

# Language Development Milestones

Age	Semantics	Syntax	Pragmatics	Morphology	Phonology
12-24 months	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>Perceives other's emotions</li> <li>Follows simple one-step commands</li> <li>Comprehends approximately 300 words (1 ½-2 years)</li> <li>Listens to short stories (1 ½-2 years)</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>Average expressive vocabulary size: 50-100 words at 18 months</li> <li>Semantic roles expressed in one-word speech include the following: agent, action, object, location, possession, denial, rejection, disappearance, nonexistence (12-18 months)</li> <li>Words are understood outside of routine games; still need contextual support for lexical comprehension (12-18 months)</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>Follows directions using one/two word spatial concepts</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>MLU 1.0-2.0 (12-26 months)</li> <li>Brown's Stage I: Basic Semantic Roles and Relations (18-24 months)</li> <li>Two-word utterances emerge (18-24 months)</li> <li>Word order is consistent (18-24 months)</li> <li>Utterances are "telegraphic" with few grammatical markers (18-24 months)</li> <li>Negation is used in the form of "no"</li> <li>Refers to self with pronoun and name. Example: "Me Sarah". (18-24 months)</li> <li>Uses negation in the form of "no" Example: "No bed". (18-24 months)</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>Acknowledges speech of another by giving eye contact, vocally responding, or repeating a word said</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>Locutionary intents express same functions with words that were expressed before with preverbal means (12-18 months)</li> <li>Frequency of communicative acts: 5/min of free play (12-18 months)</li> <li>Frequency of word use increases over preverbal communication (i.e. requesting information, answering questions, acknowledging) (18-24 months)</li> <li>Frequency of communicative acts: 7.5/min of free play (18-24 months)</li> <li>Brings object to show an adult</li> <li>Requests objects by</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>Follows directions using one or two spatial concepts—in/on</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>Possessive emerging (18-24 months)</li> <li>First true word emerges (10-14 months)</li> <li>Yes/no asked with rising intonation on a single word; <i>what</i> and <i>where</i> (12-22 months)</li> <li>Combines 2 words into phrase (18-24 months)</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>First 50 words: Most often have CV shape; use same consonants used in early babbling; use of reduplication, syllable deletion, assimilation, and final consonant deletion; words are selected or avoided for expression based on favored and avoided sounds (12-18 months)</li> <li>Some echolalia (12-18 months)</li> <li>Basically unintelligible with exception of a few words (12-18 months)</li> <li>Vocalized pleasure and displeasure (12-18 months)</li> <li>Accurately imitates some words (12-18 months)</li> <li>By 24 months 9-10 initial and 5-6 final consonants are used (18-24 months)</li> <li>Speech is 50% intelligible (18-24 months)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Average expressive vocabulary size: 200-300 words at 24 months</li> <li>• Understand single words for objects out of sight (18-24 months)</li> <li>• Understand two-word relations similar to those expressed (18-24 months)</li> <li>• Prevalent relations expressed as follows: agent-action, agent-object, action-object, action-location, entity-location, possessor-possession, demonstrative-entity, attribute-entity (18-24 months)</li> <li>• Points to one to three body parts on command</li> <li>• Identifies two or more objects/pictures from a group</li> <li>• Turns head in response to hearing his/her name</li> <li>• Begins to claim certain objects</li> </ul>	<ul style="list-style-type: none"> <li>• 33% of utterances are nouns (18-24 months)</li> <li>• Agent+action, agent+object, agent+location (18-24 months)</li> </ul>	<p>pointing and vocalizing or possibly using word approximation</p> <ul style="list-style-type: none"> <li>• Says "bye" and a few other conversational ritual words such as "hi", "thank you" and "please"</li> <li>• Answers simple wh-questions with vocal response</li> <li>• Much verbal turn-taking</li> <li>• Begins using single words and two word phrases to command (move), indicate possession (mine), express problems (owee)</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of consonants are correct (18-24 months)</li> <li>• CVC and two-syllable words emerge (18-24 months)</li> <li>• Jargon babble emerges</li> <li>• Improvement in intelligibility (approximately 65% intelligible) by 2 years</li> </ul>
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## Language Development Milestones

