

IDAHO EARLY LEARNING EGUIDELINES

GOAL 52: CHILDREN USE EXPRESSIVE 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 52: CHILDREN USE EXPRESSIVE VOCABULARY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>Birth through 8 Months</p>	<p>Initiates sounds and facial expressions.</p>	<ul style="list-style-type: none"> ▪ Uses facial expressions to communicate likes, and dislikes and to gain adult attention. ▪ Imitates facial expressions and reaching. ▪ Makes sounds to indicate pleasure, discomfort, wants, or pain. ▪ Begins to use basic turn-taking in communication. ▪ Initiates and imitates cooing and babbling. ▪ Experiments with sounds. ▪ Incidentally combines vowel sounds with consonant sounds, (e.g. "Dada" or "Buh, buh, buh"). ▪ Varies intonation. 	<ul style="list-style-type: none"> ▪ Respond to child's vocalizations by imitating child's sounds, then changing the sound. ▪ Wait for the child to respond to your words or sounds. ▪ Be sure you give your attention to a child. Watch for child's cues of attention. Respond with the same cue back to the child. ▪ Respond to child's crying and describe the child's intended message back to the child (e.g. Are you hungry? Tired? Too hot?). ▪ Use descriptive talk during daily routines (changing diaper, feeding) when a child attends to your words and actions.

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<p>6 to 18 Months</p>	<p>Uses purposeful vocalizations and gestures. Use words with intent.</p>	<ul style="list-style-type: none"> ▪ Uses meaningful vocalizations. ▪ Imitates gestures. ▪ Participates in turn-taking “conversations” with body wiggles/arm waving, coos, babbles, and squeals. ▪ Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba, then, da da da). ▪ Uses consistent sound combinations to indicate specific object or person (“dada” for daddy). ▪ Imitates and repeats words. ▪ May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or baby signs (“more,” “nursing/bottle,” “all done”). ▪ Has an expressive vocabulary of 1 to 50 words. ▪ Uses single words to communicate. ▪ Strings together varied intonation patterns with intent (jargon). ▪ Pairs gestures with words. ▪ Recognizes consonants and vowels in their vocalizations. ▪ Mimics animal sounds in response to adult cues (“What does the cow say?”). 	<ul style="list-style-type: none"> ▪ Respond to child’s vocalizations and gestures. ▪ Starts responsive conversations with expressive talk, waiting for baby’s response, and sustaining the interactions until the baby looks away or stops. ▪ Respond to child’s crying and provide words (e.g. “You’re scared.” “You’re hurt.”). ▪ Pair words with a child’s play and actions. ▪ Describe what the child is feeling (hungry, tired, or wet). ▪ Give child wait time during interaction to encourage turn-taking in conversation. ▪ Create a need for the child to communicate (e.g. put a toy just out of a child’s reach). ▪ Communicate with family to learn words, gestures, “signs,” and “baby games” familiar to child that reflect his/her personal cultural experience.

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16 to 38 Months	Uses words and simple phrases with intent.	<ul style="list-style-type: none"> ▪ Increasingly uses words and phrases. ▪ May exhibit a period of silence when learning a second language. ▪ Shows rapid increase in expressive vocabulary (1,000 words by 36 months) can understand more words than says. ▪ Initiates gestures. ▪ Initiates communication. ▪ May ask “wh” questions (why and what). ▪ Asks others to label unfamiliar objects. ▪ Starts to use short sentences. ▪ Uses personal pronouns (i.e. “Me do it.”). ▪ Pronounces words with increasing articulation and clarity. ▪ Uses attributes (descriptive words - big boy, red ball). 	<ul style="list-style-type: none"> ▪ Encourage, expect, and wait for a child to use words to express needs and wants. ▪ When replying to child’s attempts to communicate, confirm his or her intentions and then extend the topic. ▪ Offer exposure to vocabulary by talking, signing, singing, and reading to the child. ▪ Respond to child’s single words using sentences with descriptive responses (e.g. child says, “Ball,” you respond, “Here is the red ball.”). ▪ Model simple sentences. ▪ Encourage use of pronouns from child’s point of view (i.e. “I want milk,” rather than, “Susie wants milk.”). ▪ Avoid baby talk. Use correct pronunciation and grammar. ▪ When child is attempting to communicate verbally, assume he or she has something important to say, and listen carefully. Try to understand the meaning before you respond. ▪ For an English Language Learner (ELL), learn and use key words in child’s home language including “signs,” if appropriate. ▪ Explain meanings of words to child during conversations.

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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. ▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?").

			<ul style="list-style-type: none"> ▪ 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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60 Months through Kindergarten	Expands vocabulary and uses new combinations to express ideas and concepts.	<ul style="list-style-type: none"> ▪ Expresses most feelings and emotions using words. ▪ Names some non-present objects using appropriate words. Uses words correctly to indicate understanding. ▪ Defines words, with assistance (e.g. "Firefighters put out fires."). ▪ Constructs viable arguments and the reasoning of others. ▪ Using number words and concepts, solves simple addition and subtraction word problems. ▪ Describe measurable attributes of objects. ▪ Directly compares two objects with a measurable attribute. ▪ Classifies objects. ▪ Describes objects and actions using adjectives and adverbs. ▪ Correctly names shapes regardless of their orientation. 	<ul style="list-style-type: none"> ▪ Play word games with child to encourage the use of new words. ▪ Engage child in making up rhymes. ▪ Ask questions that encourage child to use abstract vocabulary to express complex ideas (e.g. "What would this look like if...?"). ▪ Demonstrate, explain, and provide opportunities for child to understand how a word with the same sound can mean two different things (here and hear). ▪ Describe and explain the benefits of learning two or more languages and cultures, and compare words and concepts between the languages and cultures with child. ▪ Model rich vocabulary in context (when pointing to object instead of saying, "thing," name the object). ▪ Repeat comments that the child and peers make. ▪ Expand and embellish a child's utterances, adding vocabulary (e.g. "Jordie says he likes going to ball games with his dad. Sometimes people go to the stadium and sit in the bleachers to watch the game."). ▪ Using familiar tunes, engage children to make up new words (e.g. to the tune of Wheels on the Bus... "The soup in the pot is vegetable, vegetable, vegetable. The stock in the pot is beefy broth. The vegies in the pot are tomatoes and corn, onions, and peas and beans.").