr>
<td></td>
<td>Make different sounds, wait for child to repeat, then repeat again</td>
<td></td>
<td>Ask an adult, “Can we sing Twinkle, Twinkle?”</td>
</tr>
<tr>
<td></td>
<td>Provide simple musical instruments such as a drum or rattle</td>
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<td></td>
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<tr>
<td></td>
<td>Demonstrate how to bang 2 blocks or objects together to make sound, then wait for baby to try</td>
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<td></td>
<td>Sing rhyming songs and pause so children can add the last word</td>
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<td></td>
<td>Sing songs together that change volume or speed</td>
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<td></td>
<td>Announce routines or transitions with song or music</td>
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<tr>
<td></td>
<td>Provide musical instruments to play</td>
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<tr>
<td></td>
<td>Sing songs or finger plays that have to do with different events</td>
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<td></td>
<td>Send home the words to favorite songs so families can sing them at home too</td>
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<tr>
<td></td>
<td>Include singing and music in your everyday routine</td>
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<tr>
<td></td>
<td>Change wording in, “Where is mommy?” or “Where is my crayon?” (instead of Thumbkin)</td>
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<td></td>
<td>Encourage children to move to instrumental music to the sound</td>
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<td></td>
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<tr>
<td></td>
<td>Provide scarves or rhythm sticks to move or play along to music</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Honor children’s requests for favorite songs or give them choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invite children to draw to the rhythm of music</td>
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</tr>
</tbody>
</table>
CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

<table>
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<th>DEVELOPMENTAL INDICATORS</th>
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</thead>
<tbody>
<tr>
<td><strong>2YP-1</strong></td>
<td>Listen to different types of music (jazz, classical, country lullaby, etc.)</td>
<td><strong>2OP-1</strong> Describe differences in music types</td>
</tr>
<tr>
<td><strong>2YP-2</strong></td>
<td>Identify musical instruments by sight and sound</td>
<td><strong>2OP-2</strong> Use musical instruments to make or replicate sounds and sounds</td>
</tr>
<tr>
<td><strong>2YP-3</strong></td>
<td>Repeat a short melody</td>
<td><strong>2OP-3</strong> Create and sing nonsense rhymes and songs</td>
</tr>
<tr>
<td><strong>2YP-4</strong></td>
<td>Identify changes in tempo or tone when listening to music</td>
<td><strong>2OP-4</strong> Replicate changes in tempo</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**
- Manipulate and experiment with instruments to match beat or rhythm
- Participate in musical games like Hokey Pokey or If You’re Happy and You Know It
- Make different sounds with voice, practicing high and low, loud and soft
- Request favorite songs
- Repeat a rhythm after adult models; adult claps 3 times and pauses; children clap 3 times
- Listen to a new song and repeat part of it
- Move body in time to different kinds of music

**SAMPLING OF PROFESSIONALS’ PRACTICES**
- Introduce children to varied songs and forms of music during routines and activities
- Include diverse musical instruments
- Ask children to use instruments or objects to represent sounds or words, such as clap hands whenever they hear the word, “jump”
- Involve children in action songs that encourage different movements
- Play rhythm games for transitions or wait times
- Demonstrate dances and songs from different cultures

- Provide opportunities for children to create their own instruments
- Invite musicians and community partners to introduce children to a diversified variety of genres, instruments, and musicians
- Incorporate songs and lullabies from various cultures
- Use rhythm sticks or clapping to parse out syllables of words
- Sing silly songs or rhyming songs that children can finish or modify
- Add scarves, ribbons, bean bags or rhythm sticks to music

By 9-12 months, most infants will make sounds with toys or objects, creating vocalizations or babbling or making other intentional sounds. Parents and caregivers can imitate adult sounds by tapping a drum or triangle to represent sounds or words, such as clap hands whenever they hear the word, “jump.” By 18-24 months, most young preschoolers will use musical toys to experiment with rhythm; ask children to use instruments or objects to represent sounds or words, such as clap hands whenever they hear the word, “jump.” By 36 months (3 years), most older preschoolers will demonstrate an interest in various genres of music; they will provide opportunities for children to create their own instruments.
CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

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<tbody>
<tr>
<td>CRA3: Movement and Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3I-1 Respond to music by moving body</td>
<td>3YT-1 Spontaneously move body in response to music or sounds</td>
<td>3OT-1 Move body in different ways to different music and sounds</td>
<td></td>
</tr>
<tr>
<td>3I-2 Indicate enjoyment of music through body movements</td>
<td>3YT-2 Respond in creative ways when hearing music</td>
<td>30T-2 Move and dance to favorite songs and music</td>
<td></td>
</tr>
<tr>
<td>3YT-3 Attempt to move body according to instructions in a song</td>
<td>30T-3 Follow simple movement directions while listening to music</td>
<td>30T-4 Explore different ways to move with or without music</td>
<td></td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**

