

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY****SUB-DOMAIN: COMMUNICATION****LISTENING****GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>36 to 60 Months</b></p>	<p>Receives messages in conversations, directions, music, and stories.</p>	<ul style="list-style-type: none"> <li>▪ Attends to simple stories.</li> <li>▪ Follows two-three step oral directions.</li> <li>▪ Gains information and understanding through listening.</li> <li>▪ Responds to and engages in two-way conversation.</li> <li>▪ Listens and participates in finger plays, stories, and nursery rhymes.</li> <li>▪ Joins in songs with repetition and movement.</li> <li>▪ Reacts to a spoken refrain in a story such as “And they all said BOO!” or “I think I can, I think I can.”).</li> <li>▪ Selects specific details in a story and repeats them.</li> <li>▪ Listens to others in a group discussion for a short period.</li> <li>▪ Responds to questions with appropriate concepts and answers.</li> <li>▪ Attends to an adult or peer who is speaking.</li> <li>▪ Follows multiple-step oral directions.</li> <li>▪ Attends to stories. With support, can ask and answer questions about what is happening in a story (e.g. “What happens next?” “Are you worried about the little bear?”).</li> <li>▪ Responds appropriately to either a question or a statement.</li> <li>▪ Can take turns in group discussions, though does not always respond to the topic of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the length and complexity of books you read and stories that you tell the child.</li> <li>▪ Offer a listening ear as children “read” a book you just read, or retell the story you read.</li> <li>▪ Engage children in two way conversations about pictures and accompanying stories in books, magazines, and catalogs.</li> <li>▪ Provide child with games and pictures where directions are given by the adult or other child to find things in the material.</li> <li>▪ Sing repetitious songs with actions and give children plenty of time to respond physically to what they hear. Change up the directions and actions in the songs (i.e. “You put your pinky finger in,” or “You put your forehead in,” as you sing the Hokey Pokey song.).</li> <li>▪ Read or tell stories with a refrain that children can speak and change (“Trip trop, who’s that trip- tropping over my bridge?!”).</li> <li>▪ Facilitate listening skills as children talk with each other (i.e. “Let’s listen to Susie tell us about her new cat.”).</li> <li>▪ Play games with child that require listening and understanding (“Going on a Bear Hunt,” “Red Light/Green Light, Red stand up, green stand up, yellow and blue sit down”).</li> <li>▪ Provide English Language Learner (ELL) or child learning any other language with opportunities to participate in by using gestures, props, pictures,</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Has a growing ability to appropriately respond to fantasy and reality.</li> <li>▪ Is working on responding to concepts of yesterday, today, and tomorrow.</li> </ul>	<p>demonstration.</p> <ul style="list-style-type: none"> <li>▪ Provide tape-recorded stories from the child's home culture and in the child's home language.</li> <li>▪ Provide wait time and protect opportunity for each child to respond to directions, questions, or conversation.</li> <li>▪ Create times when children in groups come together to listen to information.</li> <li>▪ Provide a listening center for child to listen to books, music, and to respond to sound games.</li> <li>▪ Provide clear instructions that help child move from simple directions to an increasingly complex sequence of actions.</li> <li>▪ Ask questions and give prompts about events in the past, present, and future.</li> </ul>
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