

IDAHO EARLY LEARNING EGUIDELINES

GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: COMMUNICATION

LISTENING

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>Birth through 8 Months</p>	<p>Responds to environmental sounds and recognizes familiar voices.</p>	<ul style="list-style-type: none"> ▪ Turns to locate the source of a sound. ▪ Orients to speaker in response to communication. ▪ Shows a preference for human voice to other sounds. ▪ Recognizes familiar sounds and voices, and searches for the source of the sounds. When verbally cued, visually attends to familiar object. ▪ Reaches for familiar objects with verbal cue. ▪ Vocalizes or gestures in response to another person’s voice or gesture. 	<ul style="list-style-type: none"> ▪ Encourage child to orient to sounds that occur near him/her by turning, looking, reaching, or moving in the direction of the sound. ▪ Exaggerate vocal patterns (whisper, hum, sing, laugh) while talking to the baby. ▪ Play with noise-producing objects (bells, rattles, crinkly paper, music-box). ▪ Use simple tunes, such as “Twinkle, Twinkle Little Star,” but make up words or nonsense syllabus to match the tune and provide variety in listening for the baby. ▪ Talk to the baby frequently during daily care-giving routines (bathing, dressing, feeding, and play activities). ▪ Vary pitch, intonation, and intensity as you talk with baby. ▪ Play sound games with variety. For example, make mouth sounds, changing sounds to be slow, then faster, softer, then louder. ▪ Record sounds such as a bell ringing, a door closing, a child singing, a ball bouncing, then play the recording as the baby listens. Between sounds, say the words to describe the sound. ▪ Use exaggerated expression on your face and in your voice as you play with and read books with the baby. ▪ Read stories and nursery rhymes using different speeds and intonations. ▪ Play a variety of music and tap your fingers to the beat, sometimes gently tapping the baby’s hand or arm. ▪ Rock and move child to the rhythm of music.

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<p>6 to 18 Months</p>	<p>Recognizes names for familiar people and objects. Responds to simple requests.</p>	<ul style="list-style-type: none"> ▪ When verbally cued, looks toward and points to objects. ▪ Reaches for familiar objects with verbal and gestural cues. ▪ Demonstrates understanding of names of familiar people by orienting body towards, looking at, or moving in person's directions. ▪ Engages in call and response play (i.e. when child makes sound, then adult makes same sound; child engages in back and forth call and response). ▪ Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching). ▪ Begins to imitate adult actions that go along with simple songs, rhymes, and traditional songs such as "Row, Row, Row Your Boat," "Pat-A-Cake," and "Eensy Weensy Spider." ▪ Follows single-step directions with gestures (e.g. "Please bring me the ball.>"). ▪ Follows single-step directions without gestures (e.g. "Please bring me the ball.>"). 	<ul style="list-style-type: none"> ▪ Respond to the child's sounds, offering a duet of sound, tones, response. ▪ Point to and name objects in the environment. ▪ Name objects and actions you use in daily care of the child and name the child's reactions to your actions. ▪ Play simple games that include a physical response to words such as peek-a-boo, pat-a-cake, and so big. ▪ Sing traditional songs and recite finger plays. Sing and recite slowly so child has time to listen and respond to what they hear. ▪ Read picture books, talk about what is in the pictures, and ask for child to point to things in the books. ▪ Give simple one-step directions. ▪ So that children can see the purpose of listening, describe what children are doing. Use phrases such as, "You are putting the blocks in the basket." "You heard your Mom come in the room." "You heard Caleb crying and you looked for him."

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16 to 38 Months	Understands increasingly complex statements and requests.	<ul style="list-style-type: none"> ▪ Responds to words with appropriate behavior or gesture; receptive language. ▪ Locates and uses items with verbal cue. ▪ Performs simple actions with verbal cue (jump, wave, get, come). ▪ Locates familiar objects, people, and body parts. ▪ Listens to short and simple stories. ▪ Responds to two-step directions (i.e. "Go into your bedroom and get your socks."). 	<ul style="list-style-type: none"> ▪ Play games that require the child to locate an object or person, or follow simple directions (find a ball, point to your eye). ▪ Read books and engage child to point out, name, and describe objects and activities in pictures. ▪ Use puppets and other props that support call and response scenarios. ▪ Include songs and stories from child's home language in group activities. ▪ Play treasure hunt, where you put objects somewhere close by, give the child a direction to find the object, then cue them until they find the object. ▪ Pretend talking on phone with the child. ▪ Play dancing games where instructions include such directions as stop and start again, step softly, dance like an elephant, or march in place.

