|  |  |  |
| --- | --- | --- |
| Receptive Language | Expressive Language | Social Language |
| Receptive vocabulary=2800+ words | Expressive vocabulary=1500+ words | Uses words to invite others to play |
| Follows multistep (3+ related) commands | Uses 4-5+ word sentences | Uses language to resolve disputes with peers |
| Follows directions of increasing length and complexity | Constructs longer sentences with more details | Uses language to discuss emotions and feelings more regularly |
| Understands object functions/uses | Uses mostly correct grammar | Engages strangers in conversation |
| Understands ordinal/sequencing concepts (1st,next,last) | Uses early pronouns (he/she, me/you/I) correctly | Maintains a topic of conversation for 3+ turns |
| Understands spatial concepts, including over/under, low/high, forward/backward, away from/toward, above/below | Uses the following morphological markers: regular and irregular past tense verbs, present progressive verbs, regular plurals, possessives, uncontracted copulas and auxiliary verbs, past tense of “be” verbs, future tense, conjunctions | Keeps a conversation going by: sticking to a topic, requesting more information, using more fillers (uh-huh, ok) to acknowledge a partner’s message, repairing/clarifying a message when not understood |
| Understands temporal concepts (yesterday,today,tomorrow) | Relates extended personal information (first/last name, address, city/town, name(s) of siblings, etc.) | Changes topic appropriately |
| Understands size relationships | Responds to wh- (including “when” and “why”) questions | Terminates a conversation appropriately |
| Understands “same” and “different” | Asks many questions (including “who” and “why”) | Requests permission |
| Understands comparatives/superlative adjectives (-er, -est) | Defines simple words, asks for word definitions if unknown | Uses code-switching/changes speech depending on the listener (inside/outside, peer/adult, etc) |
| Identifies academic concepts (basic colors, shapes) | Labels academic terms/concepts (colors, #s, letters) | Uses indirectives/hints to get listener to do something |
| Understands qualitative concepts (tall/short, fast/slow, all/none, long/short, large/small) | Describes similarities and differences between objects | Begins using language for jokes, teasing, and fantasy |
| Identifies more advanced body parts (shoulder, chest, jaw) | Names more advanced body parts (shoulder, chest, jaw)  | Engages in role-playing, assumes another person’s perspective temporarily |
| Classifies objects into categories | Tells what will happen next in a book/anticipates events based on actions in pictures  | Speaks of imaginary conditions (“What if…”, “I hope…”) |
| Responds to questions following a story | Can describe a sequence of events/uses time concepts related to the pictures | Uses deictic terms (words related to the context, including this/that, these/those, etc) from the listener’s perspective |
| Recalls part of a story that has been read | Retells a favorite story | Changes reference (here/there, go/come, etc.) correctly |
|  | Tells a short story |  |
|  | Sings songs/recites poems from memory |  |
|  | Enjoys rhymes, rhythms, and non-sense syllables |  |

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