

VIEWS² Valuable Initiatives in Early Learning that Work Successfully

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

Alphabetic Knowledge / Exploring with Letters

Educator/Adult	Children
Reads books with repetitive sounds and/or pronounces words deliberately and slowly when reading	Imitates sounds when looking at words in a book
Points towards a book while reading or when a book is within reach of children	Points to words in a book

Communication / How to Talk & Share

Educator/Adult	Children
Provides pauses so that children can interject	Vocalizes/uses words and gestures to solicit attention
Encourages children to imitate simple words	Imitates words (e.g., simple greetings)
Greets children with non-verbal gestures (e.g., waves hello) in order to communicate	Uses non-verbal gestures for social conventions of greeting (e.g., waves goodbye)
Encourages caretakers to model eye-contact and turn-taking in communication as well as sounds and words one-on-one	Participates in a one-on-one conversation by making sounds or using words, sometimes

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

Educator/Adult	Children
Uses simple words to give children single step directions (e.g. "Please bring me the ball.") or indirect invitations (e.g. "Let's listen.") and provides time for them to respond (e.g., "Clap", child claps).	Responds appropriately to familiar words (e.g., "Clap", child claps)
	Follows single step directions (e.g. "Please bring me the ball.")
	Has a receptive vocabulary of over fifty words in home language
Asks children simple questions that can be answered with gestures towards a particular person (e.g., "Where is mommy?") or object; (e.g., "Where is your blanket?")	Points to a familiar person/s when requested
	Points to objects when named (e.g., "Where is your blanket?")
Directs children's attention using visual gaze and/or gestures	Pays attention to what the speaker is looking at or pointing to

Language Use / How to Use Words

Educator/Adult	Children
Provides or recites oral stories (e.g. nursery rhymes) to children in order to prompt children to express simple thoughts or ideas	Enjoys listening to oral stories
	Uses single words to express thoughts and ideas (e.g. when child sees the sun, he/she says "sun")

Phonological Awareness / Playing with Sounds

Educator/Adult	Children
Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words	Vocalizes familiar words when read to
Uses rhymes in stories, greetings, and directions	Recites last word of familiar rhymes, with assistance

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Print Concepts / Connecting with Books & Stories

Educator/Adult	Children
Highlights and points to pictures or words in a book, spaces between words, or words representing pictured objects	Pays attention to pictures or words in books
Prompts children to point to pictures, characters, or objects in books	Points to familiar pictures, characters, and objects in books
Presents children with the opportunity to explore books (e.g., what is on the pages) as part of hands-on activity	Explores books (e.g., fingers through pages)

Vocabulary / Understanding & Using Words

Educator/Adult	Children
Uses gestures in combination with words when communicating	Combines words and gestures (e.g., waves when saying good-bye)
Invites children to label familiar objects in books or in the environment	Uses eight to ten understandable words (e.g., 'daddy', 'bottle', 'up')
Presents children with the opportunity to label aspects of people, places and events	Uses short telegraphic sentences (e.g., "Me go." or "There mama.")

Writing Concepts / Writing

Educator/Adult	Children
Asks children to point out words and pictures in a book in order to prompt children to think about the differences between words and pictures	Points to words in a book
	Imitates other person's writing, drawing, or scribbling by making own marks or scribbles
Demonstrates making marks on a page in front of children	Scribbles spontaneously