- Move body back and forth when hearing music
- Watch others move to music
- Bounce when listening to an action song
- Sway back and forth to a lullaby
- Bounce or shake body when listening to an action song
- Intentionally fall down during Ring Around the Rosy
- Attempt to follow movements in Teddy Bear, Teddy Bear Turn Around
- Spontaneously move and dance around when music is played
- Move body in different ways
- Move quickly to a fast-paced song and attempt to move slowly during a slow song
- Ask an adult to play or dance to a favorite song
- Clap or show pleasure when dance music is played
- Raise hands high and then lower hands when asked as part of a song
- Participate in Head Shoulders Knees and Toes, but may be inaccurate in movements

**SAMPLING OF PROFESSIONALS’ PRACTICES**

- Gently move baby’s body parts to different types of music
- Notice baby’s movements in response to music, “You are bouncing to that song.”
- Dance or sway while holding baby
- Identify children’s movements as they make them, “You are swaying gently to that sweet song.”
- Play different types of music and model how to dance or move in response
- Use music and movement to announce transition times
- Introduce children to simple movement games such as Row Row Row Your Boat or Shake Your Sillies Out
- Tell children to move like a tiger or fly like an airplane to the snack table
- Introduce children to movement songs like The Freeze or Dinosaur Stomp
- Give children feathers to move as they listen to music
- Describe and model children’s movements as they move to music, “Now we are raising our hands high, now we put them down low.”
**CRA3: Movement and Dance:** Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

<table>
<thead>
<tr>
<th>By 48 months (4 years), most YOUNG PRESCHOOLERS will</th>
<th>By 60 months (5 years), most OLDER PRESCHOOLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3YP-1</strong> Move body to match different types of tempos and rhythms</td>
<td><strong>3OP-1</strong> Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.</td>
</tr>
<tr>
<td><strong>3YP-2</strong> Express feelings through dance or movement</td>
<td><strong>3OP-2</strong> Use creative movement to express concepts or ideas</td>
</tr>
<tr>
<td><strong>3YP-3</strong> Participate in guided movement games or songs</td>
<td><strong>3OP-3</strong> Follow choreographed movement sequences</td>
</tr>
<tr>
<td><strong>3YP-4</strong> Make up simple dances or movement sequences</td>
<td><strong>3OP-4</strong> Translate ideas into movement</td>
</tr>
<tr>
<td><strong>3YP-5</strong> Indicate preferences for certain kinds of movement songs or music</td>
<td><strong>3OP-5</strong> Watch with enjoyment when others dance or move creatively</td>
</tr>
<tr>
<td><strong>3OP-6</strong> Attempt or participate in dances from around the world</td>
<td></td>
</tr>
</tbody>
</table>

**Sampling of Children's Observables Actions**

- Move scarves or body to reflect the tone or tempo of music
- Jump or move actively during fast-paced music and change body movements when music slows
- Follow the movement directions in a song
- Move body in response to an adult's request "Move like a snake or fly like a bird."
- Request a specific movement or action song, "Can we listen to Baby Shark?"

**Sampling of Professionals’ Practices**

- Hop, jump, raise hands high or low, clap, etc in response to music
- Move to represent an idea from a story
- Move body to make the letters of the alphabet
- Repeat a teacher's demonstrated steps to master a dance or movement sequence
- Move body in different ways to respond to music, “This music sounds sad, can you move like the music sounds?”
- Play Hokey Pokey or Go in and Out the Window
- Tell another child, “You are a good dancer.”

- Ask children to close their eyes and move in response to what they’re hearing
- Organize relay races during outdoor play where children move like crabs or jump like bunnies to get from one place to another
- Play different types of music and ask children to respond through moving their bodies
- Play songs and music that direct children to perform in certain ways, “Shake My Sillies Out”
- Play games like musical chairs without directing anyone to be “out” if they don’t get a chair
### CRA4: Drama & Acting:

Children will demonstrate an emerging appreciation for the use of drama for self-expression.

