



Maine Educational Center for the Deaf and Hard of Hearing



**Kindergarten Readiness**

## **Maine's Process for Kindergarten Readiness for Children who are Deaf/Hard of Hearing**

In an effort to support the language and literacy development of children who are deaf and hard of hearing in the state of Maine, early interventionists and educators will use evidenced-based practices to provide assessment and interventions to support the unique needs of the child and family. This process includes screening the child's language and social development at regular intervals, and continual check-in with the family regarding their choice of modality for the child's communication. If language delays are detected or the child is not making progress in their communication modality, a team of specialists will provide more detailed assessments to identify next steps for intervention. It is important to note that performance on this screening will not disqualify a child from receiving necessary services to support developmental, educational, and linguistic growth.

### **1. Screening Process**

All children who are deaf or hard of hearing will be screened at 6 month intervals, from birth through their entry into Kindergarten, using the following tools:

#### **Birth to 3 years:**

##### **A. SKI-HI Language Development Scale**

The SKI-HI Language Development Scale is a parent observation scale listing the receptive and expressive language skills of children ages birth to five. It is designed to assist Early Interventionists and teachers in determining a child's present level of function and ensuring chronological age language progression in both spoken and signed language. It is specifically designed for children who are deaf or hard of hearing.

##### **B. MacArthur Bates Communicative Development Inventory**

This is a parent-informed measure that examines a child's use and understanding of language. Parents are reliable reporters of their child's language abilities, and this is a quick and easy tool to gain information related to a child's language growth.

##### **C. Auditory to Visual Communication Continuum**

This continuum should be used by the educational team to guide discussion and to best support the family's chosen mode of communication for their child. It is a way to plan for long term goals and ensure the team is determining which supports are needed for successful communication upon entering Kindergarten.

#### **3 years to Kindergarten Entry:**

##### **A. Ski Hi Language Development Scale**

The SKI-HI Language Development Scale is a parent observation scale listing the receptive and expressive language skills of children ages birth to five. It is designed to assist Early Interventionists and teachers in determining a child's present level of function and ensuring chronological age language progression in both spoken and signed language. It is specifically designed for children who are deaf or hard of hearing.

### **B. Pragmatics Checklist**

This checklist measures growth in pragmatics in the following areas: stating needs, giving commands, expressing feelings, interacting with others, wanting an explanation and sharing knowledge and imaginations. The checklist measures the skills as not present, using no words/preverbal, using 1-3 words, and using more complex language. This tool is used to measure skills in spoken English and American Sign Language, when appropriate.

### **C. Auditory to Visual Communication Continuum**

This continuum should be used by the educational team to guide discussion and to best support the family's chosen mode of communication for their child. It is a way to plan for long term goals and ensure the team is determining which supports are needed for successful communication upon entering Kindergarten.

## **2. Assessment of Skills**

Results from the screening will be compared to the child's chronological age to determine whether or not a delay is present. If the child's screening results demonstrate at least a 3 month gap between chronological age and current level of functioning, the IFSP/IEP team will discuss whether further evaluation is warranted to determine which areas may require additional support to close this gap. It is the role of the provider to counsel the family regarding all factors which might impact current level of performance. This might include age of diagnosis, length of exposure to language, use of hearing technology, other diagnoses, and other mitigating factors. While these factors have a valid place in the consideration of a child's language development and IFSP/IEP needs, they cannot be used to excuse a delay in the child's language. Instead, providers will be expected to work with the family and the rest of the child's team to determine how best to support the child's language growth and academic success, in light of the child's unique profile.

## **3. Further Assessment**

If the screening tools flag an area of concern in any given area, further evaluation by a specialist may be recommended by the IFSP/IEP team. The suggested tools for evaluation, detailed below, are standardized and allow the evaluator to compare the child's performance to his or her same-age hearing peers.

Evaluations have been selected by providers on the Kindergarten Readiness Task Force with expertise in the areas of American Sign Language, Listening and Spoken Language, Bilingual/Bimodal communication, and evaluating students who are Deaf/Hard of Hearing with additional needs. A description of each of these evaluations is provided below. Evaluators have the flexibility to choose which evaluations to use for each child they evaluate, and can choose from evaluations on this list and/or other evaluations not mentioned here. For children who use Bilingual/Bimodal communication, evaluators are encouraged to choose evaluations from both the ASL and LSL lists to ensure full evaluation of the child's communication skills.

### **Listening and Spoken Language Evaluations:**

#### **Expressive and Receptive Language**

##### **A. Preschool Language Scale- 5 (PLS-5)**

The PLS-5 is a normed and standardized assessment that examines a child's expressive and receptive language. This assessment allows the evaluator to compare the child's performance to their hearing peers. This assessment was selected due to the manipulatives and pictures used to assess the child's language.

**B. Clinical Evaluation of Language Fundamentals- Preschool (3rd edition) (CELF-P)**

The CELF-P is a normed, standardized assessment used to examine language abilities and communication skills for students ages 3-6 years old. This assessment examines production and comprehension of language, understanding of vocabulary, word and sentence. Be cautious when using this assessment for children who use American Sign Language. There may not be a 1:1 translation from English to ASL. This will affect the validity of the test scores.

### **Vocabulary**

**A. Expressive Vocabulary Test- 4 (EVT-3)**

The EVT-4 is a norm-based, standardized assessment to examine expressive language skills; specifically, the child's single-word vocabulary. For this test, the child is shown a picture and asked to identify it. This assessment is most commonly paired with the Peabody Picture Vocabulary Test (PPVT). It is commonly used for children who are deaf or hard of hearing because of the minimal directions needed to explain the assessment and the simplicity of the task (i.e., does not rely on comprehension). The evaluator should be aware that for some items within this assessment, a single ASL sign does not exist.

Note: A similar option for assessing single-word expressive language is the Expressive One Word PictureVocabulary Test- 4 (EOWPVT-4).

**B. Peabody Picture Vocabulary Test (PPVT)**

The PPVT is one of the most widely used tests for children who are deaf or hard of hearing. This is a normed and standardized test that gives the evaluator the ability to compare the student to their hearing peers. This test assesses receptive vocabulary, or words the child understands. The child is shown four pictures and asked to identify the word said (or signed) by the evaluator. Evaluator Should be cautious when interpreting the results of this test if assessing a child using American Sign Language. Sign iconicity and/or lack of 1:1 correspondence for some signs to English may render these test scores invalid.

Note: A similar option for assessing single-word receptive language is the Receptive One Word Picture Vocabulary Test (ROWPVT).

### **Speech**

**A. Goldman Fristoe Test of Articulation-3 (GFTA)**

The Goldman Fristoe is a standardized assessment that provides information regarding how children produce sounds within words. Using a picture-naming task, the child is given the opportunity to produce every sound (in English) in every position of a word (beginning, middle and ending). Using story retell, this test also examines how the child produces sounds when they are within sentences, in order to examine co-articulation. This test would be appropriate for a child that is using spoken English and has a spoken vocabulary equivalent to *at least* a 3 year old. The child must be able to imitate words if the vocabulary presented is unknown.

## **Auditory Skill Development**

In order to support a Listening and Spoken Language outcome, auditory development must be monitored closely in combination with appropriate audiological management. The following are suggested sources for monitoring auditory development.

### **A. Cochlear Integrated Scales of Development**

The Integrated Scales of Development supports the monitoring and tracking of the child's development from birth to 48 months in the areas of: Listening, Receptive Language, Expressive Language, Speech, Cognition, and Pragmatics. The tables have been adapted from a number of sources, and the stages in each area of development are marked as emerging skills or achieved skills. Each area of development can be monitored by chronological age as well as hearing age to ensure appropriate progress is being monitored.

### **B. Auditory Learning Guide**

The Auditory Learning Guide follows a hierarchy across different areas necessary for listening skills. The guide includes five areas, or levels, listed across the top of the page, and each level has one or more steps. It is a chart which visually shows how several areas of auditory development occur concurrently like they do with hearing children, and is used to guide interventions.

### **C. Auditory Skills Checklist (Cincinnati Children's Hospital Medical Center)**

The Auditory Skills Checklist is an evaluation tool designed to assess and track a child's auditory capabilities over time. The ASC is a 35-item checklist used by the managing audiologist or therapist, and it relies on a combination of the family's observations of their child's auditory and language skills along with the observations of the managing clinician during therapy/audiology sessions. Based on observed patterns of auditory skill development, items on the ASC follow a continuum starting with detection, then progress to discrimination, identification, and comprehension. Questions probe a wide range of skill levels, including basic skills such as wearing amplification and showing awareness of environmental sounds.

### **D. Auditory Skills Checklist**

The Auditory Skills Checklist is a simplified summary of auditory skills, broken into 10 levels, each with 4 skills and examples. It is a useful way to track progress on auditory development as a part of early intervention over time.

## **American Sign Language (ASL) Evaluations**

### **Expressive and Receptive Language**

#### **A. CALIFORNIA ASL Development Observation Record**

The CALIFORNIA ASL Development Observation Record was developed by the Early Childhood Department at the California School for the Deaf in Fremont, California. This tool assesses three areas of development: communicative intent, ASL comprehension, and ASL production. Skills can be measured for ages ranging from 3 months to 6 years of age.

### **Expressive Language**

#### **A. VCSL-The Standardized Visual Communication and Sign Language Checklist, Simms, Baker and Clark, 2013**

The VCSL Checklist is a standardized instrument used to assess the achievement of linguistic milestones in American Sign Language. Normative data is based on children ages birth to 5 who have been exposed to ASL since birth. The purpose of the checklist

is to locate a proximal zone of development in ASL by identifying a child's basal and ceiling items. Each line item is scored Emerging, Inconsistent Use, or Mastered.

### **Receptive Language**

#### **A. ASL-RST-American Sign Language Receptive Skills Test, Northern Sign Research, Inc.**

The ASL-RST measures children's receptive ASL skills, and their understanding of ASL grammar in phrases and sentences. It was developed for children between the ages of 3 and 13 years. The grammatical structures measured within the completed test are Number/Distribution, Negation, Noun-Verb Distinction, Spatial Verbs (Location), Spatial Verbs (Action), Size and Shape Specifiers, Handling Classifiers, Role Shift, and Conditionals. Standard scores of 85-115 are considered in the average range.

### **Bilingual/Bimodal Evaluation**

When assessing a child that is using both American Sign Language and Spoken English, it is important to determine the child's primary language. Things to consider are: Which language is used primarily at home? Which language is used at school? Which language was introduced first? What ages were the languages introduced? Which language is primarily used by the parents?

The evaluator may find that the language competency is either equivalent, or the child may be skilled in one language over the other. The evaluator should consider using assessments to examine all aspects of language in the child's primary language first. Language delays and disorders should be determined using the child's primary language.

Assessments in the child's secondary language should also be administered. This will provide information related to the child's language learning in the second language. Differences between the two languages should be considered as there may be interference from the first language. For example, if the child's primary language is American Sign Language, a language that does not have articles (e.g. a, an, the) or grammatical morphemes (e.g. -ing, -ed), the child's omission of these aspects in spoken English should NOT be considered a language disorder. This is considered to be interference from the child's first language. If a language delay/disorder exists, it will be present in **both** languages.

When a child who is deaf or hard of hearing is demonstrating delays in spoken English, the providers should work closely with the audiologist to ensure the child has adequate auditory access to spoken language (See: Audiological Review). Remember, adequate auditory access does not mean a child's brain is processing the speech signal. Auditory processing assessments (e.g. Test of Auditory Processing Skills) can be used to examine auditory memory and auditory processing.

### **4. Audiological Review**

An audiological review must be completed for children who utilize hearing technology to support their communication outcomes and who do not meet language milestones, as identified through the screening process. This review consists of several components, as outlined below. Please note, the collection of this information may be a collaboration between the audiologist and other members of the child's educational team. At minimum, the managing audiologist will be asked to obtain the aided SII scores, the results of the Ling 6 (HL) Test, speech perception testing, and

the Functional Listening Evaluation, if warranted. The educational audiologist may be able to support the collection of some of this data as well.

**A. Aided Speech Intelligibility Index (SII) Scores**

Aided SII scores, obtained using aided real ear measures, provide a measure of a child's aided auditory access across the frequency range. The SII is a calculation of the total percentage of speech information that is audible at the given presentation level. The SII is typically calculated by ear, and at multiple input levels (soft, average, and loud speech). Research has shown a positive relationship between SII scores (80 or better for average speech) and later language outcomes for children who use listening and spoken language. SII scores below 80 for average speech inputs may indicate that more supports are needed to ensure full access to language and communication.

**B. Ling 6 (HL) Test**

The Ling 6 (HL) Test provides an aided audiogram based on the child's responses to recorded Ling sounds. This test has normative values, providing audiologists with a general guideline for where a child should be accessing each Ling sound according to their hearing levels. The benefit of this information is two-fold; it provides a functional aided audiogram which details how a child makes use of their appropriately-fit hearing technology, and it serves as a counseling tool for families and the educational team regarding what a child may be expected to hear.

**C. Age-appropriate speech perception testing**

Much like the Ling 6 (HL) Test, aided speech perception testing is an important tool to determine how spoken language is functionally accessed by the child when personal hearing technology is used. While not technically a measure of speech perception, speech awareness and speech reception threshold testing are early measures of a child's access to spoken language. Later, speech perception testing is expanded to include closed- or open-set tasks such as the Early Speech Perception (ESP) test, Word Intelligibility by Picture Identification (WIPI) test, the Northwestern University Children's Perception of Speech (NU-CHIPS), the Phonetically Balanced Kindergarten (PBK) word lists, the CNC word lists, the Hearing in Noise Test (HINT), and the Baby Bios. Stimuli are chosen based on the child's listening and developmental age.

**D. Validation Measures**

Validation measures, such as parent questionnaires, provide insight on a number of areas, including the child's functional auditory skills, reported device wear time, and the family's comfort with technology. Research suggests that full-time daily use (ten hours or more) of hearing technology supports improved spoken language outcomes. These validation measures will help the team to determine whether progress is being made toward full-time hearing technology use.