24-36 months	<ul style="list-style-type: none"> <li>• Answers question "what's this?"</li> <li>• Asks for "more" (emerging recurrence)</li> <li>• Uses names of most familiar objects</li> <li>• Verbalizes toilet needs (closer to 2 years) may verbalize need before, during, or after act</li> </ul>				
	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends approximately 500 words (2-2 ½ years)</li> <li>• Listens to 5 to 10 minute story (2-2 ½ years)</li> <li>• Carries out 2-step commands</li> <li>• Has concept of "one" and "all"</li> <li>• Comprehends approximately 900 words (2 ½-3 years)</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Understanding and use of questions about object (what?), people (who?), basic events</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands concept of first and second person pronouns (I, you)</li> <li>• Understands <i>what</i>, <i>where</i>, and <i>why</i> questions about basic events</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Present progressive - <i>ing</i> (no auxiliary verb). <u>Example:</u> Mommy driving. (19-28 months)</li> <li>• Subject+ verb+ object appears (22-26 months)</li> <li>• Brown's Stage II: Grammatical Morphemes (24-30 months)</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands when clarification is needed in conversation</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Frequency of topic continuations increase, mostly through repetition (24-30 months)</li> <li>• "Please" used for polite requests (24-30 months)</li> <li>• New intents include the following: symbolic play, talk about absent objects, misrepresenting reality (24-30 months)</li> <li>• Narrative are "heap stories" primarily labels and descriptions (24-30)</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands <i>-est</i> and other superlatives</li> <li>• Comprehends first person pronouns (ex. <i>he</i>, <i>she</i>)</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Articles "a" and "the" appear in sentences</li> <li>• <i>And</i> appears (22-26 months)</li> <li>• Regular plural forms emerging (24-30 months)</li> <li>• Combines 3-4 words (24-30 months)</li> <li>• <i>But</i>, <i>so</i>, <i>or</i>, and <i>if</i> appear (31-32 months)</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Awareness of rhyme emerges (24-30 months)</li> <li>• May omit final consonant, reduce consonant blends, substitute one consonant for another (24-30 months)</li> <li>• Speech is 75% intelligible at 36 months (30-36 months)</li> <li>• Ability to produce rhyme emerges (30-36 months)</li> <li>• Consonants mastered: /p/, /m/, /n/, /w/, /h/ (30-36 months)</li> </ul>

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	<p>(what (x) doing? Where (x) going?) (24-30 months)</p> <ul style="list-style-type: none"> <li>• Uses 200 intelligible words (24-30 months)</li> <li>• Use and understanding of "why" questions (30-36 months)</li> <li>• Understanding and use of basic spatial terms (30-36 months)</li> <li>• Responds appropriately to yes/no questions</li> <li>• Points to five body parts on self or doll</li> <li>• Uses 500 intelligible words (30-36 months)</li> <li>• Repeats two numbers correctly</li> <li>• Names 6 objects by use</li> </ul>	<ul style="list-style-type: none"> <li>• Use of no, not, can't, don't as negation between subject and verb (24-30 months)</li> <li>• Questions formed with rising intonation only (24-30 months)</li> <li>• Sentences with semi-auxiliaries gonna, wanna, gotta, hafta appear (24-30 months)</li> <li>• MLU 2.0-2.5 (27-30 months)</li> <li>• Subject+ copula+ complement appears (27-28 months)</li> <li>• Basic subject-verb-object used by most children (28-30 months)</li> <li>• Subject+ auxiliary+ verb+ object appears (31-31 months)</li> <li>• Brown's Stage III: Modulation of Simple Sentences (30-36 months)</li> <li>• Asks basic questions (Paddy gone?)</li> <li>• MLU 2.5-3.0 (31-34</li> </ul>	<p>months)</p> <ul style="list-style-type: none"> <li>• Topic continuation nears 50% (30-36 months)</li> <li>• Topics are continued by adding new information (30-36 months)</li> <li>• Some requests for clarification provided (30-36 months)</li> <li>• Use of language in play increases (30-36 months)</li> <li>• Narratives are "sequences" with theme but no plot</li> <li>• Expresses emotion</li> <li>• Begins using language in imaginative ways</li> </ul>	<ul style="list-style-type: none"> <li>• <u>In Example</u>: Ball in cup. (27-30 months)</li> <li>• <u>On Example</u>: Doggie on sofa. (27-30 months)</li> <li>• Regular plural -s. <u>Example</u>: Kitties eat my ice cream. (27-33 months)</li> </ul>
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## Language Development Milestones

