VIEWS2
Valuable Initiatives in Early Learning that Work Successfully

Vocabulary / *Understanding & Using Words*

Birth to 18 months

Vocabulary Goal 59: Children use expressive vocabulary Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax	
Educator/Adult	Children
Uses gestures in combination with words when communicating	Combines words and gestures (e.g., waves when saying good-bye)
Invites children to label familiar objects in books or in the environment	Uses eight to ten understandable words (e.g., 'daddy', 'bottle', 'up')
Presents children with the opportunity to label aspects of people, places and events	Uses short telegraphic sentences (e.g., "Me go." or "There mama.")

18 months to 36 months

Vocabulary Goal 59: Children use expressive vocabulary Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax	
Educator/Adult	Children
Introduces unfamiliar objects and prompts children to request labels from caregiver	Asks others to label unfamiliar objects
Uses simple three-to-four word (with mostly 1-2 syllable words) sentences at least twice followed by a pause so children can imitate	Imitates simple two-word phrase/sentence
Provides experiences that prompt children to ask questions	Uses simple questions in speech, but may not use correct grammar
Invites children to use adjectives to describe objects or things described in stories	Uses adjectives in phrases (e.g., 'big' bag, 'green' bear)

36 months to 60 months

Vocabulary Goal 59: Children use expressive vocabulary Grammar and Syntax Goal 60: Children demonstrate progression in grammar and syntax	
Educator/Adult	Children
Models using multiple words to explain ideas (e.g., "Another way of saying that is …", defining a new concept/idea)	Uses multiple words to explain ideas (e.g., when talking about primary caregiver says 'mother/father')
Ask children to talk about how they feel about what is happening in the story	Uses words to express emotions (e.g., happy, sad, tired, scared)
Prompts children to share stories about/describe their preferences, and previous experiences then assists in putting in sequence (e.g., "Oh, you have also gone to a grocery store. What did you do when you got there first? Did you get a cart? What happened next?")	Describes a task, project, and/or event sequentially in three or more sentences