

VIEWS² Valuable Initiatives in Early Learning that Work Successfully

Comprehension / *Understanding Words, Stories, Directions, Ideas, etc.*

Birth to 18 months

Vocabulary Goal 58: Children use receptive vocabulary & Comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
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| Uses simple words to give children single step directions (e.g. "Please bring me the ball.") or indirect invitations (e.g. "Let's listen.") and provides time for them to respond (e.g., "Clap", child claps). | Responds appropriately to familiar words (e.g., "Clap", child claps) |
| | Follows single step directions (e.g. "Please bring me the ball.") |
| | Has a receptive vocabulary of over fifty words in home language |
| Asks children simple questions that can be answered with gestures towards a particular person (e.g., "Where is mommy?") or object; (e.g., "Where is your blanket?") | Points to a familiar person/s when requested |
| | Points to objects when named (e.g., "Where is your blanket?") |
| Directs children's attention using visual gaze and/or gestures | Pays attention to what the speaker is looking at or pointing to |

18 months to 36 months

Vocabulary Goal 58: Children use receptive vocabulary & comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
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| Prompts children to identify different body parts by pointing | Identifies at least three body parts, when requested |
| Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?) | Identifies some people, objects, and actions by name |
| Asks children simple questions (e.g., do you see birds in the trees around your house?) and pauses, allowing children time to respond | Answers simple questions with words or actions |
| Provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena | Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?") |

36 months to 60 months

Vocabulary Goal 58: Children use receptive vocabulary & comprehension
Goal 61: Children demonstrate comprehension and meaning in language

| Educator/Adult | Children |
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| Contrasts real and made-up words to prompt children to talk about differences between what words that are real and made-up | Distinguishes between real and made-up words |
| Asks questions that may elicit short verbal answers or gestures that demonstrate that children are following the story/activity/ conversation | Responds to questions with verbal answers or gestures |
| Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song (e.g., I hear that you think the bunny is pretending the box is a car. What do other friends think? What type of car is it?) | Extends/expands the thought or idea expressed by another |
| | Engages in conversation that develops a thought or idea (e.g., tells about a past event) |