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36 to 60 Months	Receives messages in conversations, directions, music, and stories.	<ul style="list-style-type: none"> ▪ Attends to simple stories. ▪ Follows two-three step oral directions. ▪ Gains information and understanding through listening. ▪ Responds to and engages in two-way conversation. ▪ Listens and participates in finger plays, stories, and nursery rhymes. ▪ Joins in songs with repetition and movement. ▪ Reacts to a spoken refrain in a story such as "And they all said BOO!" or "I think I can, I think I can."). ▪ Selects specific details in a story and repeats them. ▪ Listens to others in a group discussion for a short period. ▪ Responds to questions with appropriate concepts and answers. ▪ Attends to an adult or peer who is speaking. ▪ Follows multiple-step oral directions. ▪ 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 	<ul style="list-style-type: none"> ▪ Increase the length and complexity of books you read and stories that you tell the child. ▪ Offer a listening ear as children "read" a book you just read, or retell the story you read. ▪ Engage children in two way conversations about pictures and accompanying stories in books, magazines, and catalogs. ▪ Provide child with games and pictures where directions are given by the adult or other child to find things in the material. ▪ 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.). ▪ Read or tell stories with a refrain that children can speak and change ("Trip trop, who's that trip- tropping over my bridge?!"). ▪ Facilitate listening skills as children talk with each other (i.e. "Let's listen to Susie tell us about her new cat."). ▪ 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"). ▪ Provide English Language Learner (ELL) or child learning any other language with opportunities to participate in by using gestures, props, pictures, demonstration. ▪ Provide tape-recorded stories from the child's home culture and in the child's home language. ▪ Provide wait time and protect opportunity for each child to respond to directions, questions, or conversation.

		<p>the little bear?").</p> <ul style="list-style-type: none"> ▪ Responds appropriately to either a question or a statement. ▪ Can take turns in group discussions, though does not always respond to the topic of the discussion. ▪ Has a growing ability to appropriately respond to fantasy and reality. ▪ Is working on responding to concepts of yesterday, today, and tomorrow. 	<ul style="list-style-type: none"> ▪ Create times when children in groups come together to listen to information. ▪ Provide a listening center for child to listen to books, music, and to respond to sound games. ▪ Provide clear instructions that help child move from simple directions to an increasingly complex sequence of actions. ▪ Ask questions and give prompts about events in the past, present, and future.
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60 Months through Kindergarten	Interprets messages in conversations, directions, music, and in increasingly complex stories.	<ul style="list-style-type: none"> ▪ Attends to book reading/story telling for at least five minutes. ▪ Independently acts out parts of books, video, or song after listening. ▪ Responds accordingly to multi-step unrelated directions. ▪ Listens to others in group discussions, and takes turns responding appropriately. ▪ Asks for clarification for complex directions. ▪ Interprets subtle differences in tones and cadences that carry meaning (e.g. recognizes the difference between humorous and serious voice inflection, questions, and statements). ▪ With prompting and support, can ask and answer questions about key details in a story read or told story. 	<ul style="list-style-type: none"> ▪ Read and tell increasing longer stories and books and engage children in conversations about what they heard. ▪ Offer art materials for children to draw and create about what they heard in stories, poems, and songs. ▪ Provide props and puppets for children to recreate stories and poems they heard. ▪ Provide opportunities for child to be heard, to promote listening skills during group conversations (child must listen when other children speak). ▪ Create times when children in groups come together to listen to information (e.g. elder tells story during circle time; caregiver explains significance of totem pole characters). ▪ Give increasingly complex oral instructions for a project or task. ▪ Facilitate group discussions to make plans and solve problems, then have the children take action on the plans, and then return to their plans to see if they followed their plan. ▪ Listen to an audio story, a story on the radio, or musical selection with child and help interpret the story through words, art forms, dance, or drama.