**a. LittleARS**

This auditory questionnaire is designed to screen the auditory development of children who use cochlear implants or hearing aids. It covers auditory development in the first 2 years after a CI or HA fitting (up to 2 years of listening age). This questionnaire has 35 questions assessing auditory behaviors across a variety of "real-world" listening environments.

**b. PEACH - The Parents' Evaluation of Aural/Oral Performance of Children**

This questionnaire is generally used once a child "ages out" of the LittleARS. Thirteen scenarios are provided, and parents are asked to assess their child's performance in each of these areas over the course of a week. Scenarios include listening in quiet and in background noise, and hearing technology usage.

**E. Functional Listening Evaluation** (as developmentally appropriate)

The Functional Listening Evaluation can be used to determine a child's access to spoken language in a more natural environment, such as in their classroom. Parameters that can be manipulated include the level of background noise in the environment, distance from the evaluator, type of stimuli used, and use of remote microphone technology. This information adds an additional piece of information in terms of a child's ability to access spoken language in a noisy environment, as well as whether the use of remote microphone technology might improve that access.

**5. Evaluations for children who are Deaf with Additional Needs**

**A. Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is an assessment and skills-tracking system used to assess the language, learning, and social skills of children with autism or other developmental disabilities. A strong focus of the VB-MAPP is language and social interaction, which are the predominant areas of weakness in children with autism.

The VB-MAPP is most commonly used to assess individuals with autism and other developmental disabilities, but can also be used for children who demonstrate delays in language development. It is intended to be used by individuals who have training in Applied Behavior Analysis (ABA) and is primarily used by behavior analysts, speech-language pathologists, school psychologists, and special educators to assess strengths and weaknesses in skills and behaviors that might impede language and social development. The results of this assessment help to prioritize intervention needs, provide feedback to parents and other professionals, guide curriculum planning, and track skill acquisition.

The VB-MAPP set contains an individual scoring protocol and users guide. The main components of the VB-MAPP are:

- Milestones Assessment: Focuses on 170 milestones that serve as the foundation of language, learning and social development.
- Barriers Assessment: Focuses on barriers that may impede the acquisition of new skills.
- Transition Assessment: Serves as a guide for planning the child's educational needs.
- Task Analysis and Skills Tracking: A checklist of skills that support the developmental milestones and can be used for daily curriculum activities and skill tracking.
- The Users Guide provides the scoring criteria, examples, tips for the tester, and an overview of Skinner's analysis of verbal behavior. Included are placement and Individualized Education Program goals to establish intervention and curriculum priorities that are measurable, meaningful and manageable.

The Milestones Assessment is broken down into three levels:

- Level 1 (0-18 Months)
- Level 2 (18-30 Months)
- Level 3 (30-48 Months)

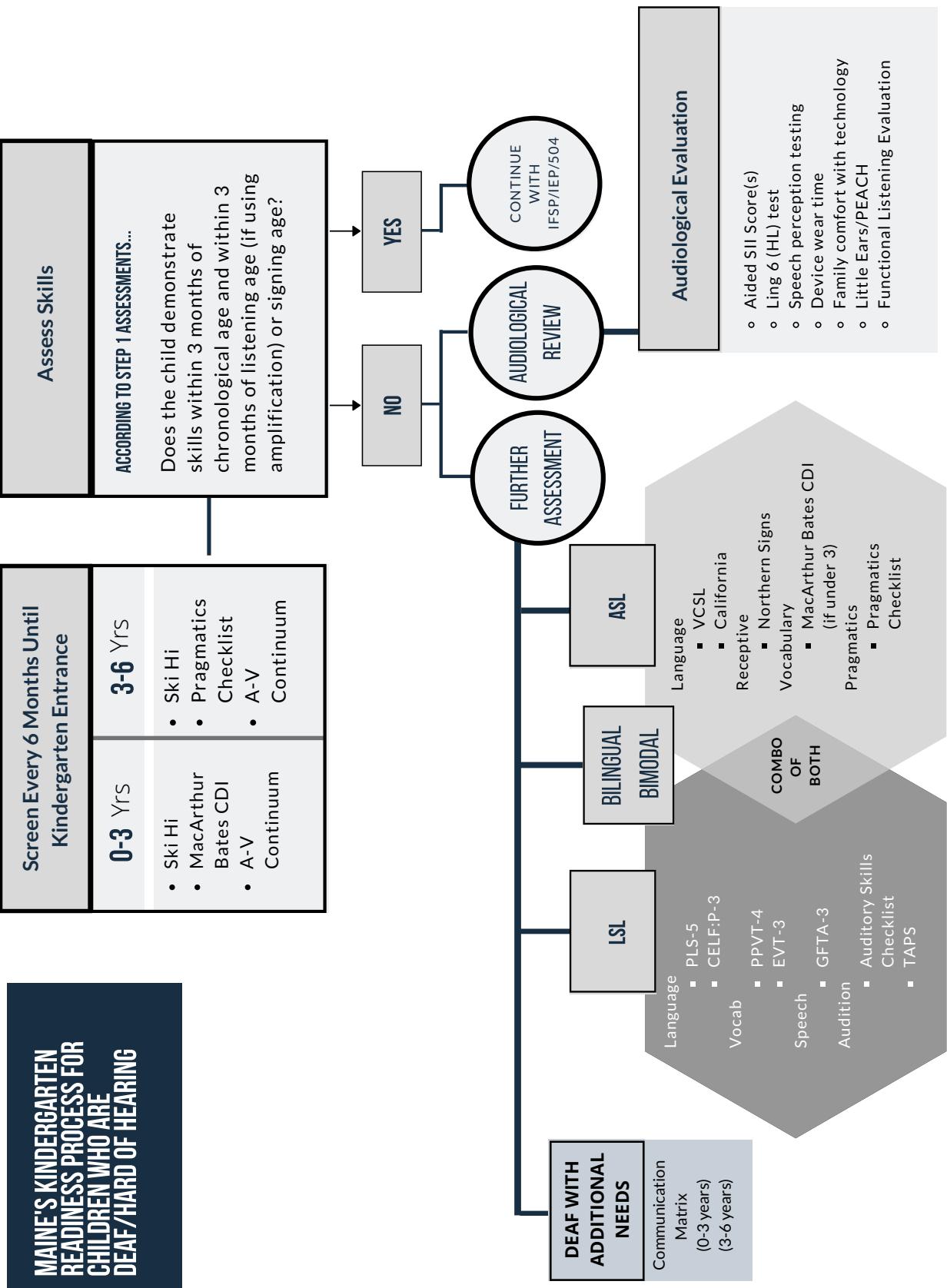
## **B. Communication Matrix**

The communication matrix is an assessment tool designed to pinpoint exactly how an individual is communicating and to provide a framework for determining logical communication goals. It allows you to think through how to communicate most efficiently and effectively to the various constituents.

It was designed primarily for speech-language pathologists and educators to use to document the expressive communication skills of children who have severe or multiple disabilities, including children with sensory, motor and cognitive impairments. It uses a concise format that is designed for rapid administration by persons familiar with the assessment.

## **6. Strategies when assessing children who are deaf or hard of hearing**

1. The examination room should have minimal to no competing noise. For example, fans, classroom noise, outside noise (e.g. cars) will compete with the speech signal.
2. The evaluator should not have their back to a window, to avoid being backlit. Likewise, a sunny window directly facing the evaluator may create a glare on the face, making speech reading and looking at the face for visual cues difficult.
3. Increasing fatigue throughout the day is commonly seen in children who are deaf/hard of hearing. This is due to the strain of attending visually and auditorily in the classroom. Assessment of the child should take place in the morning, when the child is less likely to be fatigued.
4. When an interpreter, translator, or transliterator is needed, the evaluator should ensure they are familiar with the testing items and the concepts being evaluated. When available, a Certified Deaf Interpreter (CDI) should be present to facilitate language during the evaluation, and observe the child's responses to support the validity of the evaluation. Most standardized assessments were not normed for children using American Sign Language. As with any language difference, the interpretation is not always a 1:1 correspondence. It is also important to note that for some items, the iconicity of American Sign Language may lead the child to identify the correct answer, potentially inflating the scores. There may also be some items that do not have a 1:1 match between the sign and English word. This may make some test items more challenging for children relying on American Sign Language.





## **Earliest Interactions**

# **AMERICAN SIGN LANGUAGE AND ENGLISH LANGUAGE DEVELOPMENTAL MILESTONES**

This section includes language milestones for American Sign Language and English. These include skills for newborns to six-year-olds. Each age range gives a skill for what your child should understand and express. It also provides information about your child's social and print skills. Your child's print skills include reading and writing.

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# Introduction

Developmental milestones are the behaviors or skills seen in infants and children as they grow, learn, and change. There is a typical range in which a child will reach a milestone. Milestones on most checklists are not when an average child has mastered a skill. It is when 80-90% of the children within that age range have mastered the listed skills. Keeping track of milestones can help identify when your child may need some support (e.g., language therapy). The sooner your child receives any needed supports, the better their outcomes will be.

This resource includes milestones for spoken English from Standard American English. It does not address possible grammar differences that are present because of dialects. Dialects are rule-based variations of English. Your child should look/sound like their community. This community will include family, neighborhood friends, and school friends. Standard American English is used for reading and writing in Maine schools.

In this resource, you will see examples of American Sign Language (ASL) provided in print using gloss. ASL does not have a print form. It is also not derived from English. To give examples of a skill, gloss is used to represent the signs word for word. The gloss does not show the meaning. ASL gloss is presented in capital letters and uses symbols to show some grammar.

As your child's first teacher, you have an amazing opportunity to nurture your child's language growth. By taking an active role, parents can help ensure that their child has all the support they need to develop to their full potential.

## 0-3 Months

Receptive and Expressive Language Skills			
Language your child understands		How your child expresses thoughts/feelings	
ASL	Spoken English	ASL	Spoken English
Your child will look in the direction the signer is pointing. Your child will begin to focus on faces and hands. Your child will begin to look at the visual environment with alertness.	Your child will begin to search for the source of a sound. Your child will respond to talking by quieting or smiling. Your child will react differently to voices, sounds, and emotions.	Your child will begin to play by holding hands and fingers. Your child will begin to smile to express pleasure. Your child will sometimes look in the direction of movements.	Your child will begin to vocalize to express pleasure. Your child will sometimes vocalize in response to sounds. Your child will begin to express interest in movement.

## **Social and Print Skills**

<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
Your child will begin to smile and respond to you.	
Your child will look at your face and localize you with their eyes (by 3 months).	
Your child will smile in response to your signing/talking.	
Your child will give a true social smile and/or coo in response to a familiar face.	
Your child will begin to imitate facial movements.	

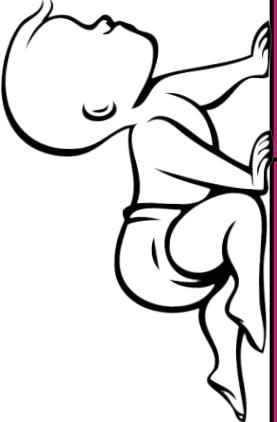


You have begun the exciting  
child grow, learn, and change!  
you have to focus on loving and  
deaf or hard of hearing.

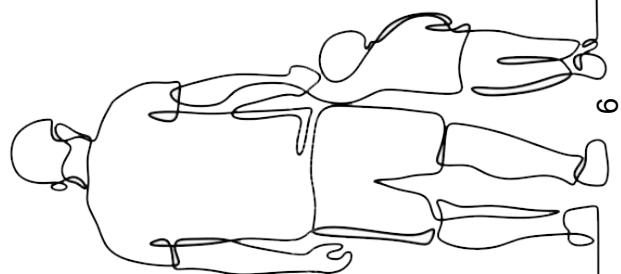
journey of watching your  
We hope you cherish the time  
bonding with your baby who is

*Language Tip: Early exposure to books is important. Try using tummy time to read simple board books to your child.*

## 3-6 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
Your child will discriminate between angry and friendly tones and facial expressions; cry in response to an angry voice/ expression.  	<p>Your child will blow raspberries, coo, yell.</p> <p>Your child will use non-verbal means to call attention to physical needs (e.g. toileting, hunger).</p> <p>Your child will use non-verbal means to express personal reactions (e.g. curiosity, surprise, reluctance).</p> <p>Your child will begin to express excitement and displeasure.</p>	<p>Your child will copy movements involving the arms, hands, head, and face.</p> <p>Your child will hand/finger babble (e.g. open and close hands, wiggle fingers, twist wrists).</p>	<p>Your child will voice different sounds to express varied emotions (e.g. social intent, protest).</p> <p>Your child will babble with a variety of sounds, vowels, and consonants.</p> <p>Your child will try to imitate sounds.</p> <p>Your child will vocalize for needs and wants, in response to others, and when alone.</p>
			5

Social and Print Skills	Your child's social and play skills
<p>Your child will engage in play (e.g. peek-a-boo).</p> <p>Your child will begin to enjoy finger plays/finger games.</p> <p>Your child will imitate facial expressions.</p> <p>Your child will have joint attention (e.g. look at an object with you).</p> <p>Your child will maintain eye contact.</p>	



*Language Tip: Sign or talk to your child plans, show them objects, and ask them respond to you.*

*throughout the day. Tell them about your questions. Your child will learn and later respond to you.*

