

## Language Milestones – Normal Language Development

(Multiple errors across language domains or in single areas indicate child may need language assessment.)

Mark + or -

and any comments

### By Age 5

#### Syntax (Sentence Structure)

\_\_\_\_\_ sentences in conversation should average 4.5-7 words

\_\_\_\_\_ simple sentences are complete

\_\_\_\_\_ uses and understands some complex sentences

#### Semantics (Word Knowledge)

\_\_\_\_\_ knows time concepts (early, tomorrow, etc.)

\_\_\_\_\_ labels common objects by use and function

#### Morphology (Word Structure)

\_\_\_\_\_ knows comparatives (e.g. bigger, nicer, taller)

\_\_\_\_\_ knows third person singular present tense

\_\_\_\_\_ (e.g. "he runs.")

\_\_\_\_\_ knows regular past tense

\_\_\_\_\_ knows regular plurals

\_\_\_\_\_ uses basic helping verbs in sentences

\_\_\_\_\_ (e.g. is, are, am)

\_\_\_\_\_ uses contractions (e.g. can't, won't, he's)

#### Pragmatics (Social Language)

\_\_\_\_\_ can judge grammatical correctness of

\_\_\_\_\_ basic sentences

\_\_\_\_\_ maintains topic

#### Suggestions for Eliciting Targets

*Ask about favorite movies, friends,  
siblings, pets, how to make a peanut butter  
sandwich, favorite games, etc.*

*"What day is tomorrow? What did you do yesterday?"*

*"What tells time? What keeps food cold?"*

*"Is a car heavier than a bicycle?"*

*"What does a bird do with its wings?" or*

*"Use the word 'walks' in a sentence."*

*After dropping pencil, ask "What did I do?"*

*Hold up fingers and ask, "What are these?"*

*"Use the word 'are' in a sentence."*

*"Do cows fly? Tell me that in a sentence."*

*"Is it correct to say, 'He drawing picture?'"*

*Elicit spontaneous speech.*

### Ages 5-6

#### Syntax (Sentence Structure)

\_\_\_\_\_ sentences averages 6.0-8.0 words

\_\_\_\_\_ uses and understands past and future tense consistently

\_\_\_\_\_ with usually complete and some complex sentences

#### Semantics (Word Knowledge)

\_\_\_\_\_ uses and understands many location

\_\_\_\_\_ prepositions (e.g. on top, above, between, near)

\_\_\_\_\_ knows address

\_\_\_\_\_ knows some common opposites (e.g. hard-soft)

\_\_\_\_\_ tells stories about past events

\_\_\_\_\_ defines basic words using use and composition

\_\_\_\_\_ can name position (e.g. first, second, third)

\_\_\_\_\_ knows indefinite pronouns (e.g. every, any, both, few)

#### Morphology (Word Structure)

\_\_\_\_\_ uses irregular plurals (e.g. mice, teeth)

\_\_\_\_\_ uses possessive nouns (e.g. the dog's tail)

\_\_\_\_\_ uses basic conjunctions (e.g. and, if, because)

#### Pragmatics (Social Language)

\_\_\_\_\_ uses basic requests (wh and yes-no questions)

\_\_\_\_\_ understands some indirect requests

\_\_\_\_\_ self monitors speech, sometimes self correcting errors

*Elicit spontaneous speech. Ask about  
what the student will do after school,  
what happened yesterday after school, etc.*

*Place pencil in different areas (e.g. below  
table), and ask, "Where is my pencil?"*

*"What town/state/country do you live in?"*

*"What is the opposite of stop?"*

*"What did you do (yesterday, last weekend, etc.)?"*

*"What is glue?" (Includes use and composition.)*

*"What is the third day of the week? What is  
the last letter in the alphabet?"*

