

Literacy Concepts for 18 to 36 months (*All*)

Alphabetic Knowledge / *Exploring with Letters*

Educator/Adult	Children
Prompts children to recite or sing the letters of the alphabet	Recites a song with letters of alphabet, with assistance (e.g., an alphabet song or recitation)
Asks children to point to print on the page of a picture book or other illustrated page, poster, etc.	Begins to understand that print represents words (e.g., pretends to read text)

Communication / *How to Talk & Share*

Educator/Adult	Children
Responds to children's use of appropriate cues to solicit attention	Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name)
Prompts children to use adjectives to describe things or events in order to communicate effectively	Uses descriptors to describe a thing or event (e.g., 'big' toy, 'fun' ride)
Provides children with the opportunity to use sound effects to convey meaning (e.g., "Crash", "Bang", "Buzz", animal sounds)	Uses sound effects in play
Provides children with the opportunity to participate in turn-taking conversations (e.g., "What did you like about the book?")	Begins to demonstrate turn-taking in conversation

Comprehension / *Understanding Words, Stories, Directions, Ideas, etc.*

Educator/Adult	Children
Prompts children to identify different body parts by pointing	Identifies at least three body parts, when requested
Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?)	Identifies some people, objects, and actions by name
Asks children simple questions (e.g., do you see birds in the trees around your house?) and pauses, allowing children time to respond	Answers simple questions with words or actions
Provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena	Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?")

Language Use / *How to Use Words*

Educator/Adult	Children
Prompts children to recount events	Recounts an event, with assistance
Prompts children to reflect on the sequence of events in an orally narrated story	Begins to follow the sequence of events in an orally narrated story
Provides opportunity for finger play (e.g., songs and games that use fingers)	Enjoys finger plays (e.g., songs and games that use hands)
Prompts children to point to objects within the pages of a book or within given context	Attempts to locate objects when they are discussed by others

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Phonological Awareness / *Playing with Sounds*

Educator/Adult	Children
Uses reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs	Completes a familiar rhyme or finger play by providing the last word
Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound

Print Concepts / *Connecting with Books & Stories*

Educator/Adult	Children
Prompts children to recall specific characters from age-appropriate stories	Recalls specific characters or actions from familiar stories
Inserts pauses, providing children time to respond, and asks questions during story that allow children to make predictions	Anticipates what comes next in known stories, with assistance (e.g., predicts the next animal in an animal concept book)
Prompts children to respond to the emotional experiences or expressions of characters in books	Responds to emotional expressions in a book (e.g., points to a happy face)
Invites children to make comments on books read recently or in the past	Makes comments on book

Vocabulary / *Understanding & Using Words*

Educator/Adult	Children
Introduces unfamiliar objects and prompts children to request labels from caregiver	Asks others to label unfamiliar objects
Uses simple three-to-four word (with mostly 1-2 syllable words) sentences at least twice followed by a pause so children can imitate	Imitates simple two-word phrase/sentence
Provides experiences that prompt children to ask questions	Uses simple questions in speech, but may not use correct grammar
Invites children to use adjectives to describe objects or things described in stories	Uses adjectives in phrases (e.g., 'big' bag, 'green' bear)

Writing Concepts / *Writing*

Educator/Adult	Children
Asks children about attempts to produce written, age-appropriate material (e.g., scribbles)	Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print)
Uses hand to point out words as reading them	Scribbles and makes marks on paper purposefully
Provides writing explorations related to fine motor skills, gross motor skills, and postural control	Draws horizontal and vertical lines