

DEVELOPMENTAL DOMAIN 4

Language & Communication

STANDARDS	BENCHMARKS / Example
<p>Spoken / Expressive</p> <p>4.1 <i>Uses language to communicate ideas, experiences, questions, and feelings</i></p>	<p>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</p>
	<p>4.1.2 Initiates and engages in conversation which should include age appropriate words and description of events <i>Example:</i> » Child shares about an experience he/she has had</p>
	<p>4.1.3 Speaks clearly using appropriate tone and inflection <i>Example:</i> » Child mimics appropriate tone and inflection in relating a story or experience</p>
	<p>4.1.4 Names and describes familiar people, objects, and events <i>Example:</i> » Child responds to the question who/what is that » Child looks at a picture and names who/what is in it</p>
	<p>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.</p>
<p>Listening / Receptive</p> <p>4.2 <i>Listens and comprehends directions, conversations, and stories</i></p>	<p>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.”</p>
	<p>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?”</p>
	<p>4.2.3 Makes predictions <i>Example:</i> » Child looks up at a dark sky and says, “It’s going to rain.”</p>
	<p>4.2.4 Gains information <i>Example:</i> » Child realizes that it is hot outside and removes sweater</p>
	<p>4.2.5 Retells information <i>Example:</i> » Child retells a familiar story » Child repeats the teacher’s instructions</p>

STANDARDS	BENCHMARKS / Example
<p>Pre-Writing</p> <p>4.3 <i>Uses age-appropriate writing to communicate ideas</i></p>	<p>4.3.1 Uses scribbles, shapes, pictures and letters <i>Example:</i> » <i>Child uses scribbles to represent writing activities, such as signing-in, writing a note, etc.</i></p>
	<p>4.3.2 Dictates thoughts, experiences, and stories <i>Example:</i> » <i>Child willingly partners with an adult to dictate a story or experience</i></p>
	<p>4.3.3 Uses a variety of writing tools, materials and surfaces <i>Example:</i> » <i>Child draws or writes on a variety of surfaces using pencils, crayons, paint, etc.</i></p>
	<p>4.3.4 Develops left to right orientation <i>Example:</i> » <i>Child pretends to write his/her name using left to right movement</i></p>
	<p>4.3.5 Explains own "writing" to others <i>Example:</i> » <i>Child scribbles or writes on a page and says, "This is a note for my mommy."</i></p>
	<p>4.3.6 Holds writing utensils properly and positions paper correctly for both right-handed and left-handed children <i>Example:</i> » <i>Child holds crayon and positions paper appropriately</i></p>

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