## 6-9 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings		
ASL	Spoken English	ASL	Spoken English
<p>Your child will look at a toy you show them.</p> <p>Your child will look attentively at a person's face.</p> <p>Your child will begin to show attention to storytelling.</p> <p>Your child will respond with gestures to words (e.g. up, hi, bye-bye).</p>	<p>Your child will show objects by holding, pointing, reaching, or looking at them.</p> <p>Your child will use some gestures (e.g. shakes head for no).</p> <p>Your child will smile, make eye contact, and laugh.</p> <p>Your child will show they are excited or upset.</p> <p>Your child will use language to note the disappearance of objects (e.g. all gone).</p>	<p>Your child will sometimes respond to family names, "no," and own name.</p> <p>Your child will enjoy music or singing.</p>	<p>Your child will appear to "sing".</p> <p>Your child will repeat consonant-vowel syllables (e.g. pa pa).</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
<p>Your child will use gesture and/or voice to initiate contact.</p> <p>Your child will understand communication turn-taking.</p> <p>Your child will respond to social games (e.g. finger games, pat-a-cake).</p> <p>Your child will show a desire to interact with people (e.g. call out or wave to get attention).</p> <p>Your child will imitate the movements of others (e.g. nod, wave, and clap).</p>	<p>Your child will attend to/vocalize and pat pictures.</p> <p>Your child will begin to share a book with an adult.</p> <p>Your child will reach for a book.</p> <p>Your child will put books in their mouth.</p>

*Language Tip: When you read to your child, help them turn pages. Point to pictures as you read. Use animated facial expressions. Be at eye level with your child.*

## 9-12 Months

Receptive and Expressive Language Skills			
Language your child understands		How your child expresses thoughts/feelings	
ASL	Spoken English	ASL	Spoken English
<p>Your child will sometimes give toys/objects on request.</p> <p>Your child will sometimes follow simple commands (e.g. put that down).</p> <p>Your child will understand greetings.</p> <p>Your child will understand about 50 signs and/or words.</p>	<p>Your child will use first words (e.g. bye-bye, mama).</p> <p>Your child will label objects without adult cues.</p> <p>Your child will greet others (e.g. hi, bye-bye).</p> <p>Your child will copy face movements (e.g. frown, smile).</p>	<p>Your child will use face movement, gestures, and/or signs to protest.</p> <p>Your child will hand/finger babble to self or others.</p> <p>Your child will point to self and objects in the environment.</p> <p>Your child will show increased attention to speech.</p>	<p>Your child will use jargon of 4+ syllables sentence-like structures without true words.</p> <p>Your child will produce many word-like one-syllable speech sounds (e.g. ma, pa).</p> <p>Your child will imitate inflections and rhythms when vocalizing.</p> <p>Your child will use voice and gestures to express (e.g. protest, call, tell feelings, and respond to others).</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
<p>Your child will respond to activities by laughing and repeating the action.</p> <p>Your child will indicate a desire to change activities.</p> <p>Your child will direct others by tugging and pushing.</p> <p>Your child will complete activities with at least two turns.</p> <p>Your child will enjoy storytelling.</p>	<p>Your child will look at books.</p> <p>Your child will show interest in a familiar story or book.</p> <p>Your child will attend to repetition of familiar signs and/or words, songs, and rhymes.</p> <p>Your child will use a crayon to make marks on paper.</p>

*Language Tip: Introduce pretend play with your child's favorite doll or toy animal. Include it in your conversations and your play. For example, "Fluffy wants to play too. Can she roll the ball with us?"*

## 12-15 Months

Receptive and Expressive Language Skills	
Language your child understands	How your child expresses thoughts/feelings
ASL	Spoken English
<p>Your child will point to self on request.</p> <p>Your child will follow one-step directions.</p> <p>Your child will identify pictures/objects on request.</p> <p>Your child will begin to answer where and what questions.</p>	<p>Your child will use a single sign/word + a gesture/point.</p> <p>Your child will imitate new signs/words.</p> <p>Your child will use name signs to refer to others.</p> <p>Your child will sign wants (e.g. SLEEPY, HUNGRY, THIRSTY).</p> <p>Your child will produce signs that have the simple handshapes of C, A, S, 1, 5.</p> <p>Your child will identify an object from a group.</p> <p>Your child will use gestures to communicate (e.g. COME HERE).</p>

<b>Social and Print Skills</b>		
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>	
<p>Your child will imitate actions of others.</p> <p>Your child will take turns as language develops.</p> <p>Your child will involve others by showing things during play.</p> <p>Your child will use pointing, reaching, and single words to request.</p> <p>Your child will begin to use signs/words to request a turn (MY-TURN, "mine").</p>	<p>Your child will scribble with a crayon or pencil.</p>	

*Language Tip: Build on what your child says. If they say or sign 'ball', you can say, "That's your big, red ball" or sign BALL BIG RED YOUR.*

## 15-18 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
<p>Your child will follow single step directions.</p> <p>Your child will find familiar objects out of sight.</p> <p>Your child will identify some clothing, toys, and food.</p> <p>Your child will respond to yes/no questions with head nod/shake.</p> <p>Your child will identify objects and actions in pictures.</p>	<p>Your child will respond to simple commands (e.g. "sit down" COME-HERE).</p> <p>Your child will imitate signs/words.</p> <p>Your child will use at least 10 meaningful signs/words.</p> <p>Your child will say/sign functional words (e.g. no, more, mine).</p>	<p>Your child will begin replacing gestures with the use of words or word-like sounds.</p> <p>Your child will form the first ASL signs using simple handshapes C, A, S, I, 5 clearly.</p> <p>Your child will sign 2-word phrases (e.g. EAT MORE).</p> <p>Your child will repeat what others sign.</p>	<p>Your child will begin replacing gestures with the use of words or word-like sounds.</p> <p>Your child will make the same sound in reference to a picture in a familiar book.</p> <p>Your child will verbally request and protest.</p> <p>Your child will initiate verbal turns.</p>
<p>Your child will recognize the name signs of family members.</p> <p>Your child will identify familiar pictures, animals, and objects in the room upon request.</p> <p>Your child will answer WHERE, WHAT questions about items in the room.</p>	<p>Your child will respond to simple requests for clarification.</p> <p>Your child will identify some body parts.</p> <p>Your child will develop category vocabulary (e.g. dishes, toys).</p>		

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
Your child will prefer to be with familiar people.	Your child will carry a book.
Your child will show caution with strangers.	Your child will hold a book with help and attempt to turn pages, usually several at a time.
Your child will imitate other children.	Your child will turn the book right-side-up.
Your child will repeat what was just said/signed.	Your child will point to a picture in a book when asked "Where's the...?"
Your child will use language to get attention.	

*Language Tip: When your child points at or gives you something, talk about the object. You can say, “You gave me the book. Thank you! Look at the picture of the baby rolling the ball” or sign BOOK, you-GIVE-me. THANK-YOU. PICTURE, LOOK BABY BALL ROLL.*

## 18-24 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
<p>Your child will complete two requests with one object.</p> <p>Your child will choose two familiar objects on request.</p> <p>Your child will understand 250-500 signs/words (by 24 months).</p> <p>Your child will understand personal pronouns (e.g. my, mine you, your).</p> <p>Your child will follow 2-step related commands on request (by 24 months).</p>	<p>Your child will attempt to tell stories about experiences.</p> <p>Your child will use I, you, and mine, but still sometimes refer to self by name.</p> <p>Your child will ask where and what questions.</p> <p>Your child will use 2-word phrases with nouns, some verbs, and some describing words (by 24 months).</p> <p>Your child will independently say or sign between 150-300 signs/words (by 24 months).</p>	<p>Your child will use classifiers (CL) to describe things (e.g. CLF for SPOTS).</p> <p>Your child will use non-manual markers (e.g. raised eyebrows, squints).</p> <p>Your child will use headshake + sign for negation.</p> <p>Your child will use lexicalized signs (e.g. #BUS, #ICE).</p>	<p>Your child will engage in word and sound play with adults.</p> <p>Your child's single-syllable words with early developing sounds will be understood 50% of the time.</p> <p>Your child will sometimes use the word endings -ing and -s.</p> <p>Your child will use the words in, on, and up.</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
	<b>Reading</b>
<p>Your child will take 1-2 turns in a conversation.</p> <p>Your child will use language to request help.</p> <p>Your child will initiate pretend play.</p> <p>Your child will tell about past events and future actions.</p> <p>Your child will request information (e.g. What is this?).</p>	<p>Your child will tell the difference between words and pictures.</p> <p>Your child will bring a book to an adult to read.</p> <p>Your child will look at a book alone and pretend to read familiar books.</p> <p>Your child will attend to pictures and written text for several minutes.</p> <p>With adult support, your child will respond to simple questions about a familiar story.</p>

*Language Tip: Ask your child to help you. Your child can put a spoon or cup on the table. Your child can bring you their shoe.*

## 24-30 Months

Receptive and Expressive Language Skills			
Language your child understands		How your child expresses thoughts/feelings	
ASL	Spoken English	ASL	Spoken English
<p>Your child will understand big and little.</p> <p>Your child will understand present and future (e.g. today, tomorrow).</p> <p>Your child will understand quantity (e.g. one, all).</p> <p>Your child will understand connected language.</p>	<p>Your child will use 2-3 word phrases consistently.</p> <p>Your child will have a vocabulary range of over 250 signs/words.</p> <p>Your child will ask and answer simple wh-questions (e.g. Who? What? Where?).</p> <p>Your child will refer to self with pronouns (e.g. I, me).</p> <p>Your child will use negation (e.g. don't like, don't know, no).</p>	<p>Your child will use NOT-YET.</p> <p>Your child will use descriptive classifiers (CL) (CL:O, CL:3).</p> <p>Your child will use handshapes: B, F, O.</p> <p>Your child will use pronouns and possessives (HE, SHE, IT, MY, YOUR, HIS, HER'S).</p>	<p>Your child will say sentences that you understand 50-70% of the time.</p> <p>Your child will use words to describe pictures or objects (e.g. big book, three cookies).</p> <p>Your child will use -ing verbs and possessive -s.</p> <p>Your child will use prepositions in and on.</p>

Social and Print Skills	
Your child's social and play skills	Your child's print skills
	Reading
<p>Your child will use language more in play (e.g. pretend to chat on the phone/text/videophone).</p> <p>Your child will engage in parallel play (e.g. play beside other children using the same toys but not with the children).</p> <p>Your child will share toys and join games.</p> <p>Your child will complete actions (e.g. give me five).</p> <p>Your child will tell their own age.</p>	<p>Your child will recognize and identify a few letters in context (e.g. the first letter of their name).</p> <p>Your child will recognize familiar books by their cover.</p> <p>Your child will recite parts of well-known stories and songs.</p> <p>Your child will hold books with two hands and turn the pages one by one.</p> <p>Your child will answer simple questions about a story.</p>

*Language Tip: Ask your child to tell you the story that goes with a favorite book. “Tell me about the mouse and the cookie.” Reading helps language development.*

## 30-36 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
<p>Your child will answer what, who, where, and what questions (e.g. pet name, sibling name, name objects, name actions).</p> <p>Your child will carry out 2-3 signed/verbal commands.</p> <p>Your child will understand yesterday.</p> <p>Your child will understand descriptive words.</p> <p>Your child will identify parts of an object.</p>	<p>Your child will use 3-4 word simple sentences and questions.</p> <p>Your child will use question forms of yes/no, who, what, where, and when.</p> <p>Your child will use simple descriptors (e.g. hot, cold, big, little).</p> <p>Your child will use commands with two steps.</p> <p>Your child will use negatives (e.g. don't like, don't know).</p>	<p>Your child will use emotion signs (e.g. SAD, HAPPY).</p> <p>Your child will substitute simple handshapes for more complex handshapes (e.g. CL:5 in place of CL: W for WATER).</p> <p>Your child will repeat 3 numbers in a sequence, and/or a sentence of 6-7 words.</p>	<p>Your child will use quantity words (e.g. something, nothing, none).</p> <p>Your child will use unstressed words/sounds (e.g. plural -s is).</p> <p>Your child will use spoken language that everyone understands 75% of the time.</p> <p>Your child will use at least 2 adverbs (e.g. fast, slowly, above, next to).</p> <p>Your child will use simple, descriptive classifier (CL) CL:O (e.g. for pole).</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
	<b>Reading</b>
<p>Your child will take turns, share, and ask permission of others.</p> <p>Your child will engage in make-believe activities.</p> <p>Your child will express feelings (e.g. mad, happy, sad, scared).</p> <p>Your child will begin to give directions (e.g. You do it, Don't touch it).</p> <p>Your child will use questions to get information and request clarification.</p>	<p>Your child will recognize and identify some letters in context.</p> <p>Your child will recognize that symbols have meaning (e.g. the golden arches symbolizes McDonald's).</p> <p>Your child will recognize familiar books by their cover.</p> <p>Your child will recite parts of well-known stories, songs, and nursery rhymes.</p> <p>Your child will tell a story from pictures.</p> <p>Your child will imitate simple lines and shapes with a crayon.</p> <p>Your child will tell a story for an adult to write.</p>

*Language Tip: Your child still needs quiet time. This is not just for naps. Turn off the TV and tablets. Let your child enjoy quiet play, singing, and chatting with you.*

## 36-42 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
<p>Your child will name an object when given the function (e.g. What do you see with?).</p> <p>Your child will understand quality, texture, and quantity (e.g. nice, rough, smooth, some).</p> <p>Your child will begin to understand concepts (e.g. full/empty, same/different, day/night).</p> <p>Your child will correctly answer questions about a message.</p> <p>Your child will understand 900 signs/words.</p>	<p>Your child will describe what objects are used for and identify items that do not belong.</p> <p>Your child will ask when, how many, and who questions.</p> <p>Your child will answer <i>how many</i>, <i>who</i>, <i>whose</i>, <i>why</i>, <i>what if</i>, and <i>what is missing</i> questions.</p> <p>Your child will use 5-6 sign/word sentences.</p>	<p>Your child will follow 2-3 step unrelated spoken commands.</p>	<p>Your child will use TWO-OF-US, THREE-OF-US.</p> <p>Your child will begin to use plain verbs to connect subject and object (e.g. HE LIKE ICE-CREAM).</p> <p>Your child will use verb modification (e.g. STROLLING, WALKING QUICKLY).</p> <p>Your child will use topicalization (e.g. POPCORN, ME LIKE).</p>
			<p>Your child will talk using many grammatical structures (e.g. plurals, pronouns, prepositions, adjectives).</p> <p>Your child will combine sentences using <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Your child will use past modals (e.g. could, would, must, might).</p> <p>Your child will use <i>do</i> to ask yes/no questions.</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
	<b>Reading</b>
<p>Your child will take 4-5 turns during conversation.</p> <p>Your child will relay a message.</p> <p>Your child will show understanding of others' feelings and needs.</p> <p>Your child will make conversational repairs.</p> <p>Your child will enjoy role-playing with others.</p>	<p>Your child will identify some uppercase and lowercase letters.</p> <p>Your child will respond to stories read aloud to a group.</p> <p>Your child will attend to a 10-15 minute story.</p> <p>Your child will answer some questions about a story.</p> <p>With adult support, your child will begin to retell familiar stories.</p>

