



Excerpt - Standards: Language and Literacy

This document is an excerpt of Early Learning and Development Standards from [CT ELDS Main: What Children Birth to 5 Should Know and Be Able To Do](#)

Connecticut Office of Early Childhood, 2014

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child’s primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child’s progress in their primary language or mode of communication through the use of this domain.

Early Language, Communication, and Literacy						Language and Literacy	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:
Strand A: Early learning experiences will support children to understand language (receptive language).							
Word Comprehension	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts
				L.24.2 Point to familiar objects, people and body parts			L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects
Language Comprehension	L.6.2 Orient to the direction of sound or visual cues	L.12.2 Can carry out simple requests (e.g., “wave bye-bye”)	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	L.24.3 Respond to questions and follow simple directions	L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”)	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)
	L.6.3 React when hearing own name or to positive facial expression						

Strand B: Early learning experiences will support children to use language (expressive language).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	
Vocabulary	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more")	L.18.3 Begin to use words or conventional gestures to communicate	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow")	L.36.3 Use nouns and verbs to label experiences, actions or events L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
			L.18.4 Has a 20+ word vocabulary	L.24.5 Use new words frequently to talk about familiar things or activities	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)
Expression of Ideas, Feelings and Needs	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.6 Use words to request objects, have needs met or gain attention	L.36.6 Use inflection in phrases or sentences to ask a question L.36.7 Comment on a variety of experiences, interactions or observations	L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")

Strand B: Early learning experiences will support children to use language (expressive language) (continued).

Language Structure	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
			L.18.6 Increasingly use gestures and sounds in coordination to communicate	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community
					L.36.9 Use speech that is mostly intelligible to familiar adults	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts

Strand C: Early learning experiences will support children to use language for social interaction.

Conventions of Conversation	L.6.6 Show interest in back and forth pretend games	L.12.5 Begin to understand that a conversation is about taking turns	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions
			L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful				

Strand C: Early learning experiences will support children to use language for social interaction (continued).														
Language for Interaction	0-6 months	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	6-12 months	L.12.6 Enjoy opportunities to "converse" with adults in a more sustained fashion, including playing simple imitation games	12-18 months	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	18-24 months	L.24.9 Answer a basic question with a word	24-36 months	L.36.11 Converse with adults and peers about common experiences or events	3 to 4 years	L.48.11 Answer simple who, what, where and why questions	4 to 5 years	L.60.10 Use language to share ideas and gain information
		L.6.8 Express pleasure as adults imitate the faces and sounds they make	L.12.7 Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction		L.24.10 Use language to express wants, needs, likes and dislikes to others									
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.														
Interest and Engagement with Books	L.6.9 Respond to music, stories and pictures shared with an adult	L.12.8 Engage with adults, showing shared attention to a book	L.18.10 Point to preferred pictures in books or texts	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to "read" books and select a variety of texts including fiction and nonfiction							
				L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song									

Strand D: Early learning experiences will support children to gain book appreciation and knowledge (continued)

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)				L.24.13 Answer simple specific questions about familiar stories (e.g., "What does the cat say?"). Ask basic questions about pictures (e.g., "Who is that?")	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text
						L.48.14 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)
						L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Book Concepts			L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	
					L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers	L.60.17 Recognize words as a unit of print and that letters are grouped to form words
Print Concepts				L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text

Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Letter Recognition						L.48.19 Recognize some letters especially those in one's own name	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words
							L.60.21 Make some letter-sound connections

Strand F: Early learning experiences will support children to develop phonological awareness.

Phonological Awareness					L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound
						L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound
						L. 48.212 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

Drawing and Writing			L.18.11 Use writing tools to make scribbles	L.24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	L.48.23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
						L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word