

Communication Development

Kindergarten

LISTENING

- Follow 1-2 step directions in a row
- Listen to and understand stories
- Follow a simple conversation

SPEAKING

- Speak clearly enough so that most people understand
- Answer simple questions
- Retell a story or tell about something they did
- Take turns in conversations

First Grade

LISTENING

- Remember what they hear
- Follow 2-3 step directions in a row

SPEAKING

- 100% intelligible to all people
- Answer more complex questions
- Tell and retell stories
- Share ideas using complete sentences
- Use most parts of speech correctly
- Stay on topic and take turns in conversation

Second Grade

LISTENING

- Follow 3-4 step directions in a row
- Understand direction words (next to, before, later)
- Answer questions about a 2nd grade story

SPEAKING

- Use more complex sentences
- Explain words and ideas
- Give 3-4 step directions
- Use words to inform, persuade, entertain
- Start and end conversations

Third Grade

LISTENING

- Pay attention in groups
- Understand grade-level information

SPEAKING

- Speak clearly
- Ask and answer questions
- Use words related to school subjects
- Summarize a story
- Explain what they learned in school

Fourth Grade

LISTENING

- Listen to and understand information
- Form opinions based on what they hear
- Listening for specific reasons

SPEAKING

- Use words correctly in conversation
- Understand some figurative language
- Take part in group discussions
- Summarize ideas in their own words
- Organize information so it is clear
- Give correct directions to others

Fifth Grade

LISTENING

- Listen and draw conclusions in different classes

SPEAKING

- Make planned speeches
- Take part in class discussions
- Summarize main points
- Report about information from group activities

Parent Tips for Speech and Language Development

Kindergarten-2nd Grade

Talk with your child a lot. Narrate what you are doing and what they are doing. Explain vocabulary you use.

Read different types of books. Read every day, and talk about the story. Have conversations about the pictures in the book and not just the words.

Have your child retell stories and talk about his/her day.

Help your child learn sound patterns of words. You can play rhyming games and point out letters.

Talk with your child about what you do during the day

Talk about how things are the same and different. Help your child build connections between ideas.

3rd-5th Grade

Ask your child what they think about what they hear or read. Connect what they read to events in their life.

Help your child connect what they read and hear at school, home, and other events.

Keep your child reading. Find books, graphic novels, and magazines that interest your child. Also, read books to your child.

Talk out loud as you help your child read about and solve problems.

Help your child recognize spelling patterns. Point out beginnings and endings of words, like "pre-" and "-ed"

Get your child to write letters, keep a diary, and write stories.

The job of a Speech-Language Pathologist



SPEECH:

SLPs work on improving a child's speech intelligibility. This includes teaching specific sounds, appropriate rate, and how to move the parts of the mouth.



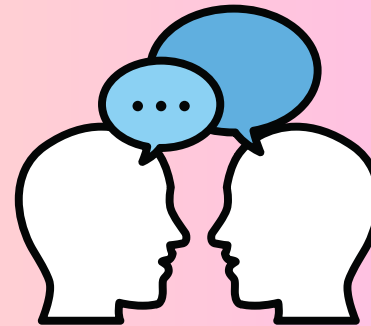
VOICE:

SLPs work with a variety of voice disorders. Voice disorders can be caused by misuse or trauma. Teachers and singers often have voice disorders.



LANGUAGE:

Language includes what is understood (receptive language) and what is said (expressive language). This includes skills like following directions, grammar, answering/asking questions, telling and re-telling stories, and vocabulary.



SOCIAL:

Social pragmatic skills include the ability to use verbal and nonverbal social language with others. SLPs work on increasing these skills to improve communication between people. Skills like having conversations, playing with others, and reading social cues.



FLUENCY:

A fluency disorder is an interruption in the flow of speaking, as with stuttering. SLPs play a central role in the screening, assessment, diagnosis, and treatment of fluency disorders.

BILINGUAL LANGUAGE DEVELOPMENT

MYTH

Speaking 2 or more languages will confuse a child so you should pick just one.

It is better for families to speak the language used at school, even if they are not fluent.

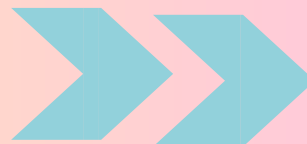
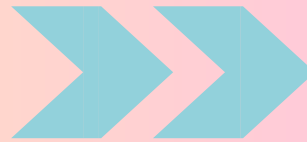
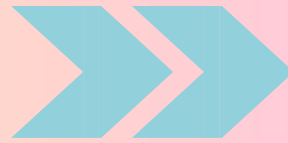
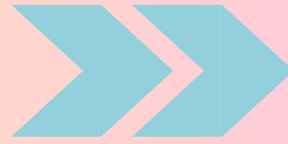
Young bilingual children are delayed in learning language compared to peers who only speak 1 language.

Bilingual children should not mix parts of the languages they speak.

Children become bilingual just by listening to people around them speaking the 2nd language.

Bilingual children will have academic problems or difficulty learning once they start school.

VS



FACT

All children are capable of learning more than one language, even children with developmental delays and disabilities.

Families should speak the language they are most comfortable with to provide the most linguistically rich environment.

Bilingualism does NOT cause language delays, and has been shown to improve cognitive skills.

This occurs when children grammatically mix aspects of languages they speak. It fosters cultural and metalinguistic awareness.

Learning language is an active process that requires many opportunities for children to practice communicating.

Research shows academic advantages including superior problem solving and cognitive flexibility.

COMMUNICATION DEVELOPMENT: RED FLAGS



1

LISTENING: K-2nd grade students are expected to be able to follow directions and answer questions about a topic or story. If a student has challenges with understanding what they hear, a hearing or language screening may be needed.



2

SPEAKING: By kindergarten, most children use complex sentences to talk about events and stories. They can explain how things happen and why things are the same or different. Difficulty using complete, grammatically correct sentences, reduced vocabulary, and using language to answer questions may suggest an evaluation is needed.



3

SPEECH SOUNDS: By kindergarten, children should be easy to understand for both familiar and unfamiliar adults. Later developing sounds such as R, S, Z, TH are usually mastered by 1st or 2nd grade. If a child is very difficult to understand and is having difficulty saying specific sounds, a speech-language pathologist may need to be consulted.



4

FLUENCY: By kindergarten, most children have grown out of any stuttering that can be typical during language development. Children who are repeating sounds at the beginning of words, especially with any struggle, tension, or force to get words out should be assessed.



5

SOCIAL LANGUAGE: School-aged children are able to have conversations, ask questions, and understand others have a different perspective than their own. Difficulty initiating, engaging, or continuing a conversation with peers, as well as interpreting social cues, and communicating wants and needs to others in a social context may need an evaluation.

MAY
**BETTER SPEECH &
HEARING MONTH**

2023



**BUILDING
A STRONG
FOUNDATION**

**DID YOU KNOW WE HAVE
A SPEECH PATHOLOGIST
AT OUR SCHOOL?**

KELSEY MILLER

425-837-5528

THANK YOU, MS. KELSEY, FOR MAKING
THIS BOARD TO HELP STUDENTS,
STAFF AND PARENTS LEARN MORE
ABOUT COMMUNICATION AND SPEECH
IN CHILDREN!