*Language Tip: Join your child's pretend play activities.*

## 42-48 Months

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings	ASL	Spoken English
<p>Your child will understand the difference between past/present/future and singular/plural.</p> <p>Your child will understand opposites (e.g. cold/hot, big/little).</p> <p>Your child will carry out 3 related commands in order.</p> <p>Your child will recognize language absurdities (e.g. there's an elephant on your head).</p> <p>Your child will understand 1,500-2,000 signs/words.</p>	<p>Your child will use how much and how questions.</p> <p>Your child will provide a label when given a child-friendly definition of a familiar word (e.g. What is round and bounces? A ball).</p> <p>Your child will use associations and comparisons.</p> <p>Your child will use some basic qualitative concepts (e.g. wet, dry, hot, cold) and quantitative concepts (e.g. more, less, full).</p> <p>Your child will use 800-1,500 words.</p>	<p>Your child will fingerspell own name on request.</p> <p>Your child will show increased use of topicalization (e.g. BALL, BOY THROW).</p> <p>Your child will use complex handshapes: W, D, P, Z, V, H, X, R, M, N, T, 8.</p>	<p>Your child will use negative modals (e.g. shouldn't, won't, can't).</p> <p>Your child will use regular and irregular past tense and third person singular -s verbs.</p> <p>Your child will use articles a and the.</p> <p>Your child will be understood by everyone.</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
	<b>Reading</b>
<p>Your child will follow topic changes and add comments without changing the subject.</p> <p>Your child will use language to get and give details, tell needs/feelings, and make deals.</p> <p>Your child will create and maintain worlds of make-believe.</p> <p>Your child will ask or respond to questions for clarification.</p> <p>Your child will work in a small group for 10-15 minutes.</p>	<p>Your child will understand that books are made up of written words.</p> <p>Your child will interact with books read aloud to a group.</p> <p>Your child will hold books right-side-up and turn pages left to right.</p> <p>Your child will answer questions about a story.</p> <p>Your child will retell familiar stories.</p>
	<b>Writing</b>
	<p>Your child will draw pictures you can recognize.</p> <p>Your child will draw pictures of people that have at least three parts (eg. head, eyes, nose, arms, legs).</p> <p>Your child will print a few letters or numbers.</p>

*Language Tip: Think about including social skills or social stories for your daily reading.*

## 4-5 Years

Receptive and Expressive Language Skills			
Language your child understands		How your child expresses thoughts/feelings	
ASL	Spoken English	ASL	Spoken English
<p>Your child will answer questions (e.g. what happened, why, how).</p> <p>Your child will understand more difficult directions about a picture (e.g. point to the big dog that is not brown).</p> <p>Your child will show the ability to think about and comment on language.</p> <p>Your child will understand time concepts and parts (e.g. later/earlier, half/whole).</p> <p>Your child will understand 13,000+ signs/words.</p>	<p>Your child will use 5-8 word sentences.</p> <p>Your child will tell a simple story that includes a beginning, middle, and end.</p> <p>Your child will use 2,500+ signs/words.</p> <p>Your child will ask <i>why</i>, <i>whose</i>, and <i>what does this word mean</i> questions.</p> <p>Your child will use two or more describing words in a sentence (e.g. front/back, heavy/light).</p>	<p>Your child will use because, if, and so correctly in sentences.</p> <p>Your child will use words to describe placement (e.g. to, from, up, by, with).</p> <p>Your child will use irregular third person verbs (e.g. is, am, are).</p> <p>Your child will ask negative tag questions (e.g. we went, didn't we?).</p>	<p>Your child will use 5-8 word sentences.</p> <p>Your child will tell a simple story that includes a beginning, middle, and end.</p> <p>Your child will use 2,500+ signs/words.</p> <p>Your child will ask <i>why</i>, <i>whose</i>, and <i>what does this word mean</i> questions.</p> <p>Your child will use two or more describing words in a sentence (e.g. front/back, heavy/light).</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
<b>Reading</b>	<b>Writing</b>
<p>Your child will join conversations. They will change the topic, nicely interrupt, and take at least 4 turns.</p> <p>Your child will discuss make-believe things and places.</p> <p>Your child will understand humor and other points of view.</p> <p>Your child will state their town, their birth month, and their parents' first names.</p> <p>Your child will use words to invite others to play.</p>	<p>Your child will identify most uppercase and some lowercase letters.</p> <p>For children that use a phonics-based approach, they will repeat a familiar rhyme and make rhymes.</p> <p>For children that use a phonics-based approach, they will blend and segment syllables and tell the first sound in words.</p> <p>With adult support, your child will track words in a book from left to right, top to bottom, and page to page.</p> <p>Your child will retell familiar stories with structure and varying verb tense.</p> <p>Your child will recognize their own name in print.</p> <p>Your child will print their first name or at least four letters.</p> <p>Your child will draw pictures of people that have at least a head with eyes-nose-mouth, body, arms and legs, hands and feet.</p> <p>Your child will draw and print in a planned and organized way.</p>

*Language Tip: Ask open-ended questions like “What do you think will happen if...?”*

## 5-6 Years

Receptive and Expressive Language Skills			
Language your child understands	How your child expresses thoughts/feelings		
ASL	Spoken English	ASL	Spoken English
<p>Your child will understand time sequences (e.g. What happened first, second).</p> <p>Your child will classify items by material (e.g. cloth, glass).</p> <p>Your child will understand <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions.</p> <p>Your child will understand verbs by demonstrating the action (e.g. walk, strut, march).</p> <p>Your child will follow group instruction and discussions.</p>	<p>Your child will relate action and describing words to their opposites.</p> <p>Your child will give and restate simple 1, 2, and 3-step directions.</p> <p>Your child will describe familiar people, places, things, and events with details.</p> <p>Your child will answer questions to get help, give information, or better explain something.</p> <p>Your child will add drawings or other visuals to descriptions to show ideas and feelings.</p>	<p>Your child will use basic classifiers for descriptions.</p> <p>Your child will recite ASL poems, rhymes, and folklore with expression.</p> <p>Your child will change sign movement or handshapes to make new words.</p>	<p>Your child will use adverbs (e.g. We will go for lunch. I want the yellow shirt instead).</p> <p>Your child will use clauses (e.g. as soon as, until, before, after).</p> <p>Your child will use simple grammar correctly (e.g. pronouns, prepositions).</p>

<b>Social and Print Skills</b>	
<b>Your child's social and play skills</b>	<b>Your child's print skills</b>
	<b>Reading</b> <b>Writing</b>
<p>Your child will follow agreed-upon rules for discussions (e.g. attend to others, taking turns).</p> <p>Your child will engage in different kinds of conversations.</p> <p>Your child will maintain a conversation and respond to comments.</p> <p>Your child will ask questions to understand a topic.</p> <p>Your child will tell a well-structured, personal story.</p>	<p>Your child will identify and name all uppercase and lowercase letters of the alphabet.</p> <p>For children that use a phonics-based approach, they will produce rhyming words, blend sounds, and segment words into syllables.</p> <p>Your child will understand that print goes from left to right and top to bottom.</p> <p>Your child will engage in a group reading with purpose and understanding.</p> <p>Your child will write most uppercase and lowercase letters with correct spacing.</p> <p>Your child will use words and pictures to tell an event or simple story in the right order.</p> <p>Your child will print first and last name with letters facing in the correct direction.</p> <p>Your child will print all 26 letters of the alphabet by copying them or from memory.</p>

*Language Tip: Cook with your child. Cooking gives you time together. You can work on following directions, math skills, and vocabulary.*

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# **MAINE'S EARLY LEARNING AND DEVELOPMENT STANDARDS**

A guide for all early childhood educators' efforts to improve professional practice and programs for young children from the age of three until kindergarten entrance.

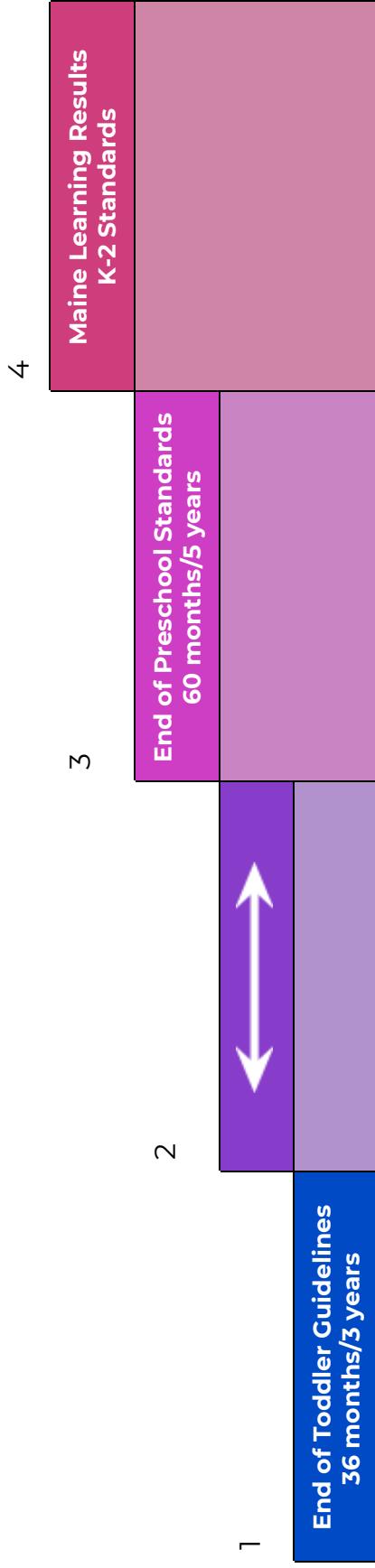
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# Overview

This new document is divided into four columns:

1. The blue column (1) on the far left references the standard for the 18-36 months.
2. The preschool years are divided into two columns (2 & 3).
  - a. The green column (2) indicates a mid-preschool “benchmark”. The indicators listed in this are not to be taken as absolutes for a child at 48 months/4 years of age and the column is not labeled for that reason. Children develop in individual domains at different rates over the course of their preschool years.
  - b. The pink column (3) contains the standards for end of preschool/kindergarten entry (5 years/60 months). This column represents what children should know and be able to do when they leave preschool.
3. The purple column (4) on the far right indicates the end of kindergarten or end of second grade standard of the *Maine Learning Results*.



# **Early Language and Literacy**

Children acquire language and literacy skills through meaningful interactions with people in their lives. Early childhood is the most critical time for language and literacy development, and the foundations built by students during this time are essential to children's later learning. Some language and literacy learning is incidental and arises naturally during play and everyday experiences. Other learning depends on explicit instruction that occurs through formal teaching. Young learners can actively construct their own language and literacy knowledge, but they also need intentional interactions with adults to further their development, provide motivation and strengthen essential skills.

Supportive language and literacy learning environments are created with different styles and approaches but should always include three important elements: responsive conversations that use rich vocabulary, daily interactions with high-quality books (literary and informational); and engaging interactions with print and the sounds of language and letters. Intentional language and literacy teaching does not happen by chance; it is planned, thoughtful, and purposeful. The early learning curriculum and environment should integrate language and literacy in all areas of development. Hands-on exposure to books, creative expression through play, and guided encouragement from adults supports development of children's language and literacy skills. They provide children with not only the tools for lifelong learning, but also the ability to become critical thinkers and effective communicators.

