

# Communication: Spoken Language: Emerging Pre-K-2

## USE OF LISTENING SKILLS FOR RECEPTIVE COMMUNICATION LSL.1

- 1 Follows simple auditory commands and requests LSL.1.EM1
- 2 Responds to simple questions about daily life LSL.1.EM2
- 3 Understands prepositions re: relative positions, e.g. in, on LSL.1.EM3
- 4 Repeats 2 numbers or words LSL.1.EM4
- 5 Repeats 4-5 word sentence LSL.1.EM5
- 6 Follows 2-3 step, unrelated directions LSL.1.EM6
- 7 Repeats 3 numbers/words LSL.1.EM7
- 8 Repeats 6-7 word sentences LSL.1.EM8
- 9 Differentiates singular and plural in commands/requests LSL.1.EM9
- 10 Names objects when given their function LSL.1.EM10
- 11 Answers more complex/abstract questions, e.g. Who is \_\_\_\_ing?, What eats bugs? LSL.1.EM11
- 12 Understands comparatives:-er,-est LSL.1.EM12
- 13 Sequences 3 elements/events LSL.1.EM13
- 14 Answers 3 unrelated questions LSL.1.EM14
- 15 Completes easy analogies with opposites, e.g. "The cat is black. The milk is \_\_\_\_\_." LSL.1.EM15
- 16 Recites nursery rhymes with cadence and intonation LSL.1.EM16

## USE OF SIMPLE TO COMPLEX SENTENCE STRUCTURES FOR SOCIAL CONVERSATIONS LSL.2

- 1 Uses nouns with modifiers, e.g. color, size, numbers, general amount LSL.2.EM1
- 2 Uses nouns as modifiers, e.g. coat pocket LSL.2.EM2
- 3 Uses early relative clauses to describe specific nouns LSL.2.EM3

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- 4** Uses adjectives to elaborate & to quantify, e.g. big car, sticky blue paper [LSL . 2 . EM4](#)
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- 5** Follows directions with action and indirect objects, e.g. Show the book to Dad [LSL . 2 . EM5](#)
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- 6** Uses plurals with "are" as an auxiliary verb [LSL . 2 . EM6](#)
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- 7** Uses a variety of adjectives to indicate texture, e.g. bumpy, smooth [LSL . 2 . EM7](#)
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- 8** Uses adjectives to indicate order, sequence, and quantity [LSL . 2 . EM8](#)
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- 9** Uses verbs as adjectives, e.g. running dog [LSL . 2 . EM9](#)
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- 10** Uses a variety of pronouns as subjects, objects, possessives [LSL . 2 . EM10](#)
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- 11** Uses adverbs to indicate place or position [LSL . 2 . EM11](#)
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- 12** Uses prepositions to indicate distance, e.g. from, to [LSL . 2 . EM12](#)
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- 13** Uses reflexive pronouns, e.g. myself [LSL . 2 . EM13](#)
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- 14** Uses a variety of simple sentence patterns that include nouns, verbs, prepositions, adverbs, pronouns, & adjectives [LSL . 2 . EM14](#)
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- 15** Uses simple past tense action and auxiliary verbs [LSL . 2 . EM15](#)
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- 16** Uses contractions to indicate negatives, e.g. don't, can't [LSL . 2 . EM16](#)
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- 17** Uses "no" as a negative modifier, e.g. no shoes [LSL . 2 . EM17](#)
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- 18** Uses present progressive, e.g. am cooking [LSL . 2 . EM18](#)
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- 19** Demonstrates emerging complexity of sentence patterns which include adverbs, clauses, infinitives, and/but [LSL . 2 . EM19](#)
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- 20** Adds "wh" words with noun phrases to form questions, e.g. who is, what doing, what color, where going, when, who has [LSL . 2 . EM20](#)
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- 21** Uses question phrases, e.g. what for, which one, what will [LSL . 2 . EM21](#)
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- 22** Uses auxiliary verbs in questions, e.g. will you, can I, is he, should I [LSL . 2 . EM22](#)
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- 23** Takes 4-5 turns in conversations [LSL . 2 . EM23](#)
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- 24** Uses social constructs such as apologizing, using manners, asking for permission [LSL . 2 . EM24](#)
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- 25** Describe 2 events in order [LSL . 2 . EM25](#)
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- 26** Uses language for jokes, to tell stories, to fantasize [LSL . 2 . EM26](#)

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**27 Uses 4-5 word utterances for typical sentences** LSL . 2 . EM27

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**28 Answers questions, e.g. who, whose, what to do when, what if, what for, where does, what happened** LSL . 2 . EM28

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**29 Repeats 6-7 word sentence or question** LSL . 2 . EM29