36-48 months		<p>months)</p> <ul style="list-style-type: none"> <li>• 25% of utterances are nouns, 25% are verbs</li> <li>• Auxiliary verb appears with copula in subject+ auxiliary+ copula+ x</li> </ul>			
36-48 months	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Listens to 20 minute story</li> <li>• Comprehends approximately 1,200 words (36-42 months)</li> <li>• Comprehends 1,500-2,000 words (42-48 months)</li> <li>• Understands basic color words</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Semantic relations between adjacent and conjoined sentences include the following: additive, temporal, causal, contrastive (36-42 months)</li> <li>• Understanding of basic color words (36-42 months)</li> <li>• Use and understanding</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Regular past -ed. <u>Example:</u> Mommy pulled the wagon. (26-48 months)</li> <li>• Uncontractible copula (verb to be as main verb) <u>Example:</u> He is. (response to "Who's sick?") (27-39 months)</li> <li>• Articles. <u>Example:</u> I see a kitty. (28-40 months)</li> <li>• Uncontractible auxiliary. <u>Example:</u> He is. (response to Who's wearing your hat?) (29-48 months)</li> <li>• Brown's Stage Late IV- Early V (42-48 months)</li> <li>• Beginning to use "is" at beginning of questions</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• More flexibility in requesting, including permission directives and indirect requests (36-42 months)</li> <li>• Direct requests decrease in frequency, as indirect requests increase (36-42 months)</li> <li>• Narratives are "primitive" with theme and some temporal organization (36-42 months)</li> <li>• New functions emerge including: reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles/ props, and maintaining interactions (36-42 months)</li> <li>• Engages in longer dialogues</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Combines 4-5 words in sentences</li> <li>• Irregular past. <u>Example:</u> Came, fell, broke, sat, went (25-46 months)</li> <li>• Possessive 's. <u>Example:</u> Mommy's balloon broke. (26-40 months)</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Use of reduplication, syllable deletion, assimilation and final consonant deletion is less common (36-42 months)</li> <li>• Use of stopping, fronting, cluster reduction, and liquid simplification continues (36-42 months)</li> <li>• Use of cluster reduction decreases (42-48 months)</li> <li>• 90% of children have mastered /b/, /d/, /k/, /g/, /ng/, /f/, /s/, and /w/</li> <li>• Phonological processes disappearing by 36 months: consonant assimilation, diminutization, doubling, final consonant deletion,</li> </ul>