# Speaking and Listening

Maine Learning Results K-2 Standards	Comprehension and Collaboration
End of Toddler Guidelines 36 months/3 years	<p><b>Comprehension and Collaboration</b></p> <p>Carries on sustained interactions with caregivers.</p> <ul style="list-style-type: none"> <li>Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:</li> <li>Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Begins to engage in conversations with multiple exchanges.</li> </ul> <p><i>MELDS.ELA.SL.CC.PS.1</i></p>
End of Preschool Standards 60 months/5 years	<p><b>Comprehension and Collaboration</b></p> <p>Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> <li>- <i>MELDS.ELA.SL.CC.PS.1.A</i> Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics &amp; texts under discussion).</li> <li>- <i>MELDS.ELA.SL.CC.PS.1.B</i> Engages in conversations with multiple exchanges.</li> <li>- <i>CCSS.ELA-LITERACY.SL.K.1.A</i> Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics &amp; texts under discussion).</li> <li>- <i>CCSS.ELA-LITERACY.SL.K.1.B</i> Continues a conversation through multiple exchanges</li> </ul> <p><i>CCSS.ELA-LITERACY.SL.K.2</i></p>
	<p><b>Comprehension and Collaboration</b></p> <p>Participates in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> <li>- <i>CCSS.ELA-LITERACY.SL.K.1.A</i> Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics &amp; texts under discussion).</li> <li>- <i>CCSS.ELA-LITERACY.SL.K.1.B</i> Continues a conversation through multiple exchanges</li> <li>- <i>CCSS.ELA-LITERACY.SL.K.2</i> Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>- <i>CCSS.ELA-LITERACY.SL.K.3</i> Asks and answers questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>

<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>
<p>Recognizes names for common objects, familiar people, and familiar actions.</p> <p>Begins to describe familiar people, places, things, and events.</p> <p>Begins to speak audibly and, with prompting and support, begins to provide additional detail, express thoughts, feelings, and ideas.</p>	<p><i>MELDS.ELA.SL.PKI.PS.1</i> Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail.</p> <p><i>CCSS.ELA-LITERACY.SL.K.4</i> Describes familiar people, places, things, and events, and, with prompting and support, provides additional detail.</p> <p><i>MELDS.ELA.SL.PKI.PS.2</i> Begins to add drawings or other visual displays to descriptions to provide additional detail.</p> <p><i>CCSS.ELA-LITERACY.SL.K.5</i> Adds drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>MELDS.ELA.SL.PKI.PS.3</i> Speaks audibly most of the time and expresses thoughts, feelings, and ideas.</p> <p><i>CCSS.ELA-LITERACY.SL.K.6</i> Speaks audibly and expresses thoughts, feelings, and ideas clearly.</p>	

# Language Standards

Maine Learning Results K-2 Standards	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
End of Preschool Standards 60 months/5 years	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
End of Toddler Guidelines 36 months/3 years	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
	<p><b>End of Preschool Standards 60 months/5 years</b></p> <p><b>Conventions of Standard English</b></p> <p><i>MELDS.ELA.LS.CSE.PS.1</i> Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>- <i>MELDS.ELA.LS.CSE.PS.1.A</i> Prints some upper- and lowercase letters, and can write their own name.</li> <li>- <i>MELDS.ELA.LS.CSE.PS.1.B</i> Uses frequently occurring nouns and verbs.</li> </ul> <p>Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</p> <p>Asks and answers simple questions (e.g. What is that?, Where is Daddy?)</p> 	<p><b>Conventions of Standard English</b></p> <p><i>CCSS.ELA-LITERACY.L.K.1</i> Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <p><i>CCSS.ELA-LITERACY.L.K.1.A</i> Prints many upper- and lowercase letters.</p> <p><i>CCSS.ELA-LITERACY.L.K.1.B</i> Uses frequently occurring nouns and verbs.</p> <p><i>CCSS.ELA-LITERACY.L.K.1.C</i> Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><i>CCSS.ELA-LITERACY.L.K.1.D</i> Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p><b>End of Toddler Guidelines 36 months/3 years</b></p> <p><b>Conventions of Standard English</b></p> <p><i>MELDS.ELA.LS.CSE.PS.1</i> Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>- Prints some letter and/or letter-like symbols</li> <li>- Uses frequently occurring nouns and verbs</li> <li>- Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)</li> <li>- Begins to understand question words (e.g. who, what, where, when, why, how).</li> </ul>

<p>Understands prepositions such as <i>on</i>, <i>in</i>, or <i>under</i>.</p> <p>Combines words into simple sentences.</p> <ul style="list-style-type: none"> <li>- Begins to understand the most frequently occurring prepositions (e.g. <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, <i>with</i>).</li> <li>- Begins to speak in complete sentences.</li> </ul>	<p><i>MELDSELA.LS.CSE.PS1.E</i> Begins to use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>with</i>).</p> <p><i>MELDSELA.LS.CSE.PS1.F</i> Demonstrates the ability to speak in complete sentences.</p> <p><i>MELDSELA.LS.CSE.PS2</i> Begins to use standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>- <i>MELDSELA.LS.CSE.PS2.A</i> Capitalizes the first letter in their own name.</li> <li>- <i>MELDSELA.LS.CSE.PS2.B</i> Begins to recognize punctuation (e.g., <i>,</i> <i>?</i>, <i>!</i>).</li> <li>- <i>MELDSELA.LS.CSE.PS2.C</i> Begins to write letters to represent sounds.</li> </ul>	<p><i>CCSS.ELA-LITERACY.L.K.1.E</i> Uses the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, <i>with</i>).</p> <p><i>CCSS.ELA-LITERACY.L.K.1.F</i> Produces and expands complete sentences in shared language activities.</p> <p><i>CCSS.ELA-LITERACY.L.K.2</i> Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p><i>CCSS.ELA-LITERACY.L.K.2.A</i> Capitalizes the first word in a sentence and the pronoun <i>I</i>.</p> <p><i>CCSS.ELA-LITERACY.L.K.2.B</i> Recognizes and names end punctuation.</p> <p><i>CCSS.ELA-LITERACY.L.K.2.C</i> Writes a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><i>CCSS.ELA-LITERACY.L.K.2.D</i> Spells simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Understands experiences to build vocabulary:</p> <ul style="list-style-type: none"> <li>- May express feelings, both physical and emotional.</li> <li>- Talks about what they are doing.</li> </ul>	<p>Uses everyday experiences to build vocabulary:</p> <ul style="list-style-type: none"> <li>- May express feelings, both physical and emotional.</li> <li>- Talks about what they are doing.</li> </ul>	<p>7</p>

Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	
<ul style="list-style-type: none"> <li>- Uses language to convey simple ideas.</li> <li>- Refers to self by name.</li> <li>- Uses personal pronouns like <i>I, me, and you</i> with increased proficiency.</li> <li>- Articulation becomes increasingly clearer.</li> <li>- Vocabulary increases with age.</li> <li>- Understands contrasts (e.g., yes/no, run/stop, come/go, up/down).</li> </ul>	<p><i>MELDS.ELA.LS.VAU.PS1.A</i></p> <p>Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play:</p> <ul style="list-style-type: none"> <li>- Begins to generate words that are similar in meaning (e.g. <i>happy/glad, angry/mad</i>)</li> <li>- Begins to explore word relationships and meanings:</li> </ul> <p><i>MELDS.ELA.LS.VAU.PS1.B</i></p> <p>With prompting and support, generates words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i>).</p> <p><i>MELDS.ELA.LS.VAU.PS2.A</i></p> <p>Begins to sort common objects into categories (e.g. big/small, living/nonliving)</p> <p><i>MELDS.ELA.LS.VAU.PS2.B</i></p> <p>Begins to apply words learned in classroom activities to real-life examples (e.g. names places in school that are fun, quiet, or noisy)</p>	<p><i>MELDS.ELA.LS.VAU.PS1.A</i></p> <p>Asks and answers questions about the meanings of new words and phrases based on introduced through books, activities, and play.</p> <p><i>MELDS.ELA.LS.VAU.PS1.B</i></p> <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading &amp; content.</p> <p><i>MELDS.ELA.LS.VAU.PS2.A</i></p> <p>Identifies new meanings for familiar words and applies them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p><i>MELDS.ELA.LS.VAU.PS2.B</i></p> <p>With prompting and support, generates words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i>).</p> <p><i>MELDS.ELA.LS.VAU.PS3.A</i></p> <p>Begins to explore word relationships and meanings.</p> <p><i>MELDS.ELA.LS.VAU.PS3.B</i></p> <p>Sorts common objects into categories (e.g. big/small, living/nonliving).</p> <p><i>MELDS.ELA.LS.VAU.PS3.C</i></p> <p>Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p><i>CCSS.ELA-LITERACY.LK.4</i></p> <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading &amp; content.</p> <p><i>CCSS.ELA-LITERACY.LK.4.A</i></p> <p>Identifies new meanings for familiar words and applies them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p><i>CCSS.ELA-LITERACY.LK.4.B</i></p> <p>Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p><i>CCSS.ELA-LITERACY.LK.5</i></p> <p>Explores word relationships and nuances in word meanings:</p> <p><i>CCSS.ELA-LITERACY.LK.5.A</i></p> <p>Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>
			<p><i>MELDS.ELA.LS.VAU.PS2.C</i></p> <p>Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>

	<p><i>ME/IDS.ELA.L.S.VAU.PS.2.D</i> Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p> <p>-CCSS.ELA-LITERACY.L.K.5.B Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>-CCSS.ELA-LITERACY.L.K.5.C Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).</p> <p>-CCSS.ELA-LITERACY.L.K.5.D Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> <p>CCSS.ELA-LITERACY.L.K.6 Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

# Reading Standards for Literature

Maine Learning Results K-2 Standards	<b>Key Ideas and Details</b> <i>CCSS.ELA-LITERACY.RL.K.1</i> With prompting and support, asks and answers questions about key details in a text.
End of Preschool Standards 60 months/5 years	<b>Key Ideas and Details</b> <i>MELDS.ELA.RL.KID.PS.1</i> With prompting and support, asks and answers questions about simple stories.  <i>MELDS.ELA.RL.KID.PS.2</i> With prompting and support, retells at least one major event from a simple story.  <i>MELDS.ELA.RL.KID.PS.3</i> With prompting and support, identifies main characters in simple stories.
End of Toddler Guidelines 36 months/3 years	<b>Key Ideas and Details</b> <i>With prompting and support:</i> Engages and interacts during story reading.  Retells information from a story.  Demonstrates understanding of who or what a story is about.  <b>Craft and Structure</b> <i>MELDS.ELA.RL.CS.PS.1</i> Asks questions about unknown words and phrases in stories  <i>MELDS.ELA.RL.CS.PS.2</i> Begins to recognize that there are different text structures, such as stories, poems, and songs  <i>MELDS.ELA.RL.CS.PS.3</i> Begins to describe the roles of authors & illustrators

<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<p>Begins to make observations about the use of words and pictures.</p> <p>Enjoys listening to stories of increased complexity.</p>	<p><i>MELDS.ELA.RL.K1.PS.1</i> Retells stories using both storybook language and pictures</p> <p><i>MELDS.ELA.RL.K1.PS.2</i> Begins to make connections between characters in familiar stories</p>
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<p>Seeks out experiences (individually and in groups) with pictures, books, and other print materials.</p>	<p><i>MELDS.ELA.RL.LTC.PS.1</i> Participates in (individually and in groups) a variety of age-appropriate print materials</p>

# Reading Standards for Informational Text

Maine Learning Results K-2 Standards	
End of Toddler Guidelines 36 months/3 years	Key Ideas and Details
	<p><b>Key Ideas and Details</b></p> <p><i>MELDS.ELA.IT.D.PS.1</i> With prompting and support, asks and answers questions about an informational text read aloud.</p> <p><i>MELDS.ELA.IT.D.PS.2</i> With prompting and support, recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals.</p> <p><i>MELDS.ELA.IT.D.PS.3</i> With prompting and support, represents or acts out concepts learned from hearing an informational text read aloud (e.g., makes a skyscraper out of blocks at the sensory table).</p>
	<p><b>Key Ideas and Details</b></p> <p><i>CCSS.ELA-LITERACY.RI.K.1</i> With prompting and support, asks and answers questions about key details in a text.</p> <p><i>CCSS.ELA-LITERACY.RI.K.2</i> With prompting and support, identifies the main topic and retells key details of a text.</p> <p><i>CCSS.ELA-LITERACY.RI.K.3</i> With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure</b></p> <p><i>MELDS.ELA.IT.S.PS.1</i> Asks questions about unknown words and phrases in informational texts read aloud or shared visually.</p>

Begins to display appropriate book-handling behaviors - orients book as if to be read, points to title, turns pages in a single direction.  Begins to understand that books have titles, authors, and illustrators.	<p><i>MELDS.ELA.1T.S.PS.2</i> Identifies front cover and back cover of a book and title.</p> <p><i>MELDS.ELA.1T.S.PS.3</i> Begins to describe the role of authors and illustrators.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><i>MELDS.ELA.1T.I.PS.1</i> Describes important information from text and pictures/photos/graphics.</p> <p><i>MELDS.ELA.1T.I.PS.2</i> Recognizes that information on a topic can be found in more than one text.</p>	<p><b>Integration of Knowledge and Ideas</b></p> <p><i>MELDS.ELA.1T.I.PS.1</i> Describes the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text and illustration depicts)</p> <p><i>MELDS.ELA.1T.I.PS.2</i> With prompting and support, identifies the reasons an author gives to support points in a text.</p>	<p><b>Integration of Knowledge and Ideas</b></p> <p><i>CCSS.ELA-LITERACY.RI.K.5</i> Identifies the front cover, back cover, and title page of a book.</p> <p><i>CCSS.ELA-LITERACY.RI.K.6</i> Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.</p> <p><i>CCSS.ELA-LITERACY.RI.K.7</i> With prompting and support, identifies basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>Range of Reading and Level of Text Complexity</b></p> <p><i>MELDS.ELA.1T.LTC.PS.1</i> Participates individually and in groups in a variety of age-appropriate informational text materials.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><i>CCSS.ELA-LITERACY.RI.K.9</i> Actively engages in group reading activities with purpose and understanding.</p>
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# Reading Standards: Foundational Skills

Maine Learning Results K-2 Standards	
End of Preschool Standards 60 months/5 years	Print Concepts
 <p><b>Print Concepts</b></p> <p>Begins to display appropriate book-handling behaviors and begin to recognize print conventions:</p> <ul style="list-style-type: none"> <li>- <i>MELDS.ELA.RF.PC.PS.1A</i> Begins to track print from left to right and top to bottom.</li> <li>- <i>MELDS.ELA.RF.PC.PS.1B</i> Recognizes that print is something that is read and has specific meaning.</li> <li>- <i>MELDS.ELA.RF.PC.PS.1C</i> Begins to demonstrate that words are separated by spaces in print.</li> <li>- <i>MELDS.ELA.RF.PC.PS.1D</i> Recognizes and names at least 15-20 upper- and 15-20 lower case letters.</li> </ul>	<p><b>Print Concepts</b></p> <p>Displays appropriate book-handling skills and knowledge of print conventions:</p> <ul style="list-style-type: none"> <li>- <i>MELDS.ELA.RF.PC.PS.1A</i> Demonstrates understanding of the organization and basic features of print:</li> <li>- <i>CCSS.ELA-LITERACY.RF.K.1A</i> Follows words from left to right, top to bottom, and page by page.</li> <li>- <i>CCSS.ELA-LITERACY.RF.K.1B</i> Recognizes that spoken words are represented in written language by specific sequences of letters.</li> <li>- <i>CCSS.ELA-LITERACY.RF.K.1C</i> Understands that words are separated by spaces in print.</li> <li>- <i>CCSS.ELA-LITERACY.RF.K.1D</i> Recognizes and names all upper- and lower case letters of the alphabet.</li> </ul>
<p><b>End of Toddler Guidelines 36 months/3 years</b></p> <p>Exhibits increased participation with written forms of communication (e.g., looks at books and magazines as if they are reading, turns pages at the right time).</p> <p>Enjoys listening to rhymes, finger plays, and songs of increased complexity.</p> <p>Recognizes signs and symbols in the environment - memorizes and repeats phrases of songs, books, and rhymes.</p> <p>Recognizes signs and symbols in the environment (e.g. stop sign, label or logo from favorite cereal box).</p>	