*"Use the word 'many' in a sentence."*

*Point to teeth or feet and ask "What are these?"*

*Point to picture of person, animal, etc. and ask,*

*"Whose ears, etc. are those?"*

*"Use the word 'or' in a sentence."*

*"What could you ask if you lost your coat?"*

*"I would like you to stand."*

*Elicit spontaneous speech.*

## Language Milestones – Normal Language Development

### Ages 7,8, and 9

Mark + or -  
and any

comments

#### Syntax

- \_\_\_\_\_ sentences in conversation should average 7.0-9.0 words
- \_\_\_\_\_ uses complete sentences
- \_\_\_\_\_ uses primarily complex sentences with conjunctions, clauses, and/or embedding
- \_\_\_\_\_ uses correct word order (particularly in questions)

#### Semantics

- \_\_\_\_\_ knows seasons, and categories such as holidays, liquids, punctuation, planets, directions, states, etc.
- \_\_\_\_\_ labels curriculum objects, and labels functions
- \_\_\_\_\_ knows curriculum opposites and synonyms
- \_\_\_\_\_ uses more complex location prepositions (eg. through)
- \_\_\_\_\_ knows basic idioms
- \_\_\_\_\_ knows basic metaphors

#### Morphology

- \_\_\_\_\_ knows superlatives, e.g. biggest, best, tallest
- \_\_\_\_\_ uses infinitive verbs
- \_\_\_\_\_ knows irregular past tense
- \_\_\_\_\_ knows derivational morphemes

- \_\_\_\_\_ understands complex negation

#### Pragmatics

- \_\_\_\_\_ varies intonation, gestures and other nonverbal behavior

#### Suggestions for Eliciting Targets

*Ask about favorite movies, friends, siblings, how to do a book report, hobbies, etc.*

*"Use the word 'unless' in a sentence."*

*"Name the seasons." "What are China, Canada, and The United States of America?"*

*"Name something that measures." "What does a title do?"*

*"What is the opposite of lower case?" "What is a word that means the same as author?"*

*"Use the word 'across' in a sentence."*

*"What does it mean to 'catch up,' 'figure out,' 'call it a day,' etc."*

*"Finish this sentence. That old dog was as slow as a \_\_\_\_\_."*

*"Tell me the slowest animal that you can think of."*

*"Use the phrase 'to walk' in a sentence."*

*"Use the word 'hold' in a sentence starting with the word 'yesterday'." (hear, bring, etc.)*

*"If a reader is somebody who reads, what do you call somebody who listens?"*

*"Tell me something that doesn't live in the ocean."*

*Elicit spontaneous speech*

### Ages 10 and up

#### Syntax

- \_\_\_\_\_ minimal errors in word order; adult sentence length;
- \_\_\_\_\_ includes variety of tense and clauses, including progressives

#### Semantics

- \_\_\_\_\_ knows similarities and differences of curriculum objects
- \_\_\_\_\_ can define multiple curriculum words using at least 2 of the following: categories, examples, attributes, functions
- \_\_\_\_\_ differentiates similar words
- \_\_\_\_\_ consistently uses precise terms

- \_\_\_\_\_ consistently answers mixed "wh" questions

- \_\_\_\_\_ understands and explains idioms

#### Morphology

- \_\_\_\_\_ any morphologic error

#### Pragmatics

- \_\_\_\_\_ can distinguish facts and opinions
- \_\_\_\_\_ requests clarifications

*Use phrases in sentences, such as "may be able to, would have, will be, could have," etc.*

*"How are a microscope and a telescope alike, and how are they different?"*

*"What is punctuation? What is an ocean? What is a government?", etc.*

*"Is it worse to be furious or upset?" "Is it better to be happy or ecstatic?"*

*monitor conversation sample for excessive use of demonstrative pronouns (this, that, these and those) and words like "thing" and "stuff"*

*"Where/When/Why do you eat lunch? Who/What is the President?"*

*"What really happens when a person turns the clock back? ... if something appears out of thin air?", etc.*

*refer to suggestions for ages 7,8, and 9*

*"I like pizza. Is that a fact or an opinion? Say something very quietly."*