

Early Literacy Planning Tool based on Every Child Ready to Read2©

Vocabulary/Recognizing words and knowing the meanings of words including objects, actions, feelings, concepts, ideas

**Goals: Children develop and expand knowledge of words and word meanings.
Children acquire and use new words, increasingly abstract words, in speech.**

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Models use of "parentese" while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words) 	Respond to tone of voice Respond to sounds in environment Recognize familiar voice by turning to speaker
<ul style="list-style-type: none"> Uses all kinds of words and many types of language including conversation, stories, nursery rhymes, songs Encourages children to chime in with names of items in pictures in book or names of props being used Encourage children to imitate motions, using names for actions Uses repetition to increase children's understanding 	Show understanding of gestures and words by doing motions, looking at object noted Point to objects when named
<ul style="list-style-type: none"> Uses gestures and/or sign language in combination with words when communicating 	Combine words and gestures (e.g. waves when saying good-bye) Respond to familiar gestures/signs
<ul style="list-style-type: none"> Invites children to label familiar objects in books or in the environment Adds new words, extending children's communication 	Use eight to ten understandable words (e.g. "daddy," "bottle," "up") Recognize objects being referred to
<ul style="list-style-type: none"> Presents children with the opportunity to label aspects of people, places and events 	Use short telegraphic sentences (e.g. "Me go." Or "There mama.")
<ul style="list-style-type: none"> Narrates what child sees, hears, smells, touches, does using a variety of words and descriptions Shares books that introduce new words; labels items Adds new words to books with little text 	Focus on narration, follows adult's eye gaze and pointing

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Makes opportunities for children to follow one or two step directions when gathering, transitioning from one activity to another, during songs/music/movement activities, while reading books; includes words for spatial relationships (above, below, between, over, under, etc.) Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime 	Understand questions, some basic concepts, and follow simple directions
<ul style="list-style-type: none"> Introduces unfamiliar objects and prompts children to request labels from caregiver Explain meanings of words during conversations or while reading books Shares factual books, exposing children to vocabulary not found in conversation or storybooks 	Ask others to label unfamiliar objects Ask what unfamiliar words mean Show curiosity about new words, repeat or attempt to repeat new words
<ul style="list-style-type: none"> Invites children to use adjectives to describe objects or things described in stories 	Use adjectives in phrases (e.g. "big" bag, "green" bear)
<ul style="list-style-type: none"> Claps out words in books or songs Provides opportunities for children to distinguish between real and nonsense words 	Recognize words
<ul style="list-style-type: none"> Invites children to identify objects, people in environment and in books Invites children to join in with actions in books and songs Uses as diverse a vocabulary as possible when talking with children Explains new words while reading books/talking 	Identify people, objects, actions by name Respond to directions that include verbs (jump, reach) Demonstrate understanding of words by responding appropriately
<ul style="list-style-type: none"> Provides opportunities for play where children are encouraged to try out words just learned Encourages adults to use newly introduced words through play 	Imitate new words being said by adults Use new words in play

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Vocabulary continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> • Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime • Explains meaning of unfamiliar word • Models use of picture cues to help determine meaning of new words • Encourages children to listen for new words while reading a book • Explains differences between two words with similar meanings (e.g. tired, exhausted) • Adds less familiar synonym to a familiar word • Explores words by category or related to theme, explores word relationships to understand concepts of common category (e.g. food, farm/wild animals, vehicles) • Shares factual books, exposing children to vocabulary not found in conversation or storybooks 	<p>Respond to unfamiliar words Show interest in meanings of unfamiliar words Use increasingly complex vocabulary Ask about meaning of unfamiliar words</p>
<ul style="list-style-type: none"> • Introduces new words in context of topic (stories and/or factual books) • Models own connections to new word 	<p>Participate in discussion about unfamiliar word(s) Connect new word to prior knowledge/experience Talk about connection between the unfamiliar word and a familiar one Try using new words</p>
<ul style="list-style-type: none"> • Models using multiple words to explain ideas (e.g. “Another way of saying that is . . .”, defining a new concept/idea) • Points out multiple meanings of a word (e.g. wave in an ocean and wave goodbye) 	<p>Use multiple words to explain ideas (e.g. when talking about primary caregiver says “mother/father”)</p>
<ul style="list-style-type: none"> • Asks children to talk about how they feel about what is happening in the story, adds less common words about feelings to ones the children are using 	<p>Use words to express emotions</p>
<ul style="list-style-type: none"> • When giving directions, uses words before demonstrating the action, allowing children to follow directions 	<p>Follow directions based on verbal instructions</p>
<ul style="list-style-type: none"> • Provides opportunities for play where children are encouraged to try out words just learned • Encourages adults to use newly introduced words through play 	<p>Use new words being said by adults Use new words in play</p>
<ul style="list-style-type: none"> • Plays word games using real and nonsense words 	<p>Distinguish between real and made-up words</p>

All ages

<ul style="list-style-type: none"> • Models the activities and articulates their importance for language and literacy development to parents and caregivers
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