		<b>Phonological Awareness</b>	<b>Phonological Awareness</b>	<b>Phonological Awareness</b>
Recognizes signs and symbols in the environment - memorizes and repeats phrases of songs, books, and rhymes.	With prompting and support, demonstrates an understanding of spoken words and syllables:	<p><i>MELDS.ELA.RF.PA.PS.1</i></p> <p>With prompting and support, demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):</p> <ul style="list-style-type: none"> <li>- Begins to recognize rhyming words.</li> <li>- Begins to count, pronounce, blend, and segment syllables in their own name.</li> <li>- Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words.</li> </ul>	<p><i>MELDS.ELA.RF.PA.PS.1.A</i></p> <p>Recognizes and produces rhyming words.</p> <p><i>MELDS.ELA.RF.PA.PS.1.B</i></p> <p>Counts, pronounces, blends, and segments syllables in spoken words.</p> <p><i>MELDS.ELA.RF.PA.PS.1.C</i></p> <p>Blends and segments onsets and rimes of single-syllable spoken words.</p> <p><i>MELDS.ELA.RF.PA.PS.1.D</i></p> <p>Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p><i>MELDS.ELA.RF.PA.PS.1.E</i></p> <p>Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><i>CCSS.ELA-LITERACY.RF.K.2</i></p> <p>Demonstrates understanding of spoken words, syllables, and sounds (phonemes):</p> <ul style="list-style-type: none"> <li>-CCSS.ELA-LITERACY.RF.K.2.A Recognizes and produces rhyming words.</li> <li>-CCSS.ELA-LITERACY.RF.K.2.B Counts, pronounces, blends, and segments syllables in spoken words.</li> <li>-CCSS.ELA-LITERACY.RF.K.2.C Blends and segments onsets and rimes of single-syllable spoken words.</li> <li>-CCSS.ELA-LITERACY.RF.K.2.D Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>-CCSS.ELA-LITERACY.RF.K.2.E Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
Recognizes signs and symbols in the environment (e.g. stop sign, label or logo from favorite cereal box).				

<p><b>Phonics and Word Recognition</b></p> <p>Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity.</p> <p><i>MELDS.ELA.RF.PWR.PS.1</i> With prompting and support, begins to recognize that letters represent sounds.</p> <p><i>MELDS.ELA.RF.PWR.PS.2</i> With prompting and support, begins to recognize their own name and the names of other children in the classroom and common print around the classroom.</p> <p><b>Fluency</b></p> <p><i>MELDS.ELA.RF.PWR.PS.3</i> With prompting and support, begins to link a sound to the corresponding printed letter.</p> <p><i>MELDS.ELA.RF.PWR.PS.3</i> With prompting and support, recognizes names of other children in the classroom and common print around the classroom.</p> <p><b>Fluency</b></p> <p><i>MELDS.ELA.RF.F.PS.1</i> Attends to fluent models of reading.</p> <p><i>MELDS.ELA.RF.F.PS.2</i> Begins to imitate fluent models of reading.</p> <p><i>MELDS.ELA.RF.F.PS.1</i> Attends to fluent models of reading.</p> <p><i>MELDS.ELA.RF.F.PS.2</i> Imitates fluent models of reading.</p>	<p><b>Phonics and Word Recognition</b></p> <p><i>MELDS.ELA.RF.PWR.PS.1</i> With prompting and support, links a sound to a picture of an object that begins with that sound.</p> <p><i>MELDS.ELA.RF.PWR.PS.2</i> With prompting and support, begins to link a sound to the corresponding printed letter.</p> <p><b>Fluency</b></p> <p><i>MELDS.ELA.RF.F.PS.1</i> Attends to fluent models of reading.</p> <p><b>Fluency</b></p> <p><i>MELDS.ELA.RF.F.PS.2</i> Imitates fluent models of reading.</p>
<p><b>Phonics and Word Recognition</b></p> <p><i>CCSS.ELA-LITERACY.RF.K.3</i> Knows and applies grade-level phonics and word analysis skills in decoding words.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.A</i> Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.B</i> Associates the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.C</i> Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>Fluency</b></p> <p><i>CCSS.ELA-LITERACY.RF.K.4</i> Reads emergent-reader texts with purpose and understanding.</p>	<p><b>Phonics and Word Recognition</b></p> <p><i>CCSS.ELA-LITERACY.RF.K.3</i> Knows and applies grade-level phonics and word analysis skills in decoding words.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.A</i> Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.B</i> Associates the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><i>-CCSS.ELA-LITERACY.RF.K.3.C</i> Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>Fluency</b></p> <p><i>CCSS.ELA-LITERACY.RF.K.4</i> Reads emergent-reader texts with purpose and understanding.</p>

# Writing Standards

Maine Learning Results K-2 Standards	Text Types and Purposes CCSS.ELA-LITERACY.W.K.1
	Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
End of Preschool Standards 60 months/5 years	With prompting and support, uses a combination of drawing, dictating, and writing to communicate opinions on topics of interest (e.g., <i>My favorite food is...</i> ).
End of Toddler Guidelines 36 months/3 years	<p>With prompting and support, uses a combination of drawing, dictating, and emergent writing to communicate ideas.</p> <p>Increases understanding of use of communication tools - names scribbles made with marker or crayon by telling others what scribbles mean.</p>

<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
<p>With prompting and support, shares drawing and writing with others.</p> <p>With prompting and support, recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words.</p>	<p>MELDS.ELA.W.PD.PS.1 With prompting and support, shares drawing and writing with peers to gather additional ideas and/or answer questions.</p> <p>MELDS.ELA.W.PD.PS.2 With prompting and support, recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words.</p>	<p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>MELDS.ELA.W.R.PS.1 Participates in shared research and writing projects modeled by adults (e.g., class explores how tadpoles become frogs and create visuals).</p> <p>Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).</p> <p>With guidance and support from adults, begins to recall some information from experiences or gather information from resources.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>MELDS.ELA.W.R.PS.2 With guidance and support, begins to recall information from experiences or gather information from different sources.</p> <p>CCSS.ELA-LITERACY.W.K.7 Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).</p> <p>CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</p>

# Math

Young children are natural mathematicians. Even as infants and young toddlers they engage in matching and sorting activities. Children ages three to five are eager to learn the role of math in everyday life and benefit from rich learning environments and adults who introduce important concepts and content to them. This approach supports an appreciation for math and gives the young child a foundation in math which builds upon their natural curiosity and desire to learn.

Active experiences and hands-on activities (both those found in the natural world and purchased) are especially important in helping young learners focus on the key concepts of early mathematics: numeracy, geometry, measurement and problem-solving skills. These concept areas are linked by teaching practices that emphasize the enjoyment and appreciation of mathematics. All of these elements, -- a supportive environment, current content knowledge, interactive materials, and a love of math -- combine to create young mathematicians who will carry their positive approaches to math through their kindergarten years and beyond.

# Standards for Math

Maine Learning Results K-2 Standards	<b>Mathematical Practices</b> <i>CCSS.MATH.PRACTICE.MP1</i> Makes sense of problems and perseveres in solving them.  <i>CCSS.MATH.PRACTICE.MP2</i> Reasons abstractly and quantitatively.  <i>CCSS.MATH.PRACTICE.MP3</i> Constructs viable arguments and critiques the reasoning of others.  <i>CCSS.MATH.PRACTICE.MP4</i> Models with mathematics.  <i>CCSS.MATH.PRACTICE.MP5</i> Uses appropriate tools strategically.  <i>CCSS.MATH.PRACTICE.MP6</i> Attends to precision.  <i>CCSS.MATH.PRACTICE.MP7</i> Looks for and makes use of structure.  <i>CCSS.MATH.PRACTICE.MP8</i> Looks for and expresses regularity in repeated reasoning.  <i>MELDS.M.MP.PS.7</i> Uses math terms in the course of everyday conversations.
End of Preschool Standards 60 months/5 years	<b>Mathematical Practices</b> <i>MELDS.M.MP.PS.1</i> Approaches math with enthusiasm.  <i>MELDS.M.MP.PS.2</i> Associates math with engaging classroom materials and activities.  <i>MELDS.M.MP.PS.3</i> Recognizes the usefulness of math in everyday tasks.  <i>MELDS.M.MP.PS.4</i> Uses math to solve problems in the context of classroom and home experiences.  <i>MELDS.M.MP.PS.5</i> Represents mathematical concepts using manipulatives.  <i>MELDS.M.MP.PS.6</i> Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.  <i>MELDS.M.MP.PS.7</i> Uses math terms in the course of everyday conversations.
End of Toddler Guidelines 36 months/3 years	 <b>Mathematical Practices</b> Develops positive attitudes about math.  Participates in whole group and small group math-focused activities.  Recognizes the idea of a "problem" and "problem solving" in the physical and social world.  Communicates math ideas verbally and non-verbally.

Counts to two or three Imitates counting rhymes. Uses some number words during play or activity.	<b>Counting and Cardinality</b>  Rote counts to 10 and beyond by ones with increasing accuracy.  Recognizes and names written numerals 0-5.  Begins to subitize to determine how many (recognizes small quantities immediately).  Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).  Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality).	<b>Counting and Cardinality</b>  <b>Knows number names and the count sequence.</b>  CCSS.MATH.CONTENT.K.CC.A.1 Counts to 100 by ones and by tens.  CCSS.MATH.CONTENT.K.CC.A.2 Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).  CCSS.MATH.CONTENT.K.CC.A.3 Writes numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  CCSS.MATH.CONTENT.K.CC.A.4 Recognizes the relationship between numbers and quantities; connect counting to cardinality (0-10).  CCSS.MATH.CONTENT.K.CC.A.5 Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality).

	<p><b>MELDS.M.CCC.PS.6</b> Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>MELDS.M.CCC.PS.7</b> Begins to write number symbols 0-10.</p> <p><b>MELDS.M.CCC.PS.8</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, up to 10.</p>	<p><b>Counts to tell the number of objects.</b> <b>CCSS.MATH.CONTENT.K.CC.B.5</b> Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, counts out that many objects.</p> <p><b>Compares numbers.</b> <b>CCSS.MATH.CONTENT.K.CC.C.6</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>
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	<p><b>Operations and Algebraic Thinking</b></p> <p>Responds with number words and/or counting strategy, when asked the question, “How many?”</p>	<p>MELDS.M.OAT.PS.7 Associates quantity with a number name or written numeral.</p> <p>MELDS.M.OAT.PS.2 Counts using 1:1 correspondence with increasing accuracy.</p> <p>MELDS.M.OAT.PS.3 Represents addition and subtraction with fingers, drawing, acting out situations, and verbal explanation.</p> <p>MELDS.M.OAT.PS.4 Uses concrete objects to model real-world addition and subtraction, up to 5 (composing and decomposing numbers).</p> <p>MELDS.M.OAT.PS.5 Acts out and solves story problems using sets of up to ten objects.</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.</p>
			<p>CCSS.MATH.CONTENT.K.OA.A.1 Represents addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>CCSS.MATH.CONTENT.K.OA.A.2 Solves addition and subtraction word problems, and adds and subtracts within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>CCSS.MATH.CONTENT.K.OA.A.3 Decomposes numbers less than or equal to 10 into pairs in more than one way, (e.g., by using objects or drawings), and records each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math>)</p> <p>CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, finds the number that makes 10 when added to the given number and records the answer with a drawing or equation.</p> <p>CCSS.MATH.CONTENT.K.OA.A.5 Fluently adds and subtract within 5.</p>

		<p><b>Geometry</b></p> <p>Recognizes and names/describes simple shapes.</p> <p>Classifies, labels, and sorts objects by characteristics.</p> <p>Arranges objects in lines.</p> <p>Shows interest in patterns and sequences.</p> <p>Shows some understanding of daily time sequences.</p>	<p><i>MELDS.M.G.PS.1</i></p> <p>Describes, sorts, and classifies shapes using some attributes such as size, sides, and other properties.</p> <p><i>MELDS.M.G.PS.2</i></p> <p>Discovers connections between formal geometric shapes and the surrounding environment.</p> <p><i>MELDS.M.G.PS.3</i></p> <p>Combines materials to make three-dimensional and two-dimensional shapes.</p> <p><i>MELDS.M.G.PS.4</i></p> <p>Breaks down shapes into parts and wholes.</p> <p><i>MELDS.M.G.PS.5</i></p> <p>Initiates activities that indicate understanding of directionality.</p> <p><i>MELDS.M.G.PS.6</i></p> <p>Uses orientation and directionality words such as slides, flips, and turns as shapes are manipulated.</p>	<p><b>Geometry</b></p> <p><b>Identifies and describes shapes.</b></p> <p>CCSS.MATH.CONTENT.K.G.A.1 Describes objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p> <p>CCSS.MATH.CONTENT.K.G.A.2 Correctly names shapes regardless of their orientations or overall size.</p> <p>CCSS.MATH.CONTENT.K.G.A.3 Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><b>Analyzes, compares, creates, and composes shapes.</b></p> <p>CCSS.MATH.CONTENT.K.G.B.4 Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length).</p>
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	<p><i>CCSS.MATH.CONTENT.K.G.B.5</i> Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><i>CCSS.MATH.CONTENT.K.G.B.6</i> Composes simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).</p>
<i>MELDS.M.G.PS.7</i>	<p>Uses symbols and/or objects to indicate beginning understanding of relative positions in space (e.g., creates simple maps; follows directions during nature walks).</p>
<i>MELDS.M.G.PS.8</i>	<p>Demonstrates or describes relative positions of objects, using words such as <i>up</i>, <i>down</i>, <i>beside</i>, and <i>over</i>.</p>

