

IDAHO EARLY LEARNING EGUIDELINES

GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.

Domain 5: Communication, Language, and Literacy
Sub-Domain: Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LANGUAGE			
VOCABULARY			
GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to voices and environmental sounds.	<ul style="list-style-type: none"> ▪ Moves in response to a voice. ▪ Responds differently to varied voices (angry versus friendly). ▪ May turn and look at new sounds. ▪ Responds to his/her name. ▪ Increasingly attends to the sounds and rhythms of home language. 	<ul style="list-style-type: none"> ▪ Talk, sign, sing, and read to child. ▪ Read simple, colorful books to child. ▪ Describe environmental sounds. ▪ Use repetitive sounds to play with vocalization (ooh, la la la). ▪ Respond to child's cooing and babbling. ▪ Imitate child's sounds and encourage turn-taking ▪ Play verbal games using non-speech sounds (raspberries and tongue clicks). ▪ Use child's name when addressing him/her and in caregiving activities. ▪ Point to and use single words to label objects, toys, and people in their natural settings. ▪ Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Responds to spoken language in context.	<ul style="list-style-type: none"> ▪ Recognizes words (e.g. Mama, eat, cup, foot, nose). ▪ Understands simple phrases (wave bye-bye, look up). ▪ Is attentive to the sounds and cadences of home language. ▪ Responds with gestures. ▪ Responds to the context of "no." ▪ Responds to caregivers voice, watching eyes and mouth (may pat face or reach for mouth). ▪ Attends to music or singing. ▪ Gives objects on request. ▪ May look to or go to familiar objects and people when named. ▪ Understands and responds to simple questions (e.g. "Where is the doggie?"). ▪ Has a receptive vocabulary of approximately fifty words in home language. 	<ul style="list-style-type: none"> ▪ Talk, sign, and sing to child during daily routines. ▪ Use simple verb noun combinations (e.g. "Car goes." "Throw the ball." "Hold the cup."). ▪ Use repetitious language ("Up, up, up."). Pair the words with actions. ▪ Model appropriate language. ▪ Point to and label objects, toys, and people in their natural setting. ▪ Respond to a child's vocalizations with the same sound the child makes, or add new words. ▪ Use variety of experiences - people, activities, and settings to introduce varied vocabulary. ▪ Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes. ▪ Provide opportunities to point to familiar objects and actions for which he/she knows the names. ▪ Play labeling games (e.g. "Where is your nose?"). ▪ Read picture books daily, including poetry-rich with a variety of sound, cadence, and word patterns, nursery rhymes, and "baby books." ▪ Provide developmentally appropriate books (board and/or cloth books that child can touch and manipulate). ▪ Use a combination of baby signs and gestures from child's experience, and words when talking with child.

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16 to 38 Months	Recognizes and responds to increasingly complex vocabulary and gestures.	<ul style="list-style-type: none"> ▪ Understands and responds to simple questions. ▪ Points to body parts. ▪ Follows one to three step directions. ▪ Points to pictures in books. ▪ Responds to rhymes and finger plays. ▪ Responds appropriately to some prepositions. ▪ Matches objects and pictures. ▪ Identifies objects by function. ▪ Responds to action words, such as run, open, touch, or stop. ▪ Responds to words in home language, but may look puzzled by words in another language. ▪ When people, objects, and actions are named, shows a response. ▪ If learning two languages simultaneously, responds to requests in either language. ▪ Understands 1200-2800 words. 	<ul style="list-style-type: none"> ▪ Each day, talk, sign, sing, and read to children. ▪ 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!"). ▪ Read books full of everyday items and engage the child to point to objects as you lead. ▪ Repeat words and phrases, and then expand them (e.g. "Red car, red car, red car. Shiny, red car.") ▪ When conversing with a child, use sentence length slightly longer than the child's utterance. ▪ Add information to what the child says. ▪ Ask questions and make comments, being certain to give the child time to show a response to your words. ▪ Answer questions and respond to children's comments. ▪ 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). ▪ 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. ▪ Talk about what things do. ▪ Provide language-rich, authentic conversation, books, family stories, music, and opportunity to participate in traditional community activities. ▪ Provide opportunities and activities in more than one language if children are learning languages simultaneously. ▪ Name new materials and objects when introducing them. ▪ 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).

