

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LANGUAGE****VOCABULARY****GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses phrases and sentences with functional and descriptive vocabulary.	<ul style="list-style-type: none"> ▪ Uses sentences three to seven words in length. ▪ Takes turns in conversation. ▪ Answers why, what, and where questions. ▪ Retells an event or story. ▪ Answers simple comprehension questions from a story read aloud. ▪ Memorizes and recites simple songs and finger plays. ▪ Uses new vocabulary in spontaneous speech. ▪ Asks the meaning of unfamiliar words and then experiments with using them. ▪ Uses words to further describe actions or adjectives (running fast, playing well). ▪ Uses multiple words to explain ideas (e.g. "The dog and the cat and my daddy were all running on the same sidewalk."). ▪ Uses words to express emotions (happy, sad, tired, or scared). ▪ Uses complex vocabulary to describe events. 	<ul style="list-style-type: none"> ▪ When talking with a child in conversation, make ample wait time for the child's response. ▪ Provide experiences in the community and discuss them with the child. ▪ Talk, sign, sing, and read, encouraging the child to offer words, signs, and conversation with you. ▪ Ask questions related to stories read. These can be questions to test the child's understanding of the story, but also ask real questions for which you do not know answers. Have a real conversation. ▪ Encourage word play. ▪ Introduce rhyming words through word play (e.g. "Bat, bat, bat, cat, cat, cat, that, that, that, kersplat!"). ▪ Model for the child how to use and expand language (jokes, rhymes, songs). ▪ Encourage child to repeat rhymes, short poems, and expressions of courtesy (e.g. "I like the dinner, thank you".). ▪ Support meaningful use of language for dual language learners (DLL) by avoiding translating everything for child and by using props, gestures, role-plays, pictures, physical movements, and demonstrations. ▪ Engage child in play for using a varied vocabulary to describe emotions (frustrated, discouraged, thrilled, confused). ▪ Model good grammar and avoid baby talk.

			<ul style="list-style-type: none"> ▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?"). ▪ Provide materials and opportunity to use prewritten language and discuss written communication. ▪ Offer dramatic play opportunity both indoors and outdoors and in songs, poems, stories, as well as toys and equipment for props. This encourages speaking, listening, and conversation. ▪ Respond to child's descriptive talk with synonyms (child says, "Big," adult says, "Huge.").
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