

DEVELOPMENTAL DOMAIN 4

Language & Communication

STANDARDS	BENCHMARKS / Example
Spoken / Expressive 4.1 Uses language to express needs and wants and to communicate ideas, experiences, questions, and feelings	4.1.1 Verbalizes, gestures, or uses other strategies to communicate wants and needs <i>Example:</i> » Child uses sign language, words, or expressions spoken in the home to communicate
	4.1.2 Initiates and engages in conversation which should include age-appropriate words <i>Example:</i> » Child shares about a personal experience
	4.1.3 Produces speech sounds, steadily improving in ease and accuracy <i>Example:</i> » Child mimics appropriate tone and inflection in relating a story or experience » Child uses or imitates single words or signs » Child uses words in short sentences and/or instructions
	4.1.4 Names and describes familiar people, objects, and events <i>Example:</i> » Child responds to the question "Who/What is that?" with words or sounds » Child looks at a picture and names who/what is in it or points and makes sound
	4.1.5 Utilizes age-appropriate materials that help initiate discussions and problem-solving <i>Example:</i> » Child leads adult to an object of interest » Child initiates a discussion from a picture book, poster, video, etc.

STANDARDS	BENCHMARKS / Example
Listening / Receptive 4.2 Listens and comprehends directions, conversations, and stories	4.2.1 Follows increasingly complex instructions <i>Example:</i> » Child responds to adult's instruction, such as "Put the block on the table and go to the rug" » Child responds to multiple directions, such as "Put your sweater on" and "Line up to go outside" » Child shows understanding of directions with adult support and coaching
	4.2.2 Responds to verbal requests, questions, and statements <i>Example:</i> » Child retrieves shoes upon request » Child responds to questions, such as "Where is your coat?"
	4.2.3 Develops an interest in print in books and in the environment <i>Example:</i> » Child looks up at a dark sky and says, "It's going to rain" » Child babbles, gazes, and points at books » Child listens to a story, turns pages of the book, and makes one-to-two word comments » Child listens to a story and asks related questions, makes pertinent comments and predictions
	4.2.4 Develops the ability to comprehend and understand words and phrases used in conversation <i>Example:</i> » Child responds to teacher's comment that it is hot outside and removes sweater » Child waves arms, signs, or shows facial expression as a response to the caregiver's communication
	4.2.5 Retells information <i>Example:</i> » Child retells a familiar story » Child repeats the teacher's instructions
Prewriting 4.3 Uses age-appropriate writing to communicate ideas	4.3.1 Uses scribbles, shapes, pictures, and letters to convey meaning <i>Example:</i> » Child uses scribbles to represent writing activities, such as signing-in, writing a note, etc.
	4.3.2 Dictates thoughts, experiences, and stories <i>Example:</i> » Child willingly partners with an adult to dictate a story or experience
	4.3.3 Uses a variety of writing tools, materials, and surfaces <i>Example:</i> » Child draws or writes on a variety of surfaces using pencils, crayons, paint, etc. » Child uses finger or body to draw letters, numbers, or symbols in the air » Child uses multiple materials such as clay, sticks, sand, etc., to form letters
	4.3.4 Develops left-to-right orientation <i>Example:</i> » Child pretends to write their name using left-to-right movement
	4.3.5 Explains own "writing" to others <i>Example:</i> » Child scribbles or writes on a page and says, "This is a note for my mommy" » Child scribbles and says, "This is my house"
	4.3.6 Begins to hold writing tools properly and position paper correctly for both right-handed and left-handed children <i>Example:</i> » Child holds crayon and positions paper appropriately

STANDARDS	BENCHMARKS / Example
Prereading	
4.4 Uses age-appropriate strategies to develop reading skills	4.4.1 Recognizes that print has meaning Example: » Child points to the word under a picture of a dog and says, “Dog” » Child identifies letters in the environment
	4.4.2 Shows increasing interest in books, being read to in a variety of situations, and reading-related activities with songs, rhymes, and games Example: » Child selects a book and asks for it to be read » Child participates and completes familiar songs, rhymes, or word games » Shows increasing interest in books and reading-related activities
	4.4.3 Explores a variety of books and engages in pretend reading Example: » Child pretends to read to a stuffed animal » Child pretends to read a letter in the dramatic play center
	4.4.4 Exhibits book-handling skills Example: » Child turns a book right side up when it is handed upside down » Child treats books with care » Child turns pages of a book
	4.4.5 Begins to recognize that letters form words and words form sentences Example: » Child begins to make simple words out of letter blocks with assistance » Child recognizes and reads own name
	4.4.6 Begins to track the direction of print Example: » Child imitates tracking words as the teacher reads » Child recognizes when a word has been left out from a familiar story » Child begins to move a finger from left to right while pretending to read
	4.4.7 Begins to develop a sense of story, responds to text, and recalls a story in sequence Example: » Child recalls the beginning, middle, and ending of a story
	4.4.8 Shows phonological and phonemic awareness Example: » Child claps each syllable of own name » Child recognizes the beginning sound of a word » Child begins to recognize rhyme and alliteration
Vocabulary	
4.5 Develops an understanding of new vocabulary introduced in conversations, activities, field trips, stories, or print	4.5.1 Shows a growing vocabulary in all areas: listening, speaking, writing, and reading Example: » Child uses a new word correctly in a sentence » Child shows excitement when introduced to a new object
	4.5.2 Uses positional, directional, temporal, and comparative vocabulary Example: » Child plays “Simon Says” » Child states, “I’m (in front of, behind, beside, etc.) the line » Child uses an object to demonstrate under, over, around, etc.
	4.5.3 Begins to formulate complex sentences Example: » Child says, “You build the bridge while I build the tower”