

Oral Language/*Listening skills, speaking skills, social communication skills*

Goals: Children demonstrate an understanding of language by listening and speaking.

Children use language for a variety of purposes.

Children understand and use the conventions of social communication.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Uses a variety of voice sounds when sharing books, songs, including demonstrating the use of “parentese” 	Respond to frequently heard sounds and words Orient to speaker in response to speaker’s words
<ul style="list-style-type: none"> Provides or recites oral stories, nursery rhymes to children in order to prompt them to express simple thoughts or ideas Repeats rhymes, songs, stories to increase familiarity and engagement 	Attends to stories, rhymes, songs Use single words to express thoughts and ideas (e.g. when seeing the sun, say “sun”)
<ul style="list-style-type: none"> Pauses so that children can interject and repeat 	Vocalize/use words and gestures in response to person’s voice or gestures and to solicit attention Imitate words and gestures
<ul style="list-style-type: none"> Encourages children to imitate simple sounds, repeated words in books and stories 	Imitate words/sounds (e.g. simple greetings)
<ul style="list-style-type: none"> Greets children with nonverbal gestures (e.g. waves hello) in order to communicate Encourages children to join in with songs and movement activities that use gesture Adds gestures to books, songs, etc. that support communication 	Use nonverbal gestures for social conventions of greeting (e.g. waving goodbye) Communicate needs through facial expressions, words, actions
<ul style="list-style-type: none"> Introduces sign language while using spoken words 	Imitate gestures and/or signs in sign language
<ul style="list-style-type: none"> Encourages parents/caregivers to model eye contact and taking turns in communication as well as sounds and words one-on-one 	Participate in a one-on-one conversation by making sounds or using words
<ul style="list-style-type: none"> Offers simple instructions for fingerplays, movement activities, and transitions 	Follow one-step instructions

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Changes intonation and tone to communicate meaning 	React to, and may imitate, changes in intonation and tone
<ul style="list-style-type: none"> Prompts children to recount events 	Recount an event, with assistance
<ul style="list-style-type: none"> Prompts children to reflect on the sequence of events in a story or book 	Begin to follow the sequence of events in a story or book
<ul style="list-style-type: none"> Points to objects and prompts children to point to objects in environment and/or within the pages of a book or within given context 	Attempt to locate objects that are discussed by others Respond by looking when directed toward object/picture
<ul style="list-style-type: none"> Responds to children’s use of appropriate cues to solicit attention 	Address listener appropriately to get attention (e.g. using person’s name)
<ul style="list-style-type: none"> Prompts children to use adjectives to describe things or events in order to communicate effectively 	Use adjectives to describe a thing or event (e.g. fun ride)
<ul style="list-style-type: none"> Offers instructions for fingerplays, movement activities, and transitions 	Follow one- and two-step instructions
<ul style="list-style-type: none"> Provides children with the opportunity to use sound effects to convey meaning 	Use sound effects in play
<ul style="list-style-type: none"> Uses songs and rhymes with children’s names Reads books, tells stories, sings songs, shares rhymes, fingerplays, and poetry in engaging ways that encourage participation Uses puppets and/or props when reading/telling stories Uses motions that go along with stories and songs to convey meaning Repeats songs, books, fingerplays within storytime and over several storytimes 	Listen to short, simple stories Increasing ability to attend to, participate in, and understand language in conversations, stories, songs and poems Respond to action words by performing action Recall and repeat simple rhymes, songs, fingerplays
<ul style="list-style-type: none"> Provides children with the opportunity to participate in turn-taking conversations Asks open-ended questions, pausing to allow time for response 	Begin to demonstrate taking turns in conversation
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell simple stories which may include gestures to convey meaning
<ul style="list-style-type: none"> Shares factual information and factual books for children to gain information 	Understand language used to gain information Convey information and ask questions on topics of interest
<ul style="list-style-type: none"> Asks open-ended questions and encourages children to ask questions, pauses for children’s responses 	Respond to questions with words, phrases, sentences

Oral Language continued next page

Oral Language continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Asks open-ended questions about a recent event 	Recount some details of a recent event
<ul style="list-style-type: none"> Asks open-ended questions about specific details and events in a story and provides positive feedback when children recall details Offers opportunities for children to respond to increasingly complex directions and questions during informal discussion, book sharing, songs, rhymes, movement activities, craft time, playtime 	Respond to questions with appropriate answers Recalls specific details in a story and repeats them
<ul style="list-style-type: none"> Solicits use of words, signs or picture books to state points of view, likes/dislikes, and opinions; does not include questions with a “right” answer 	State point of view, likes/dislikes, and opinions using words, signs or picture books
<ul style="list-style-type: none"> Points out facial expressions of characters in stories or encourages children to make their own facial expressions to express emotions 	Demonstrate understanding of nonverbal cues (e.g. recognizing or making facial expressions for pride)
<ul style="list-style-type: none"> Prompts children to share stories about/describe experiences, then assists in putting in sequence 	Describe a task, project, and/or event sequentially in three or more sentences
<ul style="list-style-type: none"> Shares factual information and factual books for children to gain information 	Understand that language used to gain information
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell stories in sequence
<ul style="list-style-type: none"> Models ways we use language (e.g. sharing information, telling stories, asking questions, solving conflicts, getting help) 	Understand and use language for a variety of purposes Gain information through listening
<ul style="list-style-type: none"> Provides opportunities for children to share their own experiences and to listen to the experiences of others Provides opportunities to discuss what happens in a book/story 	Listen to adult and to others in group discussions Respond to questions and join in discussion

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
--