

“The Language Development domain describes children’s developing ability to effectively communicate (expressive language) and understand (receptive language) oral language in different environments and for a variety of purposes. Such skills are key to children’s learning and social competence. The understanding and use of language is also closely related to students developing literacy and their later success in learning to read and write”<sup>1</sup>

Language Development: Ages 3-5		
Strand <i>Topic</i>	Indicators Children may	Storytime Provider Strategies The storytime provider may
<b>Attending and Understanding</b> <i>The ability to comprehend or understand language</i>	<u>Ages 3-5</u> Attend to language during conversations, songs, stories, or other learning experiences  Comprehend increasingly complex and varied vocabulary  Follow two- to three-step directions  Comprehend different grammatical structures or rules for using language	<ul style="list-style-type: none"> <li>• Read and reread books to enhance understanding and vocabulary development.</li> <li>• Incorporate keywords from books into other activities for repetition and in meaningful contexts. Encourage adults to continue to do so at home.</li> <li>• Provide child-friendly definitions and explanations of unfamiliar words</li> <li>• Model introducing new words in conversation and play.</li> <li>• Share a variety of stories, factual books and information, songs, and poems that are age-appropriate with some challenge in complexity, including those that reflect a variety of family cultures and traditions.</li> <li>• Model and provide opportunities for children to follow directions.</li> <li>• Provide time for play and encourage children’s curiosity.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Communicating and Speaking</b> <i>The ability to use language</i>	<u>Ages 3-5</u> Vary the amount of information provided to meet the demands of the situation  Understand, follow, and use appropriate social and conversational rules  Express self in increasingly long, detailed, and sophisticated ways  Participate in conversations of more than three exchanges with peers and adults  Use language to express ideas and needs	<ul style="list-style-type: none"> <li>• Provide opportunities for children to engage in conversations with each other, with their parents/caregivers, with storytime providers.</li> <li>• Reinforce when children are communicating wants, feelings, ideas, and needs.</li> <li>• Encourage children to draw to provide additional details to verbal descriptions.</li> <li>• Provide opportunities for children to dramatize stories, engage in dramatic play.</li> <li>• Share books and songs related to concepts such as opposites, size, color, etc.</li> <li>• Models using complex sentence structure through the use of books and in their own speaking, using different verb tenses, adjectives, clauses within sentences, and using more than one sentence to convey an idea.</li> <li>• Provide opportunities for children to talk without feeling rushed, before, during and/or after storytime.</li> <li>• Ask open-ended questions to elicit conversation from children about their experiences, what they know, stories they may tell.</li> <li>• Use factual books as opportunities for children to share what they know on topics of interest.</li> <li>• Provide opportunities for children to write and then explain what they have drawn or written.</li> <li>• Encourage conversations between you and the children, as a group and/or individually.</li> <li>• Recognize that children have different levels of social and language abilities and</li> </ul>

<sup>1</sup> Colorado Early Learning Guidelines pg. 124

	<p>Understand the difference between a question and a statement.</p> <p>Practice asking questions and making statements.</p> <p>Speak in sentences of five or six words,</p>	<p>inclinations.</p> <ul style="list-style-type: none"> <li>• Plan for time before and after storytime for individual conversations.</li> <li>• Facilitate conversational interactions between adults and their children during the storytime.</li> <li>• Use opening “hello” songs and closing “goodbye” songs that mimic spoken greetings.</li> <li>• Model appropriate conversation practices, such as waiting several seconds for a child to respond.</li> <li>• Encourage and provide opportunities for conversations between children and their adults, and between children and other children.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<p><b>Vocabulary</b> <i>The ability to use a variety of words</i></p>	<p><u>Ages 3-5</u> Understand and use a wide variety of words for a variety of purposes</p> <p>Show understanding of word categories and relationships among words</p> <p>Use increasingly complex and varied vocabulary</p>	<ul style="list-style-type: none"> <li>• Add words and ideas to children’s conversations.</li> <li>• Provide opportunities for children to repeat harder words or more complex repeated phrases in a book.</li> <li>• Provide opportunities for children to say repeated words in a story, song or activity, pausing for children to chime in.</li> <li>• Encourage children to tell stories, recount experiences, describe ideas and events, report information. Use props, realia, flannelboards, puppets, etc.</li> <li>• Use books to introduce children to new words, situations, and ideas.</li> <li>• Model curiosity about words and word meanings.</li> <li>• Model use of context cues and illustrations to explain unfamiliar words in a text.</li> <li>• Use multiple senses and repetition when introducing new words or concepts. (“Show me with your body “exhausted.”)</li> <li>• Engage in interactive reading to support concept/vocabulary development.</li> </ul>