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| --- | --- | --- |
| Receptive Language | Expressive Language | Social Language |
|  |  |  |
| Identifies major facial and body parts | Gives first name when asked, holds up fingers to tell age | Demonstrates joint attention (coordinated back and forth eye gaze) |
| Follows simple commands (e.g. come here, throw away, sit down, stand up) | States choice when asked (e.g. Do you want \_\_\_ or \_\_\_?” | Demonstrates appropriate use of objects |
| Identifies common clothing items | Has words for most common objects | Coordinates gestures, facial expressions, and body movements in communication |
| Shows understanding of many actions words in daily living and play contexts | Responds to simple “yes”/”no” questions regarding visual information and immediate wants and needs | Participates in circle games or joint action routines |
| Points to named objects, people, animals | Names major facial and body parts | Shows frustration when not understood |
| Points to named objects in pictures | Names common items in pictures | May ask for, or draw your attention to something by naming it (“puppy!”) or one of its attributes (“woof”), or by commenting (“wow”) |
| Selects pictures involving action words | Points to a picture and tells what it is when read a familiar book | Clarifies by repeating |
| Follows directions with personal pronouns (I, you, me, my, your) | Uses common action words | Combines several pretend actions in a logical sequence |
| Identifies basic colors | Asks “what’s that?” to ask for the name of things | Uses increased language in play |
| Identifies objects by their use | Imitates repetitive phrases in books | Tries to get adult attention (“hey”, “watch me”) |
| Understands many common adjectives and some prepositions | Combines nouns and verbs (“mommy go”) | Begins to use words to express emotion (“scared”, “mad”) |
| Follows 2-part related directions, like “get the spoon and put it on the table” | Uses some plurals by adding “s”: books, cars | Uses polite “nice” intonation patterns |
| Understands opposites, like go-stop, big-little, open-close, up-down | Uses present progressive tense (“ing”) | Engages in short conversations |
|  | Expresses negation (“no” and “not” in combination with other words | Attempts to control situation verbally |
|  | Asks/expresses “more” or recurrence (“another”, “again”) | Adds some new information/comments to extend topics |
|  | Uses “my” and “mine” to show possession | Symbolically uses objects, self in play |
|  | Refers to self as “me” or “I” rather than by name | Requests clarification |
|  | Uses short sentences like “Me want more” or “I want cookie” (subject-predicate phrases) | Contrasts self with others |
|  | Asks for location (“where’s my \_\_?”, “where daddy?”) | Narratives are short sequences, with theme, but no plot |
|  | Answers simple “where” questions |  |
|  | Uses simple descriptive terms (“big”, “pretty”, “scary”, “yucky”) |  |
|  | Begins to use plural and gender pronouns (may overgeneralize class or gender) |  |
|  | Uses words like up, down, on, off, in, on |  |
|  | Asks “why” |  |
|  | Uses more decontextualized language |  |
|  | Carries on “conversation” or simple dialogue with dolls or action figures |  |
|  | Begins to use possessive nouns |  |
|  | Begins to talk about past events |  |
|  | Uses most basic grammatical structures |  |
|  | Can repeat simple sentences (up to 4 syllables) |  |
|  | Generally speaks in sentences of at least 4 words |  |
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