<table>
<thead>
<tr>
<th>By 9-12 months, most INFANTS will</th>
<th>By 18-24 months, most YOUNG TODDLERS will</th>
<th>By 36 months (3 years), most OLDER TODDLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4I-1</strong></td>
<td><strong>4YT-1</strong> Experiment with voice inflections and sounds to indicate something else</td>
<td><strong>4OT-1</strong> Pretend to be a person or an animal through movement, language, and/or sounds</td>
</tr>
<tr>
<td>Imitate familiar actions, behaviors or sounds of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4YT-2</strong> Role play familiar events and routines, every day situations during play</td>
<td><strong>4OT-2</strong> Create dramatic play scenarios based on real-life experiences</td>
<td></td>
</tr>
<tr>
<td><strong>4YT-3</strong> Use hats, pocketbooks, clothes for dress-up and simple role playing</td>
<td><strong>4OT-3</strong> Use random objects to represent other object during play (e.g., block becomes a cell phone)</td>
<td></td>
</tr>
<tr>
<td><strong>4OT-4</strong> Participate in pretend play with other children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sampling of Children’s Observable Actions

- Watch an adult shake a spoon, then imitate
- Push a button on a toy to make it work
- Show interest in dolls or stuffed animals
- Pretend to feed self bottle or call someone on the phone
- Make animal sound when holding a stuffed animal
- Choose a special outfit or article of clothing from dress-ups to wear
- Walk around the room with adult shoes and hats
- Hold a doll or put doll to bed
- Rock a doll baby to sleep
- Tell teddy bear to drink his milk, holding a cup to his mouth
- Move like different animals such as slither like a snake, fly like a bird, etc.
- Begin to stir a pot next to a child who is cooking in the housekeeping area
- Use blocks or other materials to represent objects, “I made a car.”
- Put on dress-up clothes and state, “I’m the doctor.”

#### Sampling of Professionals’ Practices

- Provide dolls or stuffed animals for babies to hold
- Pretend to talk on the phone or eat or make exaggerated movements to demonstrate ideas
- Introduce finger plays
- Wear finger puppets and encourage baby to reach and feel them
- Use puppets to represent actions or ideas
- Use expression when reading stories, acting out movements or ideas within the story
- Provide simple dress up clothes like hats, purses and shoes
- Make animals sounds and movements and wait for child to repeat
- Provide dolls or stuffed animals for children to hold or use to act out
- Put real-life objects in the dramatic play area
- Provide play food, dishes, and pots and pans
- Add doll clothes and doll furniture for children to explore
- Sing songs that ask children to mimic or act out motions, “The itsy bitsy spider…”
- Ask children to move in certain ways when they’re moving from one place to another, “Hop like bunnies to the table.”
- Use puppets to tell a story
CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL INDICATORS</th>
<th>By 48 months (4 years), most YOUNG PRESCHOOLERS will</th>
<th>By 60 months (5 years), most OLDER PRESCHOOLERS will</th>
</tr>
</thead>
<tbody>
<tr>
<td>4YP-1</td>
<td>Create various facial expressions and voice inflections when in character</td>
<td>40P-1 Use various facial expressions and voice inflections when playing a character</td>
</tr>
<tr>
<td>4YP-2</td>
<td>Put together a set of pretend behaviors to represent an action or event</td>
<td>40P-1 Participate in dramatic play activities to express ideas and feelings</td>
</tr>
<tr>
<td>4YP-3</td>
<td>Use materials in creative and imaginative ways as part of dramatic play</td>
<td>40P-1 Initiate role-playing experiences and playing with props and costumes</td>
</tr>
<tr>
<td>4YP-4</td>
<td>Demonstrate an awareness of audience (e.g., ask others to watch performance)</td>
<td>40P-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry</td>
</tr>
</tbody>
</table>

**SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS**

- Tell other children, “You be the mommy and I’ll be the child and we’ll go to the store.”
- Act out movements within songs such as jump up like a jack in the box or roll over like the bear
- Use a scarf as a hat or a piece of fabric as a cape
- Use dolls or stuffed animals to act out scenarios
- Ask others if they want to play store
- Act out real life scenarios such as going through a drive-through, ordering food, paying, then receiving the food
- Tell an adult, “Watch me while I hop like a bunny.”
- Growl like a bear or chirp like a bird

**SAMPLING OF PROFESSIONALS’ PRACTICES**

- Rotate materials and equipment in the dramatic play area to encourage children’s creative play about different real life experiences
- Join in children’s play in the dramatic play area and ask questions to extend their thinking
- Model behaviors while joining in children’s pretend play, “Let’s wash our hands before we eat lunch.”
- Include objects and clothing from children’s cultures in the dress-up area
- Sing songs or tell stories that encourage children to pretend
- Add props to the block area, such as cars, people or signal lights and signs

- Encourage children to act out parts of stories while reading them, “I’ll huff and puff and blow your house in.”
- Use the dramatic play area to represent community businesses such as a hair salon, grocery store, veterinarian, pet shop
- Rotate materials in the block area to reflect construction that may be occurring nearby
- Ask children to identify their dramatic play area scenario and to research the types of materials to be included
- Ask children to help re-tell a story with expression and movement
- Create dress-up bags where children can use the materials inside to act out a scenario
## Adaptations and Accommodations for Children with Unique Needs

### Environment
- Provide a quiet space for children who choose not to participate in teacher-directed art experiences.
- Design the room to allow for children to move around freely during dance or movement experiences.
- Rotate materials to maintain interest.
- Modify music and movement activities for children with limited movement abilities.
- Play soft music from different cultures as children go about their day.

