



Resource Guide

VOCABULARY

What is Vocabulary	Vocabulary refers to the words we use in communication Active vocabulary refers to the words we understand and use in daily conversation. Within active vocabulary, we refer to words we hear and understand as our receptive vocabulary, and words we use in conversation, as our expressive vocabulary.
Building active vocabulary	To help build a child's active vocabulary, make sure the child has lots of exposure to language.
Tiered vocabulary	Vocabulary words can be categorized into three different tiers. Tier One words are part of our active vocabulary, both expressive and receptive. This means we hear and speak these words with understanding (ex: words like dog, play, and school). Tier Two words are not used regularly and typically part of more advanced language. These words are excellent for enhancing vocabulary development (ex: words like responsible, gigantic, and frustrating). Tier Three words are generally limited to specific domains and only used when teaching content (ex: words like multiplication, migration, and eclipse).
Introduce vocabulary	Choose the type of words best suited to meet the child's oral language needs. Then, follow an easy six-step routine for introducing vocabulary: 1) explain the new word, using visualization and the child's background knowledge 2) give children sentences that would demonstrate the word's meaning 3) have children restate the new word and definition in their own words 4) ask children to represent the new word in a non-linguistic form (ex: draw a picture) 5) have children teach new word to a partner 6) encourage use of the new word in daily conversations
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Benchmark Milestones

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Benchmark milestones are specific goals that children are expected to achieve at certain stages of their early literacy development

BOY- Beginning of the Year; MOY- Middle of the Year; EOY- End of the Year

Pre-K	BOY, MOY, & EOY	Receptive Vocabulary 1st-20th %tile: Can identify limited or no tangible everyday objects Ex: crown 21st-40th %tile: Can identify some tangible, everyday objects Ex: tiara 41st-99th %tile: Can identify more tangible, everyday objects Ex: tadpole
Kindergarten	BOY, MOY, & EOY	Expressive Vocabulary 1st-20th %tile: Can identify limited or no common tangible items Ex: crib 21st-40th %tile: Can identify common items and some uncommon tangible items Ex: crutches 41st-99th %tile: Can identify more common and uncommon tangible items Ex: well
First Grade	BOY, MOY, & EOY	Expressive Vocabulary 1st-20th %tile: Can identify limited or no common tangible items Ex: dragonfly 21st-40th %tile: Can identify common items and some uncommon tangible items Ex: well 41st-99th %tile: Can identify more common and uncommon tangible items Ex: faucet
Second Grade	BOY, MOY, & EOY	Expressive Vocabulary 1st-20th %tile: Can identify limited or no common tangible items Ex: dragonfly 21st-40th %tile: Can identify common items and some uncommon tangible items Ex: well 41st-99th %tile: Can identify more common and uncommon tangible items Ex: faucet