Measurement and Data	Measurement and Data
	<p><b>MELODYS.M.MD.PS.1</b> Describes, sorts, and classifies groups of objects using one or more attribute.</p> <p>Recognizes measurable attributes of objects, such as length, weight, and capacity of everyday objects (e.g. long, short, tall, heavy, light, big, small, full, empty).</p> <p>Sorts, orders, and classifies familiar objects by a single attribute (e.g. size, shape, color, texture, orientation, and position) and explains the reason.</p> <p>Uses seriation as a strategy for organizing materials.</p> <p>Recognizes and duplicates simple patterns in the environment, including sound and movement patterns.</p> <p>Demonstrates an understanding of time periods (a short time/a long time, “five more minutes”, morning, afternoon, night).</p> <p><b>MELODYS.M.MD.PS.2</b> Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g. long, short, tall, heavy, light, big, small, full, empty).</p> <p><b>MELODYS.M.MD.PS.3</b> Begins to identify such words as <i>first</i>, <i>next</i>, and <i>last</i>.</p> <p><b>MELODYS.M.MD.PS.4</b> Uses discrete attributes to order and seriate materials.</p> <p><b>MELODYS.M.MD.PS.5</b> Recognizes, duplicates, creates, and extends simple patterns using objects.</p> <p><b>MELODYS.M.MD.PS.6</b> Uses past and future tenses and time words appropriately.</p>
	<p><b>CCSS.MATH.CONTENT.K.MDA.1</b> Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.</p> <p><b>CCSS.MATH.CONTENT.K.MDA.2</b> Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describes the difference (e.g., directly compares the heights of two children and describes one child as taller/shorter).</p> <p><b>CCSS.MATH.CONTENT.K.MD.B.3</b> Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count.</p>

	<p><i>MELDS.M.MD.PS.7</i> Begins to understand concepts such as yesterday, today, and tomorrow.</p> <p><i>MELDS.M.MD.PS.8</i> Responds to questions that can be answered through data analysis.</p> <p><i>MELDS.M.MD.PS.9</i> Represents data using simple charts and graphs (2-D or 3-D).</p> <p><i>MELDS.M.MD.PS.10</i> Uses non-standard units of measurement to measure objects; notices similarities and differences.</p> <p><i>MELDS.M.MD.PS.11</i> Connects measurement terms and concepts in everyday life.</p>
Relates concepts of past, present, and future to daily activities.	Participates in data collection activities.

# Glossary

## Language and Literacy

The glossary of terms of the Maine's ELA/Literacy standards can be found in Appendix A, along with the research that supports the standards: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf).

**Alphabetic Principle:** knowing that words are composed of letters and that there is a systematic relationship between the letters and the sound they make

**Alliteration:** repetition of beginning sounds

**Auditory:** relating to or experience through hearing

**Collaborative Conversation:** conversation among students and/or teachers about learning topics

**Comprehension:** an active process whereby a reader interprets and constructs meaning the text based on prior knowledge and experience

**Dictation:** recording spoken words in writing

**Environmental Print:** familiar print found in the surroundings (e.g. logos, food labels, and road signs)

**Expressive Language:** putting words together to form thoughts or express oneself

**Fluency:** the ability to read a text accurately, quickly, and with proper expression and comprehension

**Fiction:** imaginative

**Genre:** a category used to classify literary works, usually by form, technique, or context

**Informational Text:** non-fiction text designed to inform the reader

**Narrative Story:** a story or account of events, experiences, or the like, true or fictitious

**Onset:** any consonants before a vowel in a syllable

**Phonemes:** individual speech sounds represented by a single letter or group of letters (e.g. /ch/, /igh/, etc.)

**Phonological Awareness:** the ability to identify and manipulate individual speech sounds as well as syllables and whole words

**Phonemic Awareness:** the awareness that spoken words are made up of sounds, and the ability to hear and identify the sound

**Phonics:** a strategy that involves learning the alphabetic principles of language and knowledge of letter-sound relationships

**Print Conventions:** basic rules about the forms and functions of print, such as directionality and punctuation

**Receptive Language:** ability to process, comprehend, or integrate spoken language

**Recasting:** a teaching technique that involves a teacher who supplies a child's missing word or gently models correct usage of a word or extends the child's idea following the child's verbal statement

**Rime:** the vowel and any consonants after it in a syllable

**Scaffolding:** a strategy in which teachers provide children with modeling and support to help them acquire a skill

**Segment:** to divide the words in segments based on their sound components

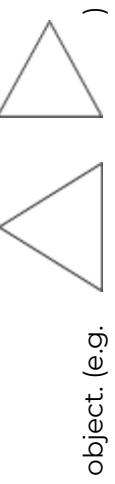
## Math

**Attributes:** identifiable features of an object that can be compared and contrasted with other objects such as, but not limited to color, size, length, and weight

**Cardinality:** the understanding that the last number stated when counting correlates with the number of objects in the group (e.g. child counts 1, 2, 3 and says there are 3, showing the principle of cardinality)

**Directionality:** the location of an object in space. An object's directionality can be changed by moving or sliding an object. (e.g. the circle is above the square)

**Orientation:** the position of an object in space. The orientation of an object can be changed by rotating, turning, or flipping an



**Seriation:** when objects are organized in a logical sequence (e.g. blocks are lined up from smallest to biggest)

**Subitize:** rapid recognition of the number of objects seen without counting (e.g. child sees a dice with two dots on it and knows that there are two dots without counting 1, 2)

# Resources

## Language and Literacy

### Web-Based Resources

**Common Core State Standards for ELA-Literacy**  
<http://www.corestandards.org/ELA-Literacy/>

**Early Childhood Knowledge and Learning Center**  
<https://eclkc.ohs.acf.hhs.gov/hslc>

**Maine's ELA/Literacy Standards**  
<http://www.maine.gov/doe/ela/index.html>

**Raising Readers**  
<http://www.raisingreaders.org/>

**Reading Rockets**  
<http://www.readingrockets.org/>

**National Association for the Education of Young Children**  
<http://www.naeyc.org/>

**Zero to Three**  
<http://www.zerotothree.org/child-development/early-language-literacy/>

**Early Beginnings**  
<https://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>

**Colorin' Colorado**  
<http://www.colorincolorado.org/article/36679>

## Math

**Erikson Early Math Collaborative**  
<http://earlymath.erikson.edu/>



## Kindergarten Readiness Data Sheet

### Child Demographics

Child's name: \_\_\_\_\_ Gender (circle): M F X

Caregiver(s) name(s): \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

### Child's Ethnicity

Is this child Hispanic or Latino? (check one)

Yes, Hispanic or Latino  No, not Hispanic or Latino  Intentionally left blank

What is the race of this child? (check up to three)

- |                             |                          |                            |
|-----------------------------|--------------------------|----------------------------|
| • Asian Indian              | • Hmong                  | • Samoan                   |
| • Black or African American | • Japanese               | • Tahitian                 |
| • Cambodian                 | • Korean                 | • Vietnamese               |
| • Chinese                   | • Laotian                | • White                    |
| • Filipino                  | • Native American        | • Intentionally left blank |
| • Guamanian                 | • Other Asian            |                            |
| • Hawaiian                  | • Other Pacific Islander |                            |

Child's primary diagnosis: \_\_\_\_\_

Child's secondary diagnosis (if applicable): \_\_\_\_\_

Any additional diagnosis (if applicable): \_\_\_\_\_

Does the child currently have an IFSP/IEP? Yes \_\_\_\_\_ No \_\_\_\_\_ In process \_\_\_\_\_  
If applicable, first meeting date: \_\_\_\_\_

Does the child currently have an 504 Plan? Yes \_\_\_\_\_ No \_\_\_\_\_ In process \_\_\_\_\_  
If applicable, first meeting date: \_\_\_\_\_

Highest education degree obtained by parents: \_\_\_\_\_

Does the child qualify for free/reduced lunch? Yes \_\_\_\_\_ No \_\_\_\_\_ Unknown \_\_\_\_\_

Does the child live with both custodial and noncustodial parent? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how often does he/she stay with the noncustodial parent?  
\_\_\_\_\_

### Child's Language Use

Please indicate, by marking on the lines below, the percentage of time you estimate the child uses each language modality across the day within each setting.

#### Visual Language (e.g. ASL)

At home: \_\_\_\_\_



At school: \_\_\_\_\_



#### Spoken Language

At home: \_\_\_\_\_



At school: \_\_\_\_\_

#### Cued Speech

At home: \_\_\_\_\_



At school: \_\_\_\_\_

### Family Team

Caregiver(s): \_\_\_\_\_

Pediatrician: \_\_\_\_\_

Audiologist: \_\_\_\_\_

Ear Nose Throat Specialist: \_\_\_\_\_

### Service Providers

Teacher of the Deaf: \_\_\_\_\_

Speech Pathologist: \_\_\_\_\_

Guide by Your Side  
Parent Guide: \_\_\_\_\_

Deaf/ Hard of Hearing Guide: \_\_\_\_\_

Listening and Spoken Language Specialist: \_\_\_\_\_

American Sign Language Specialist: \_\_\_\_\_

Special Educator: \_\_\_\_\_

Physical Therapist: \_\_\_\_\_

Occupational Therapist: \_\_\_\_\_

Other: \_\_\_\_\_

### Caregivers' Hearing Status

Caregiver 1(name): \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Hearing status: \_\_\_\_\_ Primary language at home: \_\_\_\_\_

Caregiver 2(name): \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Hearing status: \_\_\_\_\_ Primary language at home: \_\_\_\_\_

### Communication and language opportunities identified on the child's Communication Plan (Check all that apply)

- American Sign Language
- Bilingual- Bimodal
- Cued Speech
- Listening and Spoken Language-Auditory Oral
- Listening and Spoken Language-Auditory Verbal
- Manually coded English
- Tactile Sign Language

<b>Hearing Status</b>					
Date of Identification:		How Identified:	<ul style="list-style-type: none"> <li>● ABR</li> <li>● Behavioral Audiogram</li> </ul>		
<b>Hearing Levels</b>					
Degree: (Circle one)		Right:	N/A	Mild (16-40 dB)	Moderate (41-55 dB)
			Moderately Severe (56-70 dB)	Severe (71-90 dB)	Profound (91+ dB)
Type: (Circle one)		Left:	N/A	Mild (16-40 dB)	Moderate (41-55 dB)
			Moderately Severe (56-70 dB)	Severe (71-90 dB)	Profound (91+ dB)
Initial Hearing Technology:	Right	Fitting Date:	Type:	Make:	Model:
	Left	Fitting Date:	Type:	Make:	Model:
Current Hearing Technology:	Right	Fitting Date:	Type:	Make:	Model:
	Left	Fitting Date:	Type:	Make:	Model:

<p><b>When considering each setting/context, please select the option that best matches your child's level of interaction.</b></p> <p><b>Please indicate for both <i>familiar</i> and <i>unfamiliar</i> contexts and/or communication partners.</b></p>				<p><b>For each setting/context, please indicate what modality is used to communicate effectively.</b></p> <p>E.g ASL, Bilingual/Bimodal, Cued Speech, Listening and Spoken Language, Auditory Oral, Listening and Spoken Language, Auditory Verbal, Manually Coded English, Tactile Sign Language</p>	
Setting/Context				Receptive	Expressive
<u>1:1 Interaction:</u> <i>Familiar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>1:1 Interaction:</u> <i>Unfamiliar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>Small Group:</u> <i>Familiar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>Small Group:</u> <i>Unfamiliar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>Large Group:</u> <i>Familiar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>Large Group:</u> <i>Unfamiliar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>With Same Age Peers:</u> <i>Familiar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>With Same Age Peers:</u> <i>Unfamiliar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>With Adults:</u> <i>Familiar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		
<u>With Adults:</u> <i>Unfamiliar Context</i>	No Interaction	Limited Interaction	Engaged Interaction		

## **CHILD ASSESSMENT DATA**

To Whom It May Concern,

My husband and I have an amazing little girl named Emma. She was born with a rare condition called bi-lateral microtia/atresia resulting in significant hearing impairment due to conductive loss. Emma was born to a spoken language home composed of myself, her dad, her older brother, and a tight knit extended family who all live locally.

When Emma was first born we didn't know if she would ever hear the sound of our voices when we were singing a lullaby or saying the words "I love you". Luckily, we found out that Emma's hearing loss could be accommodated for through the use of bilateral bone anchored hearing aids, which would bypass her conductive challenges and bring sound directly to her inner ear. We were thrilled that Emma would be able to hear! We realized that her life would have challenges and there would be plenty of bumps along the way, however we were up for the challenge and from day one were determined to provide her an amazing life, no matter what.

Our first challenge was to determine the best course of action to provide Emma access to language. We decided that we would provide her access to listening and spoken language by use of her BAHA devices and extensive work with her speech and language pathologists. We also decided that we would pursue sign language to provide Emma additional access to language and the world around her. We knew that we wanted Emma to be able to decide which language modality was the one she preferred to use. Therefore, we made sure to provide her access and opportunities in both listening/spoken language and ASL.

Our family engaged in multiple sessions per week starting at 8 weeks old with speech and language pathologists. We discussed things like transforming our environment into optimal hearing and learning opportunities for Emma. We learned how to teach Emma to listen to learn and learn to listen. We practiced sounds and speech production while simultaneously focusing on self-advocacy skills so Emma could let us know when something wasn't working correctly or she was struggling.

