

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

| Age Range              | Developmental Growth   | Child Indicators   | Caregiver Strategies   |
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| <b>36 to 60 Months</b> | Demonstrates increased comprehension of spoken language, vocabulary, and gestures. | <ul style="list-style-type: none"> <li>▪ Identifies objects by name and category.</li> <li>▪ Follows three step directions.</li> <li>▪ Identifies objects by attributes (e.g. shapes, size, color, and other attributes.)</li> <li>▪ Listens to stories read or told with attention.</li> <li>▪ If learning a second language, may have a period of silence (not speaking), but shows comprehension.</li> <li>▪ Responds to yes or no, who, what, where, when, how, and why questions.</li> <li>▪ May look quizzical when hearing new words in a verbal context.</li> <li>▪ Responds to simple time concepts (tonight, tomorrow, yesterday).</li> <li>▪ Understands relationships expressed by if then, or because sentences.</li> <li>▪ Responds to basic number concepts of one, all, sets.</li> <li>▪ Recognizes and responds to some family and traditional stories and their meanings.</li> <li>▪ Identifies verb tense in a sequence of pictures.</li> <li>▪ Responds to directions in sentences with mean lengths of 5 to 7 words.</li> <li>▪ Responds to opposites, comparatives, and superlatives.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Talk, sign, sing, and read with the child.</li> <li>▪ When reading, say and point out words in books.</li> <li>▪ Play advanced word games where listening and responding to what the child hears is required (e.g. "I Spy").</li> <li>▪ Use the everyday environment to encourage discussion of familiar objects, places, and people.</li> <li>▪ Use adult-like language when conversing. Always use correct pronunciation and grammar.</li> <li>▪ 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.").</li> <li>▪ Make request using specific attributes and category (e.g. "Bring me the green towel. I need a cloth towel for this clean up.").</li> <li>▪ 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.").</li> <li>▪ Make photo "books" for child for identifying people, places, or animals.</li> <li>▪ Play "placement games" to show understanding of prepositions (i.e. "Put the ball under/on top of/beside the table.").</li> <li>▪ Converse naturally about what child is doing, hearing,</li> </ul> |

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|  |  |  | <p>or watching.</p> <ul style="list-style-type: none"> <li>▪ Facilitate and encourage peer language interactions in activities, pretend play, and outings.</li> <li>▪ Provide opportunities for child to view art from their own culture, and other cultures. Explain related stories (e.g. traditional clothing, flags, totem poles, jewelry).</li> <li>▪ Invite family members and community leaders to tell stories rich with cultural language and images.</li> <li>▪ Include child in family and community activities that include traditional songs, stories, and dances.</li> <li>▪ Choose language rich experiences (library, zoo, parks, shopping).</li> <li>▪ Discuss concepts from stories read and encourage retelling.</li> <li>▪ 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).</li> </ul> |
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