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VOCABULARY

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<p>36 to 60 Months</p>	<p>Demonstrates increased comprehension of spoken language, vocabulary, and gestures.</p>	<ul style="list-style-type: none"> ▪ Identifies objects by name and category. ▪ Follows three step directions. ▪ Identifies objects by attributes (e.g. shapes, size, color, and other attributes.) ▪ Listens to stories read or told with attention. ▪ If learning a second language, may have a period of silence (not speaking), but shows comprehension. ▪ Responds to yes or no, who, what, where, when, how, and why questions. ▪ May look quizzical when hearing new words in a verbal context. ▪ Responds to simple time concepts (tonight, tomorrow, yesterday). ▪ Understands relationships expressed by <i>if then</i>, or <i>because</i> sentences. ▪ Responds to basic number concepts of one, all, sets. ▪ Recognizes and responds to some family and traditional stories and their meanings. ▪ Identifies verb tense in a sequence of pictures. ▪ Responds to directions in sentences with mean lengths of 5 to 7 words. ▪ Responds to opposites, comparatives, and superlatives. 	<ul style="list-style-type: none"> ▪ Talk, sign, sing, and read with the child. ▪ When reading, say and point out words in books. ▪ Play advanced word games where listening and responding to what the child hears is required (e.g. "I Spy"). ▪ Use the everyday environment to encourage discussion of familiar objects, places, and people. ▪ Use adult-like language when conversing. Always use correct pronunciation and grammar. ▪ Help the child gain vocabulary and better understand objects and experiences through descriptive words (e.g. "This bowl of beans is a bit warm to touch. I would call it tepid."). ▪ Make request using specific attributes and category (e.g. "Bring me the green towel. I need a cloth towel for this clean up."). ▪ Provide opportunities for child to listen for new words in the environment and identify them when heard (e.g. "The man working on the sink said 'wrench.' I wonder which tool is the wrench."). ▪ Make photo "books" for child for identifying people, places, or animals. ▪ Play "placement games" to show understanding of prepositions (i.e. "Put the ball under/on top of/beside the table."). ▪ Converse naturally about what child is doing, hearing, or watching. ▪ Facilitate and encourage peer language interactions in activities, pretend play, and outings. ▪ Provide opportunities for child to view art from their own culture, and other cultures. Explain related stories (e.g.

			<p>traditional clothing, flags, totem poles, jewelry).</p> <ul style="list-style-type: none"> ▪ Invite family members and community leaders to tell stories rich with cultural language and images. ▪ Include child in family and community activities that include traditional songs, stories, and dances. ▪ Choose language rich experiences (library, zoo, parks, shopping). ▪ Discuss concepts from stories read and encourage retelling. ▪ Expand a child's vocabulary for comparison and contrasting objects and actions (e.g. Soup is hotter than milk and cereal. Some people play football and some play soccer. Blue is like the sky, but green is like the grass. We can play outside when the sun is shining. But, today we cannot play outside because the rain made the ground too muddy).
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60 Months through Kindergarten	Responds to increasingly complex vocabulary and ideas to interpret different situations and experiences.	<ul style="list-style-type: none"> ▪ Responds to an increasing number of technical and specialized words (pediatrician is a child's doctor). ▪ Recognizes words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms). ▪ Engages hands-on learning and play that builds upon conceptual meaning of words including art, music, and traditions of child's family and culture. ▪ Represents addition and subtraction with objects, fingers, and models. ▪ Uses number words and number concepts to solve simple addition and subtraction word problems. ▪ Directly compares two objects with a measurable attribute. ▪ Can follow a 3-4 step series of verbal instructions with actions. 	<ul style="list-style-type: none"> ▪ Positively acknowledge child when he/she demonstrates understanding of new words. ▪ Build and expand on what child says by using more complex vocabulary. ▪ If you choose to view television, select quality children's programs for not more than 1-2 hours per day, watch with the child, and discuss with the child about the meaning of the vocabulary used. ▪ Offer games with multi-step directions, including board games and active physical games. ▪ Offer everyday routines that require following oral directions (e.g. "Go to your cubby, get your coat, and your lunch, and choose a friend, and then go to the table you like."). ▪ Encourage dramatic play where children listen and respond to keep the play going (e.g. doctor-patient clerk-shopper, restaurant-customer, or teacher-student). ▪ Offer science activities where children must listen to information, then carry out an experiment using that information.