### Daily Schedule and Routines
- Make creative movement and dance a regular part of children's routines and transitions.
- Adjust the length of time for activities, allowing for children to continue the development of creative ideas or projects from day to day.
- Build in opportunities for non-verbal children to express feelings or ideas through art, song or music.
- Incorporate music, instruments, and dances from children's cultures.
- Create a calm sequence of activities by using music.

### Materials
- Provide a variety of art materials, such as paints, modeling materials, crayons, markers, chalk and pencils that encourage experimentation.
- Offer adapted materials (large crayons/brushes, adapted scissors, etc.).
- Include instruments that are physically easy to use (blocks, tambourines, etc.).
- Use a picture board, sign language, computer or other electronic device may help children express themselves.
- Provide instruments for limited fine motor and/or mobility, such as wrist bells.

### Instruction and Activities
- Focus on the creative process instead of product, praising all types of accomplishments.
- Use activities that relate to other things children are learning.
- Provide alternate movements for finger plays, dances, etc. to help physically challenged children move or dance.
- Be aware that some children may be sensitive to unfamiliar textures, sounds, smells, etc.
- Break dance or movement activities into small steps, modifying the sequence to accommodate differing abilities and interests.

Dramatic play offers children learning opportunities by acting out real life situations. It offers an outlet for children to explore their own feelings or ideas and naturally resolve potential conflicts with their peers. Rotate the props in your dramatic play area periodically to attract children's new and creative play. Have you put our materials for a taco stand or pizza shop? Have you included puppets or props to make a puppet theatre?
A Sampling of Foundational Practices

Environment and Materials

- Create a dedicated area for art and music.
- Provide room for children to dance or actively move around and include scarves, feathers, ribbons or ribbon sticks.
- Have a place where children may store unfinished artwork to continue at a later time.
- Add spaces and materials where children can pretend.
- Include varied art materials that are replenished daily and offer children opportunities to individually create: paper, paint, markers, crayons, tissue paper, feathers, glue, etc.
- Rotate materials in the dramatic play area, making scenarios according to children’s interests: pet store, grocery store, doctor’s office, ice cream parlor, etc.
- Add books about art, music, dance or movement to different learning areas.

Instruction

- Schedule or include creative experiences daily.
- Encourage process or open-ended experiences where there are no right or wrong answers.
- Play different types of soft music as background during the day or during rest time.
- Encourage children’s imaginative thinking, “What could we do to...” or “How do you think we might...”
- Design the schedule to allow for children to complete art activities in small groups rather than all together.
- Plan for outdoor creative experiences by taking easels outside or playing music as children run or dance.
- Design opportunities for children to act out their favorite stories, creating costumes and props.

Children’s Books

- Mouse Paint by Ellen Stohl Walsh
- Little Blue, Little Yellow by Leo Lionni
- Mix It Up! by Hervé Tullet
- Blue Chicken by Deborah Freeman
- Giraffes Can’t Dance by Giles Andreae and Guy Parker-Rees
- Elephants Cannot Dance! (An Elephant and Piggie Book) by Mo Willems
- Bark, George by Jules Feiffer
- From Head to Toe by Eric Carle
- Huff and Puff by Claudia Rueda
- Like a Windy Day by Frank Asch and Devin Asch
- We’re Going on a Bear Hunt by Michael Rose and Helen Oxenbury
- Go Shape Go by Denise Fleming
- Many Colored Days by Dr. Seuss
- The Hat by Jan Brett
- The Little Red Hen by Paul Galdone

Adult Resources

- Kohl, Maryanne F. Making Make Believe: Hands on Projects for Play and Pretend
- NAEYC: Expressing Creativity in Preschool

Family Engagement

- Invite family members to share their cultural music, stories, dances.
- Create art shows where children’s artwork is displayed; invite families to attend and include snacks and networking time.
- Produce a list of needed throwaway materials that families can contribute such as egg cartons, paper towel rolls, crayon stubs, etc.