## Language Development Milestones

	<p>of basic kinship terms (36-42 months)</p> <ul style="list-style-type: none"> <li>• Use and understanding of "when" and "how" questions (36-42 months)</li> <li>• Understanding of words for basic shapes (36-42 months)</li> <li>• Use and understanding of basic size vocabulary (36-42 months)</li> <li>• Use of conjunctions <i>and, because</i> to conjoin sentences (36-42 months)</li> <li>• Knows in/on/under</li> <li>• Responds to commands involving 2 objects</li> <li>• Responds to commands involving actions</li> <li>• Uses 800 words (36-42 months)</li> <li>• Appropriately responds to simple "how" question</li> </ul>	<ul style="list-style-type: none"> <li>• Uses "and" as conjunction</li> <li>• Contractions used consistently</li> <li>• MLU 3.0-3.75 (35-40 months)</li> <li>• First complex sentence forms appear (36-42 months)</li> <li>• Brown's Stage IV: Emergence of Embedded Sentences (36-42 months)</li> <li>• Double auxiliary verbs appear in subject+ auxiliary+ verb+ X (38-40 months)</li> <li>• MLU 3.75-4.5 (41-46 months)</li> <li>• Early emerging complex sentence types include the following: full prepositional clauses, Wh- clauses, simple infinitives, and conjoined. (42-48 months)</li> <li>• MLU 4.5+ (47+ months)</li> <li>• Indirect object</li> </ul>	<ul style="list-style-type: none"> <li>• Begins code switching when talking to very young children</li> <li>• Makes conversational repairs when listener had not understood</li> <li>• Corrects others</li> </ul>	<p>prevocalic voicing, reduplication, unstressed syllable deletion, velar fronting</p> <ul style="list-style-type: none"> <li>• Becoming very intelligible in connected speech (42-48 months)</li> </ul>
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## Language Development Milestones

4-5 years	<ul style="list-style-type: none"> <li>• Can answer 2 or 3 questions (36-42 months)</li> <li>• Names 8-10 pictures</li> <li>• Supplies last word of line (e.g. the apple is on the...)</li> <li>• Counts 3 objects, pointing to each</li> <li>• Uses 1,000-1,500 words (42-48 months)</li> <li>• Tells two events in order of sequence</li> <li>• Can do simple verbal analogies (e.g. Daddy is a man, Mommy is a...)</li> <li>• Answers 13 agent + action questions (42-48 months)</li> </ul>	appears			
	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends 2,500 to 2,800 words</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Knowledge of letter names and sounds emerges (4-5 years)</li> <li>• Knowledge of numbers and counting emerges</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Brown's Stage V (4-5 years)</li> <li>• Regular past -ed. Example: Mommy pulled the wagon (26-48 months)</li> <li>• Contractible copula. Example: Man's big</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Hints that do not mention the intention in the request emerge (4-5 years)</li> <li>• Ability to address specific requests for clarification increases (4-5 years)</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Uses "if" and "so" in sentences</li> <li>• Uses "could" and "would" in sentences</li> <li>• Our, they and their used consistently</li> <li>• Comparative -er</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Speech is 100% intelligible (4-5 years)</li> <li>• Ability to segment words into syllables emerges (4-5 years)</li> <li>• Use of most simplification processes stops; errors on /s/, /r/,</li> </ul>

## Language Development Milestones

	<p>(4-5 years)</p> <ul style="list-style-type: none"> <li>• Use of conjunctions <i>when, so, because, if</i> (4-5 years)</li> <li>• Knows <i>between, above, below, top, bottom</i></li> <li>• Answers 14 agent + action questions (4-4 ½ years)</li> <li>• Defines four words in terms of use</li> <li>• Uses "what do...does...did" questions</li> <li>• Uses 1,500 to 2,000 words</li> <li>• Answers 15 agent + action questions (4 ½-5 years)</li> <li>• Asks meaning of words</li> <li>• Can name first, middle, last</li> <li>• Repeats days of the week in sequence</li> </ul>	<p>(29-49 months)</p> <ul style="list-style-type: none"> <li>• Irregular third person. <u>Example</u>: Does, has (28-50 months)</li> <li>• Contractible auxiliary. <u>Example</u>: Daddy's drinking juice. (30-50 months)</li> <li>• Basic sentence forms acquired (4-5 years)</li> <li>• Later-developing complex sentences used, including the following: relative clauses, infinitive clauses with different subjects, gerund clauses, and <i>Wh</i>-Infinitive clauses (4-5 years)</li> <li>• Errors of noun/verb and adjective/noun agreement are frequent</li> <li>• Fewer errors in agreement between adjective/ noun (by age 5)</li> <li>• Reflexive pronouns becoming more consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives are "chains" with some plot, but no high point or resolution (4-5 years)</li> <li>• Uses mostly direct requests</li> <li>• Repeats for repair</li> <li>• Begins to use gender topics</li> </ul>	<p>emerges (ex. Bigger)</p> <ul style="list-style-type: none"> <li>• Combines 4-7 words in sentences (4-4 ½ years)</li> <li>• Combines 5-8 words in sentences (4 ½-5 years)</li> </ul>	<p>/l/, th may persist (4-5 years)</p> <ul style="list-style-type: none"> <li>• More errors present in difficult blends</li> <li>• Should be few omissions and substitutions of consonants</li> <li>• Very intelligible in connected speech (4-4 ½ years)</li> </ul>
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## Language Development Milestones