In addition to the multiple speech sessions weekly, we also engaged in weekly family ASL sessions with our family trainer. These sessions included our entire family as well as approximately 10 extended family members. Our goal was to expose ourselves to ASL and learn as much as we could to support Emma in her language journey. We didn't know any sign language prior to these sessions and we were so grateful for our family trainer who encouraged us and supported us along the way.

We ultimately made the decision to enroll Emma in a bilingual preschool when she turned three. Our goal was to have her continue to expose herself to both ASL and spoken language. Currently, Emma's preferred modality is listening and spoken language, however since being on the island with other deaf/hard of hearing peers Emma's sign language has dramatically improved. She seems more comfortable to try communicating with some sign and is always observing others to learn from them. We have been thrilled with Emma's exposure to both

languages and we believe that as parents our job is to provide the opportunities and let Emma determine the best path for herself. We've found that Emma's exposure on the Island goes beyond language. It has really become an opportunity for her to meet other exceptional children just like her. She is learning how to communicate her wants and needs while continuously working on becoming her own little advocate. She is making friends who are a part of the hearing world and the deaf/hard of hearing world. And she is exploring all the ways that her uniqueness makes her special and to show the world everything she has to offer.

If I were to impart some wisdom on families who are new to this journey, I would say provide as much as exposure to language and experiences to your child as you possibly can. Provide them the tools and allow them to take the lead in determining what is best for them. Don't make the "easy" choice which is often the choice based out of fear or the unknown. Know that ALL OF US are in this together and we all started out from similar places. Know that as long as you do the best you can for your child, everything will be alright.

I wish you the very best in your journey with your exceptional child and please remember to celebrate all of their successes along the way. It's so easy to look ahead to the "next thing" and to forget how far we have all come on this journey. Best of luck and know you are not alone.

Sincerely,

Jill Blake

My name is Katie and my daughter, Olive, was born Deaf/HOH (HOH = hard of hearing). She “failed” her new born hearing test. That’s how the nurse told me. I remember not feeling great about that, but also being in awe of my new baby, that I didn’t fully comprehend what that meant. (For the record, we now refer to it as passing her Deaf test.) Olive’s Dad dove into research mode before we even left the hospital. We watched videos of Deaf children signing, talking, acting, playing sports; you name it we watched it. It was comforting actually, to see that there are no limits on what a Deaf person can accomplish. When you’re pregnant with your child you day dream for months about what their life, your life, will be like. You wonder what sports will she play? What instruments will she take to? Will she be a class clown? You day dream and wonder, or assume, what you’ll be like as a parent. Will I be strict? Will I be goofy? I will definitely be the Mom in the bounce house at parties, that is certain. When it was confirmed that Olive had bilateral sensorineural hearing loss in the moderate to severe levels (all that means is Olive was severely hard of hearing in both ears and required the use of hearing aids to access spoken language), it changed everything. Instead of wondering what instrument will she take to, I wondered, will she ever hear music? Instead of thinking would she play basketball like me? I thought of how much my coach communicated to us from the sidelines. And, the most horrifying thought of all, wasn’t ‘will she be a class clown?’ but will the other kids laugh at her? Even my role as a parent changed, not only did I have a baby to raise – but I had to navigate an entire culture that I didn’t know existed. Some aspects didn’t change, I still wanted to raise a strong, independent, self-confident girl – now I just needed to figure out how.

We wanted Olive to attend a Deaf preschool, and work with Deaf professionals. That was important to us for a few reasons, the biggest reason was the ASL experience, but also important to us to have Deaf role models, and Deaf peers. Olive started at a Deaf preschool when she was almost 3 years old, and I remember her first day like yesterday. Most parents remember those things, I’m sure. But I remember Olive’s first day because I needed an interpreter to communicate with her teacher. I remember my face turning red, and I started to feel embarrassed. I didn’t know who to look at. The teacher? The interpreter? I’m pretty sure the only thing I remember from that interaction was how silly I must have looked to everyone. A mom to a deaf child, and she didn’t know ASL yet. Little did I know, I was trying, and that’s what they saw, they saw a Mom trying her best. It was on my drive home that I decided I needed to fast track myself into ASL and that learning at Olive’s pace was no longer an option. My goal? To not need an interpreter by the end of her school year. I wasn’t fluent by the end of the year, no, but I didn’t need an interpreter – we all finger spelled more than we wanted to I’m sure, but we did it!

Here we are, on year 6 of raising a strong, independent, Deaf girl – and I have no regrets. It’s been different and even at times, difficult, and if I had to choose and do it all over again, I wouldn’t change my decision. Olive is 6, and she signs and speaks fluently, she is reading, and counting to almost 100 with the exception of a few missing numbers. She is funny, she is inquisitive, and she is supported. My advice to a family just starting this process, or learning that their child is Deaf or HOH is DON’T PANIC. It is a big deal, but at the same time, not that big of a deal. Your child will still learn, be happy, stay curious, be funny, and grow to be something great – they’ll just be doing it differently than you planned. I would talk to just as many Deaf and HOH adults and professionals, as you do hearing. The opinions vary, and for me, it was important to have the opinion of someone like Olive, Deaf.

For two years we truly believed our son, Evan, could hear just fine. We repeatedly took him to get audiological exams each time expecting to get a definitive result that everything was just fine and we would move on with our lives as parents with their new and only child. It was only once we decided to allow his audiologist to conduct a sedated hearing evaluation that we found out he has degenerative hearing loss. That he would in time, lose more and more of his ability to hear the world around him, to an extent that no one can or will ever be able to determine.

I know first hand how overwhelming and emotional it can be to find out your child has a condition that will effect them, you and your family for the rest of your lives. I know how it feels to want answers to every single question, even the ones you don't yet have and to want to control every aspect of the situation as possible. I know how it feels to feel powerless. That uncertainty and those questions you may have that can feel like the weight of the world resting on your shoulders will not last. They are fleeting moments that will become the motivation and strength you use to empower yourself with the knowledge, confidence and a support system that will enable you and your child to learn and grow together.

Along with having degenerative hearing loss, Evan also has childhood apraxia of speech and has been diagnosed with Autism. Before we knew any of this, while still realizing he wasn't meeting his milestones for speech, we wanted spoken language to be his primary form of communication. Once we realized the extent of his hearing loss and how it could deteriorate in time, we concluded that his spoken language, however much improved, would still need to be supplemented with sign language in order for him to communicate with others and them with him. After reviewing all options of communication, we felt that Sign Supported Speech was the best choice for us in communicating with Evan and teaching him to communicate with the world around him. We felt this would give him the greatest opportunity to increase and develop his spoken language as well as enable him, us and everyone else to communicate using sign language to fill in all of the various and at times, enormous gaps that were present.

Introducing this new form of communication has helped us to have a rapport with our child, alleviate frustrations and build a better relationship with him. He is now able to have a better understanding and relationship with the world around him and his potential for exclusion has been eliminated. He loves to sign, learn new signs and lights up whenever meeting someone new that "speaks his language". Witnessing him learn how to communicate and come out of the seclusion he was in has filled us with us sense of pride that words can hardly express.

Since his hearing loss has increased so significantly in such a short amount of time, we are now looking into switching to a Bilingual/Bimodal communication approach. We will simply take everything we have learned so far and build onto further. That's one of the many amazing things about ASL and the numerous communication opportunities that it comes with, it is very flexible and you can never stop learning.

As a family of three without having the "village" that is so widely touted when having children, we have found that in the support system we have built over the last year and a half. We have been encompassed by a group of educated, compassionate and devoted individuals who are at times, our life line. These are people you need, if you don't have them, find them. Most importantly and above all else, be your child's advocate. The most well intentioned person still isn't going to know what is best for your child and your family. Ask questions (yes, all of them), accept help and stand up for yourself and your child. Be their advocate, be their voice.

*"You are braver than you believe, stronger than you seem, and smarter than you think."*

A.A. Milne

Dianna, Doug and Evan Smith

Our daughter Jane came into the world fast and furiously, a big, beautiful, perfect baby girl. She did not pass her newborn hearing screenings at the hospital, which they said was likely due to fluid in her ears from her quick delivery. Her follow-up audiology appointment and severe to profound sensorineural hearing loss diagnosis came five weeks later though, and we eventually learned congenital cytomegalovirus (CMV) infection was the cause.

Jane received hearing aids when she was three months old and the early intervention team visited that same week. The menu of communication options was overwhelming and having to choose which we wanted for Jane seemed such a bizarre concept at the time. It just wasn't something we ever expected needing to ponder or decide for our daughter. Above all, we wanted her to feel safe, unconditionally loved, and happy. Then as we imagined her future, how we could best support and help her learn and grow, Listening and Spoken Language (LSL) felt the most natural option for us. We were her first and most important teachers and listening and speaking is what we felt confident we could fully immerse her in and teach her – our very verbal and communicative older son seemed proof of that!

We learned about Auditory Verbal Therapy (AVT), and a speech language pathologist specializing in AVT and LSL began visiting our home each week. She coached and encouraged us, and taught us how to incorporate listening and spoken language into our daily routines and playtimes. It became our way of life. We narrated everything in Jane's world, constantly pointing out sounds we heard, explaining what we were doing throughout the day, singing songs, reading books. We were building a strong language foundation for Jane and trusted that she was soaking up everything she could.

Jane received her cochlear implants soon after her first birthday and quickly her language began to explode. Within just a few months, it was clear she was understanding, and then soon producing, more and more spoken language each day. By Jane's third birthday, her language abilities were on par with, and even surpassed, her typically hearing peers. She now attends mainstream kindergarten at our beloved community school with her big brother, and already reads well above grade level. She is able to advocate for herself, independently tells her teachers if she has any difficulty with the remote microphone system, and most importantly has developed and enjoys friendships with many of her classmates.

Listening and spoken language has also made it possible for Jane to communicate and form strong bonds with extended family that we only get to see in person a few times a year. This brings Jane and her cousins, aunts and uncles, and grandparents so much joy. Jane's language and communication abilities allow her to independently do, try, and experience anything and everything she wants! Jane also understands and is proud of her "superpower" – being deaf. At the end of each day, she takes off her sound processors and enjoys the peace and quiet while she plays or reads in bed. She moves with relative ease and comfort between hearing all day and silence at night. It is beautiful and incredible, just like Jane.

Many will tell you that what you're going through is a journey and indeed, it is. It takes patience and persistence. Sometimes you have to trust and follow the advice of experts. Other times you'll be most comforted by the guidance of other families or Deaf and hard of hearing adults who understand what you and your child are going through. As is true for parenting in general though, most of the time you go by instinct – you know your child best. Imagine your wildest dreams for them, have high expectations, and settle for nothing less. Your child's future is so bright and you'll be amazed by what they are capable of!

Laura & Joe Sweet (Jane's parents)

Hello,

My name is Chelsea. My husband Jason and I have two boys, Benjamin (5) and Lucas (2). Lucas is hard of hearing and has been using hearing aids (HA) since he was 1. It's been an interesting journey, navigating all the appointments, consultations and meetings to find the best support for Lucas. If you're just starting to explore the resources available to you, we know from experience it can be overwhelming. Don't worry – everyone around you wants what is best for you and your child.

Let us give you a little bit of background about our family to help you understand why we chose *Manually Coded English* as our communication approach. Lucas' paternal grandparents are both deaf. Jason grew up in a deaf household with two hearing siblings and ASL was his first language. Coincidentally, Jason is deaf in one ear, but none of this contributed to Lucas' hearing loss. There is no genetic explanation for it.

After several appointments with an ENT, it sort of came as a surprise at 9 months when he had tubes that we were told he had moderate to severe hearing loss. We were devastated. We didn't want to believe what the doctors were telling us. He reacted when we spoke to him, he had a few words at the time, but he didn't have full access. It was at that time, we started the process of getting Lucas fitted for HA for amplification.

Keeping HA on a toddler is no easy task. Putting them in only for him to take them out moments later was a constant battle. Persistence was key. Finding a routine and sticking to it helped tremendously. It takes time and it's important to give yourself grace. Take breaks when you need it and try not to get frustrated. It gets better and it's worth it!

Fast forward to when Lucas was about 18 months, we sat down as a family with our fantastic speech pathologist to decide which communication approach we wanted to take with Lucas. There were so many options. Since he was older now, we were already communicating with him using ASL and spoken language. As a family, sign was already incorporated into our daily routine. Many families use baby sign to start exploring communication with their little ones and that was no different for us. We continued to expand his signs despite having better access to spoken language with his HA because we want our boys to be able to communicate with their grandparents using ASL.

That's when we realized, we didn't need to decide which communication approach to take. We were already using one naturally: *Manually Coded English*. We didn't need to find a new communication approach; we chose the one that already fit in our lives. We speak to Lucas and sign key words as part of our conversation. It can be as simple as saying "more banana please momma" and we sign each of the words as we say them. There are times where we teach him new signs during the conversation, and other times we don't sign many words because it's too much. We try to incorporate both sign and spoken language into our daily lives, so he has access to both.

If he's frustrated and can't find the words, he gravitates more towards signing or gesturing so he can show us what he needs. Or if we are outside playing and the lawnmower is running, we use sign to communicate instead of yelling over all the extra noise. Spoken language is just as important to us because we are a hearing household. For all of us to communicate, we wanted a mix of ASL and spoken language to support our family long term.

At 2 years old, Lucas is thriving. His spoken language is evolving and becoming more accurate and easier to understand. We know his HA are giving him access to the sounds he couldn't hear before. He signs and understands sign in addition to his spoken language which is incredible to watch. We were very lucky to have ASL in our family already, which made Manually Coded English an easy approach for us. Not everyone has someone who can sign fluently in their home. That's ok. There are resources that can support you if this is the approach you want to take. From ASL classes to videos on YouTube, sign can be accessible to families who want to use it. It has been a blessing for our family!

Make language fun for your child and your family! No matter what it looks, or sounds like – read books, sing songs and have conversations!

Wishing you all the best in this journey! – Chelsea and Jason