

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY****SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>16 to 38 Months</b>	Recognizes and responds to increasingly complex vocabulary and gestures.	<ul style="list-style-type: none"> <li>▪ Understands and responds to simple questions.</li> <li>▪ Points to body parts.</li> <li>▪ Follows one to three step directions.</li> <li>▪ Points to pictures in books.</li> <li>▪ Responds to rhymes and finger plays.</li> <li>▪ Responds appropriately to some prepositions.</li> <li>▪ Matches objects and pictures.</li> <li>▪ Identifies objects by function.</li> <li>▪ Responds to action words, such as run, open, touch, or stop.</li> <li>▪ Responds to words in home language, but may look puzzled by words in another language.</li> <li>▪ When people, objects, and actions are named, shows a response.</li> <li>▪ If learning two languages simultaneously, responds to requests in either language.</li> <li>▪ Understands 1200-2800 words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each day, talk, sign, sing, and read to children.</li> <li>▪ When replying to a child's communication, confirm child's intentions and then extend the topic adding new vocabulary words (e.g. "You want to eat some peas. Peas, peas, peas, green tasty peas!").</li> <li>▪ Read books full of everyday items and engage the child to point to objects as you lead.</li> <li>▪ Repeat words and phrases, and then expand them (e.g. "Red car, red car, red car. Shiny, red car.")</li> <li>▪ When conversing with a child, use sentence length slightly longer than the child's utterance.</li> <li>▪ Add information to what the child says.</li> <li>▪ Ask questions and make comments, being certain to give the child time to show a response to your words.</li> <li>▪ Answer questions and respond to children's comments.</li> <li>▪ Play word games that include give and take between your words and the child's responding actions or words (e.g. Show me, or animal sounds).</li> <li>▪ Recite rhymes slowly. Wait for the child to say a rhyme with you and keep a slow cadence as you recite the rhyming words together.</li> <li>▪ Talk about what things do.</li> <li>▪ Provide language-rich, authentic conversation, books, family stories, music, and opportunity to participate in traditional community activities.</li> <li>▪ Provide opportunities and activities in more than one language if children are learning languages simultaneously.</li> <li>▪ Name new materials and objects when introducing</li> </ul>

			<p>them.</p> <ul style="list-style-type: none"><li>▪ When in a new environment, make up games like "What do you see?" and label aloud what you see around you (animals in the environment, name them aloud).</li></ul>
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