

C. Expressive Vocabulary

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content) Imitates non-speech sounds (e.g., cough, click of tongue) Babbles using many sounds (e.g., two-lip sounds: “p,” “b,” and, “m”) Babbles in sentence-like sequences; puts words and sounds together in speech-like patterns Uses consistent sound combinations to indicate specific object or person (e.g., “da-da” for daddy) Combines words and gestures (e.g., waves when saying goodbye) Uses eight to 10 understandable words (e.g., “daddy,” “bottle,” “up”) 	<ol style="list-style-type: none"> Uses new vocabulary in everyday experiences Demonstrates use of an expressive vocabulary of more than 100 words, in home language Uses mostly two- and some three- syllable words Asks others to label unfamiliar objects Uses adjectives in speech (e.g., “red ball”) Imitates simple two-word phrase/sentence Uses some plurals Expresses negative statements by adding on a “no” in the sentence (e.g., “no milk”) Speech is 50–75% intelligible 	<ol style="list-style-type: none"> Uses new vocabulary in spontaneous speech Asks the meaning of unfamiliar words and then experiments with using them Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”) Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”) Uses words to express emotions (e.g., happy, sad, tired, scared) Recites songs, finger plays, and rhymes; tells stories Vocabulary of 1500 words or more Produces sentences with five to seven words Speech is entirely intelligible

Sample Strategies to Promote Development and Learning:

- Recognize and appreciate child’s efforts to use new words.
- Expand upon child’s attempts to use words (e.g., Child says “baba,” and you say, “yes, here is the bottle” or “your bottle is empty.”).
- Expose child to language by talking and reading with him/her.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to experiment with new words by providing a sentence starter and asking child to complete the sentence.
- Explain meanings of words to child during conversations.
- Provide opportunities for child to distinguish between real and nonsense words in home language.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to use and expand language (e.g., jokes, rhymes, songs).
- Interact with child by talking about books, laughing at his/her jokes.
- Support ELL child (or any second language learner) in acquiring a second language by avoiding translating everything for child and by using props, gestures, role-plays, physical movements, and demonstrations.

F. Expressive/Oral Language

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Vocalizes to get attention 2. Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness) 3. Enjoys listening to oral stories 4. Attempts to repeat animal sounds (e.g., “moo” and “woof, woof”) 5. Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says “sun”) 	<ol style="list-style-type: none"> 1. Recounts an event, with assistance 2. Begins to recall parts of a previously heard story 3. Requests to hear familiar stories 4. Begins to follow the sequence of events in an orally narrated story 	<ol style="list-style-type: none"> 1. Recounts some details of a recent event 2. Tells a short make-believe story, with assistance 3. Uses oral language to communicate a message 4. Participates in conversations about a variety of topics

Sample Strategies to Promote Development and Learning:

- Describe events to child or comment about what is happening.
- Provide opportunities for child to contribute with single words as you make up a story.
- Ask “wh” questions (e.g., why, what, where).

Sample Strategies to Promote Development and Learning:

- Incorporate songs, rhymes into stories you tell, so child can participate in storytelling.
- Set aside time daily to engage in storytelling, singing, and talking with child.
- Discuss and explain the importance of child’s home language.

Sample Strategies to Promote Development and Learning:

- Engage child in conversations that lend themselves to expressing different ideas (e.g., explanatory talk, conversations about science).
- Provide opportunities for child to create make-believe stories and write them down as child tells the story out loud.
- Provide opportunities for child to hear stories from traditional storytellers.



H. Oral and Written Communication

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Cries and later vocalizes/ uses words and gestures to solicit attention 2. Communicates needs through facial expression, words, or actions (e.g., points to desired object) 3. Changes volume and pitch to convey meaning 4. Imitates words (e.g., simple greetings) 5. Makes and imitates sounds in a back and forth turn-taking “conversation” 	<ol style="list-style-type: none"> 1. Changes intonation and tone to communicate meaning 2. Uses nonverbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug) 3. Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child’s name) 4. Uses jargon with regular words in conversation 5. Uses descriptors to describe a thing or event (e.g., “big toy,” “fun ride”) 6. Uses sound effects in play 7. Demonstrates an awareness of back and forth turn-taking during conversation exchanges 	<ol style="list-style-type: none"> 1. Speaks clearly enough to be understood by most listeners 2. States point of view, likes/ dislikes, and opinions using words, signs or picture boards 3. Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings 4. Relays a simple message (e.g., from grandparent to parent) 5. Repeats words or ideas to be sure information is communicated 6. Uses pre-writing in play with other children when pretending to communicate 7. Begins to draw representational figures 8. Dictates a story for adult to write out 9. Draws simple pictures or scribbles word-like marks to communicate a message or an idea

Sample Strategies to Promote Development and Learning:

- Interpret and give meaning to what child says (e.g., “You are saying ‘baba.’ Do you want some water?”).
- Use different types of voice with child.
- “Tune in” to the different ways child attempts to communicate by responding.

Sample Strategies to Promote Development and Learning:

- Model effective communication skills, such as speaking clearly.
- Respond with the correct pronunciation when child mispronounces a word.
- Provide opportunities for child to communicate with other children.

Sample Strategies to Promote Development and Learning:

- Ask open-ended questions that can be answered by child in own way, thereby eliminating right or wrong answers.
- Invent creative games like “message relay,” where child retells a message in a group.
- Play mime games that use the body to tell a story or express an idea.