

## Infant/Toddler-MELDS

### Domain: Early Language and Literacy

*This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.*

Domain	Goal Topic	Indicators- Birth-8 months	My Planning	Indicators- 6-18 Months	My Planning	Indicators- 16-36 Months	My Planning
Early Language and Literacy	Language Comprehension (Receptive Language)	Maintains eye contact with person looking at him or her: - mutually gazes with primary caregivers, shows preference for voice of primary caregivers		Responds with gestures or vocal signals to familiar words: - responds to own name - turns to look at familiar person/object/pet when named - understands simple phrases as “bye-bye”, “hot”, etc. - points or reaches to familiar objects when named as in body parts, favorite toys, family pictures		Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing.	
		Reacts to human voice: - appears to watch or listen, quiets self, turns toward conversation		Understands simple one step requests such as “Get your blanket”, “Give me your cup”.		Understands names for common objects, familiar people, familiar actions.	



		<p>Reacts to new voices or sounds by becoming more quiet or active:</p> <ul style="list-style-type: none"> <li>- startles or cries at loud sounds, shows different responses to tones of voice, looks for source of sounds</li> </ul>		Looks to adult for messages about appropriate or inappropriate behavior.		Understands contrasts such as: yes/no, come/go, run/stop, up/down, fast/slow	
				<p>Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as pat-a-cake.</p>		Understands prepositions such as: on, in, under, over	
						With adult direction, finds items needed for an activity.	
						Shows increased attention span when being read to, listening to rhymes, finger plays, songs of increased complexity.	
Early Language and Literacy	Language Expression (Expressive/Productive Communication)	<p>Initiates communication with caregiver: maintains eye contact:</p> <ul style="list-style-type: none"> <li>- looks intently at caregiver</li> <li>- cries, grunts or makes loud sounds to seek caregiver assistance</li> <li>- smiles or gestures to</li> </ul>		<p>Uses physical gestures or sounds to get help from adult:</p> <ul style="list-style-type: none"> <li>- gazes between adult and desired item,</li> <li>- tugs or pulls on caregiver</li> <li>- moves, points or motions to object out of reach</li> <li>- expresses own</li> </ul>		<p>Uses words or actions to request assistance:</p> <ul style="list-style-type: none"> <li>- asks for food when hungry</li> <li>- asks for help</li> <li>- may use words to solve conflicts with peers/siblings</li> </ul>	



		initiate social contact - moves body in anticipation of being picked up		needs such as hunger or wanting comfort item			
		Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self		Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns.		Combines words into simple sentences: “Mommy bye- bye”, “Milk all gone”.	
				Takes turns in back- and-forth verbal play with caregiver that mimics a conversation.		Asks and answers simple questions: lots of what, why and where questions.	
				Responds to caregiver’s speech by babbling/uttering in reply.		Uses everyday experiences to build on vocabulary: - talks about what they are doing - uses language to convey simple ideas	

				Moves toward expression of identifiable words: - jargon has melody and inflection - imitates familiar words/sounds - begins expressing clearly words like “mama”, “dada”, “bye-bye”, “no”, “ba-ba”(bottle)		Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency.			
						Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional.			
						Carries on sustained interactions with caregivers.			
Early Language and Literacy	Emergent Literacy	With a responsive adult, looks at and attends to pictures of other babies or faces.		Exhibits increased participation when books are read: - points - makes sounds - vocalizes - smiles - urns page		Exhibits increased participation with written forms of communication: - looks at books, magazines as if reading - makes sounds that relate to pictures - turns pages at the right time			

	Looks at books, pats the pictures, brings book to mouth.		Makes motions for familiar games, rhymes, songs or finger plays.		Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes.	
	Kicks feet or moves arms in response to music.		Begins to “use” communication tools during imitative play: - uses phone or book - grasps marker or crayon - makes marks on paper		Increased understanding of communication tools: - converses with others using play phone - tells others what own scribbles mean	
	Listens and attends to repetitions of culturally and linguistically familiar words, songs or rhymes.				Shows increased attention when being read to: - begins to make observations about the use of words and pictures - enjoys stories of increasing complexity	
	Uses signs or gestures in response to adult’s conversation with them about photos of familiar people.					