<p>5-6 years</p>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends 13,000 words</li> <li>• Notices mistakes in the speech of others</li> <li>• Understands opposites</li> <li>• Understands sequencing of time (Ex first, second, third)</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Reorganizations of lexical knowledge from syntagmatic (episodic) to paradigmatic (semantic) networks</li> <li>• Average expressive vocabulary size is 3,000 to 5,000 words</li> <li>• Describes location or movement</li> <li>• Names basic colors</li> <li>• Can state similarities and differences between objects</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understanding of passive sentences emerges</li> <li>• Understanding of "when" and "how" questions</li> <li>• Understands all basic question forms</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Use of passive sentences emerges</li> <li>• Mastery of exceptions to basic grammatical rules begins</li> <li>• Produces short passives with lost, left, and broken</li> <li>• All pronouns used consistently</li> <li>• Syntax nearly normal</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Narrative are true "stories" with central focus, high point, and resolution</li> <li>• Repeats with elaboration for repair</li> <li>• Uses adverbial conjuncts <i>now, then, so, though</i>, disjuncts rare</li> <li>• Gives threats and insults</li> <li>• Issues promises</li> <li>• May give praise</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands comparatives</li> <li>• Understands adding suffix to adverb to form nouns (ex. teach → teacher)</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Superlative (est) used (biggest)</li> <li>• Adverbial word endings emerging (slowly, faster)</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Last residual speech errors overcome</li> <li>• Ability to segment words into phonemes emerges</li> <li>• Consonants mastered: t, ing, r, l</li> </ul>
<p>6-7 years</p>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends a minimum of 20,000 words</li> </ul> <p><u>Expressive:</u></p>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Use of passive sentences emerges</li> <li>• Mastery of exceptions to basic grammatical</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Is able to make judgments about whether there is enough information contained in a message or not</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands basic morphophonemic alterations related to plurality</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Identifies syllables</li> <li>• Masters rule for /s/, /z/ pluralization</li> </ul>

## Language Development Milestones

	<ul style="list-style-type: none"> <li>• Reorganizations of lexical knowledge from syntagmatic (episodic) to paradigmatic (semantic) networks</li> <li>• Average expressive vocabulary size is 3,000 to 5,000 words</li> <li>• Uses left/right, back/front</li> <li>• Shifts from single-word to multiword definitions</li> </ul>	<p>rules begins</p> <ul style="list-style-type: none"> <li>• Comprehends parallel embedding, imperative commands, -man and -er suffix</li> <li>• Uses many plural nouns</li> <li>• Perfect tense <i>have</i> and <i>had</i> emerging</li> <li>• Continued improvement on irregular plurals</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Narrative are true "stories" with central focus, high point, and resolution</li> <li>• Uses and understands most deictic terms</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Fairly consistent use of most morphological markers</li> <li>• Irregular comparatives used more frequently (ex. good, better, best)</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to manipulate sound units to rhyme and produce stems</li> <li>• Consonants mastered: /θ/, /ʃ/, /ʒh/, /j/</li> </ul>
<p>7-8 years</p>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Some words are understood to have multiple meanings</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• School and reading experience introduce new words not encountered in conversations</li> <li>• Pronouns use anaphorically to refer to nouns previously named</li> <li>• Word definitions include synonyms and categories</li> <li>• Capacity for</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understanding of passive sentences</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Literate language syntax needed for academic participation develops</li> <li>• A few errors in noun phrases persist</li> <li>• Follows adult ordering of adjectives</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Begin to understand jokes and riddles based on sound similarities</li> <li>• Recognizes non-literal meanings in indirect requests</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Stories contain complete episodes with internal goals, motivations, and reactions of characters</li> <li>• Some multiple-episode stories appear</li> <li>• Language is used to establish and maintain social status</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Mastered the use of -er suffix</li> <li>• Comprehends <i>because</i></li> <li>• Comprehends parallel embedding, imperative commands, -man and -er suffix</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Follows adult ordering of adjectives</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Articulation is mostly error-free</li> <li>• Some difficulty with complex words may persist</li> <li>• Recognizes unacceptable sound sequences</li> <li>• /ð/, /v/, /s/, /z/ are mastered</li> </ul>

## Language Development Milestones

8-10 years	<p>production of figurative language increases</p>		<ul style="list-style-type: none"> <li>• Increased perspective-taking allows for more successful persuasion</li> <li>• Provide conversational repairs by defining terms or giving background information</li> <li>• Can perform successfully in simple referential communication tasks</li> <li>• Sustains concrete topics</li> <li>• Begins considering others' intentions</li> </ul>		
	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends approximately 18,000 words (8-9 years)</li> <li>• Comprehends approximately 30,000 words (9-10 years)</li> <li>• Can follow written directions</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary used in school texts is more abstract and specific than that used in conversations</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Syntax used in school texts is more complex than that used in oral language</li> <li>• Use of word order variations increases in writing</li> <li>• Uses full passives (80% of children)</li> <li>• Uses -er suffix to mark initiator of an action (teacher)</li> <li>• Is able to judge</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Understands jokes and riddles based on lexical ambiguity</li> </ul> <p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Stories include complex, embedded and interactive episodes</li> <li>• Understand jokes and riddles based on lexical ambiguity</li> <li>• Sustains topics through several turns</li> <li>• Addresses perceived</li> </ul>	<p><u>Receptive:</u></p> <ul style="list-style-type: none"> <li>• Comprehends and uses <i>tell</i> and <i>promise</i></li> <li>• Comprehends and uses <i>ask</i></li> <li>• Comprehends <i>because</i> consistently</li> <li>• Understands difference between <i>definitely</i>, <i>probably</i>, and <i>possibly</i></li> <li>• Is able to judge grammatical correctness separate from semantics</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Is able to produce all American English sounds and blends</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students are expected to acquire new information from written texts</li> <li>• Can explain relationships between meanings and multiple-meaning words</li> <li>• Begin using adverbial conjuncts (4% of utterances contain them)</li> <li>• Most common idioms understood</li> <li>• Has generally completed most of the syntagmatic-paradigmatic shift</li> <li>• Begins to interpret psychological states described with physical terms (cold, blue) but misinterprets</li> </ul>	<p>grammatical corrections separate from semantics</p> <ul style="list-style-type: none"> <li>• Uses pronouns to refer to elements outside immediate sentence</li> </ul>	<p>source of breakdown in repair</p> <ul style="list-style-type: none"> <li>• Produces all elements of story grammar</li> </ul>	<p><u>Expressive:</u></p> <ul style="list-style-type: none"> <li>• Morphophonological knowledge develops and is used in spelling</li> </ul>	
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References

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